



SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS

*"Where Learning is the Expectation
And Caring is a Commitment"*

March 5, 2019

WORKSHOP: 1:00 P.M.
ADMINISTRATIVE HEARING: 3:00 P.M.
REGULAR MEETING: 4:00 P.M.
OF THE
CITRUS COUNTY SCHOOL BOARD
MARCH 12, 2019

THOMAS KENNEDY
DISTRICT 1

VIRGINIA BRYANT
DISTRICT 2

DOUGLAS A. DODD
DISTRICT 3

SANDRA COUNTS
DISTRICT 4

LINDA B. POWERS
DISTRICT 5

AGENDA:

WORKSHOP: 1:00 P.M.

TOPIC:

Hospital Board Presentation

ADMINISTRATIVE HEARING: 3:00 P.M.

REGULAR MEETING: 4:00 P.M.

Opening Exercise and Pledge of Allegiance

I. ADOPTION OF AGENDA AS RECOMMENDED BY SUPERINTENDENT

II. CITIZEN COMMENTS

The first Citizen Comments is reserved for comments on the items requesting approval on the agenda. Another opportunity is available for any subject at 5:15 p.m. and at the end of business.

III. APPROVE CONSENT AGENDA – (Recognition of donations)

IV. PRESENTATION

- A. Recognition of Leah Tomisman for First Place at the Braille Challenge
- B. Recognition of the Highest Overall Contributor to the 2018-2019 Citrus County District Campaign
- C. Recognition of the Elementary and Secondary Tropicana Speech Winners - **TIME CERTAIN: 5:00 p.m.**
- D. Recognition of Rock Crusher Elementary School as a Title I Distinguished School

- E. Superintendent's "Making a Difference Award"
Kids Marathon School Contacts
 - F. Academy of Environmental Science Annual Update
- V. EDUCATIONAL SERVICES, SCOTT HEBERT
- A. Approval of 2018-2019 Volunteers
 - B. Approve the addendum and renewal of services provided by PowerSchool Group, LLC (formerly Performance Matters) to Citrus County School Board for the period of March 15, 2019 thru March 14, 2020
 - C. Approve a grant from the Florida Department of Education for \$59,850
 - D. i-Ready Presentation
 - E. Approve the 2019-20120 District English Language Learners (ELL) Plan
 - F. Strategic Planning Presentation
 - G. Approval of the Interagency Agreement for information sharing regarding select Juveniles by and between the School Board of Citrus County, Florida; Florida Department of Juvenile Justice, Circuit 5 and Mike Prendergast, Sheriff of Citrus County, Florida
- VI. SCHOOL SUPPORT SERVICES, JONNY BISHOP
- A. Facilities, Construction and Maintenance, Eric Stokes
 - 1) Approve Pre-Qualification of Contractors for Educational Facilities
 - 2) Approve the 2019 Certification of Facilities Data
 - 3) Approval of Change Order #1 for the Withlacoochee Technical College Café & Serving Area Renovation
 - 4) Approve acceptance of the Withlacoochee Technical College Café & Serving Area Renovation
 - 5) Design Update for the Roger Weaver Complex Evacuation Route (informational)
 - B. Human Resources, Suzy Swain
 - 1) Approve Instructional and Support Recommendations
 - 2) Approve the new job description for School Safety Guardian
 - 3) Approval of the Affiliation Agreement with Saint Leo University Social Work Internship
 - C. Planning and Growth Management, Chuck Dixon
 - 1) Approve Request to Advertise for a Public Hearing at the May 14, 2019 School Board Meeting to approve the revision of Policy 5.32 Zero Tolerance of School Related Crimes
 - 2) Approve Request to Advertise for a Public Hearing at the May 14, 2019 School Board Meeting to approve the revision of Policy 5.75 Verification of High School Diploma for Admission to WTC Post-Secondary Programs
 - D. Risk Management, Cheri Cernich
 - Approval of the Criteria for the Volunteer Safety Guards

VII. FINANCE, MIKE MULLEN

- A. Approve the out-of-state travel request for 5 students and 3 staff members to Washington DC to compete in the 2019 National Ocean Bowl Competition
- B. Approve the \$692.60 donation to Central Ridge Elementary from Donors Choose
- C. Approve the \$500 donation to Lecanto Primary School from Exxon Mobile
- D. Approve the two \$500 donations to Citrus High School from Mike Scott's Plumbing
- E. Approve the \$500 donation to Citrus High School from Florida State Junior Thespians
- F. Approve the \$500 donation to Citrus High School from J.M. Gibson Mechanical
- G. Approve the \$500 sponsorship to Citrus High School from Local Engineering, Inc.
- H. Approve the \$500 sponsorship to Citrus High School from Angelottis Pizza
- I. Approve the \$500 donation to Crystal River High School from Family Headquarters Barber Shop, Inc.
- J. Approve the \$500 donation to Crystal River High School from VFW Post 8189
- K. Approve the \$2,000 donation to Crystal River High School from Crystal Motor Car Co., Inc.
- K. Approve the donation of a 2019 Diamond Cargo Trailer with vinyl graphics valued at \$12,141.18 to Lecanto High School from Robert and Polly Michaels
- L. Approve the \$600 donation to the Marine Science Station from the City of Crystal River
- M. Approve the \$2,000 donation to Withlacoochee Technical College from Women of Sugarmill Woods, Inc.
- N. Approve the \$15,000 donation to Withlacoochee Technical College from Black Diamond Foundation, Inc.
- O. Approve the Disposal of Active Surplus Property
- P. Approve Award of Bid 2019-15 Floral City Elementary cafeteria HVAC replacement, Bldg. 2 to Horne Construction
- Q. Approve Award of Bid 2019-16 Floral City Elementary Intercom Upgrade to JSC Systems dba Jacksonville Sound & Communication
- R. Approval to Reject Bid 2019-14 Lecanto Primary School-Replace Fire Alarm System
- S. Tabled item from February 26, 2019: Approve Siteimprove Subscription Agreement
- T. Approval of Budget Amendment #5 January 2019

VIII. INFORMATIONAL ITEMS

- A. Cash and Investment Report
- B. Financial Statements as of January 2019

IX. BUDGET UPDATE

X. ATTORNEY, LEGAL MATTERS

XI. APPROVE MINUTES

XII. CITIZEN COMMENTS

XIII. ANY OTHER BUSINESS THAT NEEDS TO COME BEFORE THE SCHOOL BOARD

XIV. ADJOURNMENT

Any person requiring reasonable accommodation at this meeting because of a disability or physical impairment should contact the Superintendent's Office at 726-1931, ext. 2206, prior to the date of the scheduled School Board Meeting.

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for 3/12/2019 School Board Meeting.
Requested by Christopher Bosse, Department of Hernando Elementary
Additional contact(s)/originator Kellie Aldrich
Document Title Leah Tomisman – First Place Braille Challenge

Board Action Required:

Presentation/Recognition X Information _____

Consideration/Approval _____

Recognize Leah Tomisman for first place at the Braille Challenge

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached _____ available in district office _____ other _____

Executive Summary / Highlights: Leah has participated in the Braille challenge for several years. This year's challenge was the West Florida Regional Braille Challenge which was held on January 25 in Tampa. Leah competed in the Freshman group where she participated in 3 contests: spelling, comprehension and proof reading.

The BRAILLE CHALLENGE is a national program of the Braille Institute hosted by regional schools and agencies that serve blind and visually impaired children. It is the only national braille literacy competition of its kind in the country, and is specifically designed to challenge and reward blind students for their study of braille, which is essential to their future academic and employment success.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: _____
Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilks
(Form Board Approved 7/10/07-original)

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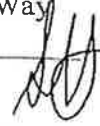
REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Gina Dickey Department of District Student Services
Additional contact(s)/originator _____

Document Title Highest Overall Contributor to the 2018-2019 Citrus County United Way
and Education Foundation District Campaign

Board Action Required:

Presentation/Recognition X Information _____
Consideration/Approval _____
Presentation to the school/department with the highest overall contributions.



(This wording should be your actual motion to appear on the agenda)

Backup Material: attached _____ available in district office _____ other _____

Executive Summary/Highlights:

Recognition of the 2018-2019 Citrus County District Campaign, with representatives from United Way of Citrus County and the Citrus County Education Foundation in attendance.

Presentation to the school/department with the highest overall contributions.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy White

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Trish Douglas, Department of Educational Services
Additional contact(s)/originator Megan Furniss & Leia Swiggett
Document Title Recognition of the Elementary and Secondary Tropicana Speech Winners

Board Action Required:

Presentation/Recognition X Information _____

Consideration/Approval _____

Recognition of the Elementary and Secondary Tropicana Speech Winners

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

Elementary Winners

Honorable Mention
3rd Place
2nd Place
1st Place

Secondary- 6th Grade Winners

Honorable Mention
3rd Place
2nd Place
1st Place

TIME CERTAIN 5:00 PM

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilson

(Form Board Approved 7/10/07)

6th Grade			
1st	Joseph Brunk	The Truth Will Set You Free	Inverness Middle
2nd	Kaileigh Moran	Hershey Chocolate	Citrus Springs Middle
3rd	Joe Meek	Self-Control	Seven Rivers Christian School
Honorable Mention	Danny Harsh	"Types of Music"	Saint John Paul II

4th & 5th Grade			
1st	Emorie Gipe	"Why Grown Ups Have It Better"	Central Ridge Elementary
2nd	Cali Drakeford	"Life"	Citrus Springs Elementary
3rd	Talon Joia	"Moving from Massachusetts to Florida"	Hernando Elementary
Honorable Mention	Aly Kane	"Changing Schools"	Rock Crusher Elementary

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Trish Douglas, Department of Educational Services

Additional contact(s)/originator Rene' Johnson

Document Title Recognition of Rock Crusher Elementary School as a Title I Distinguished School

Board Action Required:

Presentation/Recognition X Information _____

Consideration/Approval _____

Recognition of Rock Crusher Elementary School

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached _____ available in district office _____ other _____

Executive Summary / Highlights:

We would like to recognize Rock Crusher Elementary School for receiving the Title I Distinguished School Award. The National Title I Association has selected Rock Crusher Elementary School to be recognized due to their exceptional student performance for two or more consecutive years and for closing the achievement gap between student subgroups.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: N/A
Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy Wilber

(Form Board Approved 7/10/07)

MM

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.

Requested by Zac Leonard, Administrator, Department of AES

Additional contact(s)/originator _____

Document Title

Annual Presentation

Board Action Required:

Presentation/Recognition X Information _____

Consideration/Approval _____

Backup Materials: attached _____ available in district office _____ other _____

Executive Summary / Highlights:

Annual AES School Board Presentation
Highlights of AES Program
Financial Status
Time Certain 10 Minutes

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy White

(Form Board Approved 7/10/07-original)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting
Requested by Lindy Woythaler
Additional contact(s)/originator _____
Document Title Approval of 2018-2019 School Volunteers

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval Approval of 2018-2019 School Volunteers

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

Final Step in the approval process for trained volunteers, in compliance with School Board Policy.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: \$268.00 for the month of February
Amount Budgeted \$15,000.00 annually Additional Amount Requested N/A

Funding Source: Project #02800

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____
Pay grade/level _____
Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy Wilson
(Form Board Approved 7/10/07)

Last Name	First Name
Baird	Matthew
Brown	JaOnna
Bruty	John
Butler	Emily
Corlew	Erica
DeRosa	Joseph
DeRosa	Angela
Duncan	Alexia
Fernandez	Alejandra
Greene	Ramona
Greenwood	Seth
Hagen	Sandra
Handley	Alexandria
Hess	Madison
Janecek	James
Jones	Ryan
Krasnodebski	Christine
Langham	Rosa
Laxton	Richard
McCall	Tiffany
McCall	Troy
McDonald	Eileen
McLeod	Trudy
Motta	Angel
Mullins	Marvin
Rodgers	Barbara
South	Jennifer
Sweigart	Christin
Tevlin	Mary Jo
Valdez	Herbert
Varnadore	Nathan
Webster	Steven

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for: March 12, 2019 School Board Meeting.
Requested by: Amy Crowell, Department of Research and Accountability
Additional contact(s)/originator: John Mullen
Document Title: Approve the addendum and renewal of services provided by PowerSchool Group, LLC (formerly Performance Matters) to Citrus County School Board for the period of March 15, 2019 thru March 14, 2020

Board Action Required:

- Presentation / Recognition Information _____
 Consideration / Approval: Approve the addendum and renewal of services provided by PowerSchool Group, LLC (formerly Performance Matters) to Citrus County School Board for the period of March 15, 2019 thru March 14, 2020

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached available in district office other

Executive Summary / Highlights:

Approval of addendum and renewal of subscription/services from PowerSchool Group, LLC (formerly Performance Matters) for an additional year of the Assessment Core Program.

Strategic Goals:

1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activities

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted.)
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community connections

Financial Impact to the District: \$100,643.86

Amount Budgeted \$103,000.00 Additional Amount Requested _____

Funding Source: General Operating Funds

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/ level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy White

(Form Board Approved 7/10/07)



150 Parkshore Dr, Folsom, CA
 95630
 Remit Email:
 renewals@powerschool.com
 FAX: (916) 288-1588
 Quote Date: 11/12/2018
 Quote #: Q-140474-1

Prepared By:
 Customer Name: Citrus County School District
 Enrollment: 15,900
 Contract Term: 12 Months
 Start Date: 3/15/2019
 End Date: 3/14/2020

Customer Contact:
 Title:
 Address: 3741 W Educational Path
 City: Lecanto
 State/Province: Florida
 Zip Code: 34461
 Phone #:

Product Description	Quantity	Unit	Unit Price	Extended Price
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License and Subscription Fees				
Assessment Core	15,203.00	Students	USD 6.62	USD 100,643.86

License and Subscription Totals: **USD 100,643.86**

Year One Total	USD 100,643.86
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On-Going PowerSchool Subscription/Maintenance & Support Fees are invoiced at then current rates & enrollment per terms of the Licensed Product and Services Agreement, which may be subject to an annual increase after the first year for non-multi-year contracts and/or enrollment increases.

Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order.

In the event that this quote includes promotional pricing, such promotional pricing may not be valid for the entire period stated on this quote.

All invoices shall be paid within thirty (30) days of the date of invoice.

All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and shall not impact the terms or conditions reflected in this quote and the applicable PowerSchool Licensed Product and Services Agreement.

This quote is subject to and incorporates the terms and conditions for the applicable product(s) located at: <https://www.powerschool.com/additional-documentation-for-peopleadmin-talented-and-performance-matters/>

This quote is subject to and incorporates the terms and conditions of the PowerSchool Licensed Product and Services Agreement found at <https://www.powerschool.com/customer-contract-terms-and-conditions-us-6-2-17/>

ADDENDUM NO. 1
TO
LICENSED PRODUCT AND SERVICES AGREEMENT; ADDITIONAL TERMS
AND CONDITIONS FOR PeopleAdmin, TalentED AND PERFORMANCE
MATTERS; AND PRIVACY AGREEMENT
BETWEEN
THE SCHOOL BOARD OF CITRUS COUNTY, FLORIDA
AND
POWERSCHOOL GROUP, LLC

THIS ADDENDUM No. 1 is entered into by and between The School Board of Citrus County, Florida, a political subdivision of the State of Florida and a body of corporate pursuant to §1001.40, Florida Statutes, whose address is 1007 West Main Street, Inverness, Florida, 34450, hereinafter referred to as “CCSB” or “School Board,” and PowerSchool Group LLC, whose principal address is 105 Parkshore Dr, Folsom, California 95630 hereinafter referred to as “PowerSchool;” (collectively the “Parties”).

WITNESSETH

WHEREAS, CCSB and POWERSCHOOL are entering an Agreement whereby PowerSchool is licensing their “Assessment Core” program to School Board; and

WHEREAS, the license is subject to and incorporates the terms and conditions of the following PowerSchool documents: (1) the PowerSchool Licensed Product and Services Agreement found at www.powerschool.com/customer-contract-terms-and-conditions-us-6-2-17/; (2) the PeopleAdmin, TalentED, and Performance Matters located at www.powerschool.com/additional-documentation-for-peopleadmin-talented-and-performance-matters/; and (3) the Privacy Policy located at www.powerschool.com/customer-contract-privacy-policy (collectively the “License”); and

WHEREAS, in the course of performing the services PowerSchool will obtain confidential student records and/or confidential student record information that contain personally identifiable student records, data and/or information and other non-public information, which includes but is not limited to student data, metadata and user content (hereinafter “Data”); and

WHEREAS, the Parties agree that the sharing of the Data shall be in a manner consistent with the Family Education Records Privacy Act of 1974 (“FERPA”) and §§1002.22

and 1002.221, *Fla. Stats.* regarding student records (“State Statute”); and

WHEREAS, the Parties agree to modify other terms and conditions of the License as set forth herein; and

WHEREAS, it is the intent of the Parties that this Addendum shall control as to any conflicting terms and/or conditions of the License.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements herein contained, receipt of which is hereby acknowledged, the Parties hereto agree as follows:

1. **Incorporation of Recitals.** The forgoing recitals (WHEREAS CLAUSES) are true and correct and are incorporated herein by reference.
2. **Data and/or Other Information Obtained by PowerSchool.** PowerSchool agrees that any information received in the performance of its duties under the License regarding students and/or parents or legal guardians shall be Data which shall include Personally Identifiable Information (PII) and other non-public information, including but not limited to student data, metadata, and user content.
3. **PowerSchool’s Use of Data.** PowerSchool stipulates and agrees to use the Data as follows:
 - a. **Data Collection.** PowerSchool will only collect Data necessary to fulfill its duties as outlined in the License.
 - b. **Data Use.** PowerSchool will use Data only for the purpose of fulfilling its duties and providing services under the License, and not for improving services under the License.
 - c. **Data Mining.** PowerSchool is prohibited from mining Data for any purposes other than those agreed to by the Parties. Data mining or scanning of user content for the purposes of advertising or marketing to students or their parents are prohibited.
 - d. **Data Sharing.** Data shall not be shared with any third party or additional party without the written consent of the CCSB except as required by law. CCSB understands that PowerSchool will rely on one or more subcontractors to perform services under the License. PowerSchool agrees to share the names of the subcontractors with CCSB upon request. All third parties, subcontractors and successor entities of PowerSchool will be subject to the terms of the License.

- e. **Data De-Identification.** PowerSchool may use Data for product development, research or other purposes. De-Identified Data will have all direct and indirect personal identifiers removed. This includes, but is not limited to, name, ID numbers, date of birth, demographic information, and school ID. Furthermore, PowerSchool agrees not to attempt to re-identify de-identified Data and not to transfer de-identified Data to any party unless that party agrees not to attempt re-identification.
- f. **Targeted Marketing and Advertising.** PowerSchool will not use any Data to conduct targeted advertising or marketing to students or their parents. Advertising or marketing may be directed to the CCSB only if student information is properly de-identified.
- g. **Data Transfer or Destruction.** PowerSchool will ensure that all Data in its possession and in the possession of subcontractors, or agent to which PowerSchool may have transferred Data, are destroyed or transferred to CCSB under the direction of CCSB when the Data is no longer needed for their specific purpose, at the request of CCSB.
- h. **Rights and License in and to Data.** PowerSchool agrees that all rights in Data, including intellectual property rights, shall remain the exclusive property of the CCSB, and PowerSchool has a limited, nonexclusive license solely for the purpose of performing its obligations as outlined under the License. The License does not give PowerSchool any rights, implied or otherwise, to Data, content, or intellectual property, except as stated in the License. This includes that right to sell or trade Data. For absolute clarity, the Parties agree that intellectual property rights held by either Party prior to entering into this agreement shall remain with their respective intellectual property holder.
- i. **Access.** Any Data held by PowerSchool will be made available to the CCSB upon the request of the CCSB.
- j. **Security Controls.** PowerSchool will store and process the Data in accordance with industry best practices. This includes appropriate administrative, physical, and technical safeguards to secure Data from unauthorized access, disclosure, and use. PowerSchool will conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. PowerSchool will also have a written incident response plan in the event of a security or privacy incident, as well as best practices for responding to a breach of Data. PowerSchool agrees to share its incident response plan upon request. Additionally, in the event of a breach of security as defined in section 501.171, Florida Statutes, PowerSchool shall notify

CCSB immediately, but no later than fourteen (14) calendar days following a determination of a breach of data security. Additionally, PowerSchool shall fully cooperate, at its own expense, with CCSB regarding CCSB's statutory notification requirements.

4. **Modifications of Terms of Service.** PowerSchool will not change how Data is collected, used, or shared under the License in any way without advance notice and consent from CCSB.
5. **Release of Liability by CCSB.** Any provision in PowerSchools' License by which the CCSB is specifically releasing PowerSchool from liability are hereby deleted in their entirety.
6. **Indemnification by PowerSchool.** Subject to the terms set forth in the License, PowerSchool for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall indemnify and hold CCSB and its officers and employees harmless for any from any claim, loss, damage or liability regarding bodily injury or physical damage to property caused by negligence, misfeasance or malfeasance by PowerSchool, its employees, appointees or agents, in the performance of the duties imposed upon PowerSchool by the License or this Addendum and any covenant or provision hereof, including but not limited to defending CCSB and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon CCSB, or payment of any and all cost(s), damage(s), judgment(s), or loss(es) incurred by or imposed upon CCSB related to bodily injury or physical damage to property.
7. **Sovereign Immunity.** Notwithstanding any provision, term or condition of the License or this Addendum, CCSB intends to avail itself of the benefits of Section 768.28, Florida Statutes and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will CCSB's liability under this provision exceed the sum of \$200,000 per person or \$300,000 per occurrence. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.
8. **Student Records.** Notwithstanding any provision term or condition of the License or this Addendum between PowerSchool and CCSB; PowerSchool and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of the Family Education Rights and Privacy Act, § 1002.22 and §1002.221, Fla. Stat. or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, PowerSchool for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully

indemnify and hold CCSB and its officers and employees harmless for any violation of this covenant, including but not limited to defending CCSB and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon CCSB, or payment of any and all cost(s), damage(s), judgment(s), or loss(es) incurred by or imposed upon CCSB arising out of the breach of this covenant by PowerSchool, or an officer, employee, agent, representative, contractor, or sub-contractor of PowerSchool to the extent and only to the extent that PowerSchool or an officer, employee, agent, representative, contractor, or sub-contractors of PowerSchool shall either intentionally or negligently violate the provisions of this covenant or the Family Education Rights and Privacy Act, § 1002.22 and §1002.221, Fla. Stats. This provision shall survive the termination of or completion of all performance or obligations under this agreement and shall be fully binding upon PowerSchool until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

9. **Trademark / Confidential Information - Public Record Notice.** The Parties recognize and agree that CCSB is subject to the provisions of the Florida Public Records Law, as codified in chapter 119, Florida Statutes. Therefore, any claim by PowerSchool that its records or work is confidential or a trade secret must be made in compliance with s. 812.081 and s. 815.045, Florida Statutes. If the CCSB receives a public records request for materials PowerSchool has previously and specifically indicated in writing to CCSB is a trade secret, then CCSB agrees to use reasonable efforts to timely notify PowerSchool such public records request, at which time PowerSchool may independently pursue a court order protecting the disclosure of such information. Excepting information designated by PowerSchool as a trade secret under Florida law, the foregoing shall not be deemed CCSB's guaranty of the non-disclosure of any and all information provided by PowerSchool to CCSB pursuant to CCSB's legal obligation to comply with a Public Records request. Should a request be made for disclosure of confidential records of PowerSchool, CCSB shall provide notice to PowerSchool who may then, at its discretion, respond to the request. PowerSchool shall notify the CCSB, in writing, of its intent to seek protection of the Confidential Information within 10 days of receipt of the CCSB's notification. PowerSchool failure to notify the CCSB of its intent to seek protection shall authorize the disclosure of the requested information and shall authorize the CCSB to comply with the disclosure request. If PowerSchool notifies CCSB of its intent to seek a court order protecting the disclosure of the information, then CCSB will take reasonable steps to cooperate with PowerSchool in contesting such request, requirement or order or in otherwise protecting PowerSchool rights prior to disclosure. Should PowerSchool not disclose the records/documents, PowerSchool shall defend and indemnify CCSB for any fees and costs which are incurred or taxed against CCSB as a result of the non-disclosure.
10. **Waiver of Jury Trial.** Each party hereby irrevocably waives its rights to trial by jury in

any Action or proceeding arising out of this agreement or the transactions relating to its subject matter.

11. **Governing Law and Venue.** The License and Addendum shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Citrus County, Florida (hereinafter the "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, and agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court. Each of the Parties consents to the jurisdiction of the Court, acknowledges that the Court has jurisdiction over this Agreement, and that the Court shall retain jurisdiction for the purposes of implementing and enforcing the terms of this Agreement.
12. **No Presumption / Severability.** The Parties acknowledge that they and their attorneys have participated in the preparation, negotiations and drafting of this Addendum. The terms in this Addendum shall be construed in accordance with their fair meaning and there shall be no presumption applied against any Party for having drafted or participated in the drafting of any such terms. The terms of this Addendum shall be severable such that, if any term herein is illegal, invalid, or unenforceable, such holding shall not affect the viability of any of the other provisions of the Addendum, unless the severing of such term would defeat the purpose of this Addendum.
13. **PUBLIC RECORDS NOTICE (MUST BE IN 14 POINT BOLD TYPE)**

IF POWERSCHOOL HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE POWERSCHOOL'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS, THE DIRECTOR OF RISK MANAGEMENT, EMAIL ADDRESS: CERNICH@CITRUS.K12.FL.US; TELEPHONE NUMBER: 352-726-1931 ext. 2270; ADDRESS: 1007 W. MAIN STREET, INVERNESS, FLORIDA 34450.

PowerSchool is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of its duties under this contract and will specifically:

- a. Keep and maintain public records required by CCSB to perform the service.
- b. Upon request from the School Board's custodian of public records, provide CCSB 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 the

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 Agreement if the PowerSchool does not transfer the records to the School Board.
- d. Upon completion of the contact, transfer, at no cost and at the request of CCSB, to CCSB all public records in possession of PowerSchool or keep and maintain public records required by CCSB to perform the service. If PowerSchool transfers all public records to CCSB upon completion of the contract, PowerSchool shall destroy any duplicate public records, within a commercially reasonable period of time, that are exempt or confidential and exempt from public records disclosure requirements. If PowerSchool keeps and maintains public records upon completion of the contract, PowerSchool shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to CCSB, upon request of CCSB's custodian of public records, in a format that is compatible with the information technology systems of CCSB.
- e. The failure of the PowerSchool to comply with the provisions set forth herein shall constitute a default and material breach of this Agreement, which may result in immediate termination, with no penalty to CCSB.

THE PARTIES REPRESENT THAT THEY HAVE THOROUGHLY DISCUSSED ALL ASPECTS OF THIS AGREEMENT WITH THEIR RESPECTIVE ATTORNEY(S), THAT THEY FULLY UNDERSTAND ALL OF ITS PROVISIONS, AND THAT THEY ARE VOLUNTARILY ENTERING INTO THIS AGREEMENT WITH THE FULL KNOWLEDGE OF ITS LEGAL SIGNIFICANCE AND WITH THE INTENT TO BE LEGALLY BOUND BY ITS TERMS.

SCHOOL BOARD:

Thomas Kennedy, Chairperson

Date: _____

POWERSCHOOL GROUP LLC:

DocuSigned by:
Mike Quinn

BCD72949751441B
By: Mike Quinn

Title: Vice President, Finance

Date: 2/21/2019

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for: March 12, 2019 School Board Meeting.

Requested by: Kit Humbaugh Department of District Student Services

Additional contact(s)/originator: Karen Lisa, Dawn Harris

Document Title: Florida Department of Education Project Award Notification Title IX Part A Education of Homeless Children and Youth

Board Action Required:

- Presentation / Recognition Information _____
 Consideration / Approval: Approve a grant from the Florida Dept. of Education for \$59,850.00

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

Purpose: This grant proposal in the amount of \$59,850.00 for this year focuses on the three needs below for homeless children and youth:

- Identification
- Enrollment and attendance
- Academic achievement

Funding from this grant will provide: tutors for academic subjects (with the addition of transportation when needed at targeted schools (3 Elem, 2 MS and 2 HS) in the district, student supplies, staff development, and 80% of the Homeless Education Program (HEP) Facilitator's salary and benefits for the homeless education program. Title I funds the other 20% of the Facilitator's salary and benefits for three years.

Strategic Goals:

1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activities

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted.)
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community connections

Financial Impact to the District: Grant Funded

Amount Budgeted \$59,850.00 Additional Amount Requested _____

Funding Source: Florida Department of Education Grant

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____



Pay grade/ level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy Walker

(Form Board Approved 7/10/07)

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Citrus County School District	2 PROJECT NUMBER 090-1279B-9CH01
3 PROJECT/PROGRAM TITLE Title IX Part A Education of Homeless Children and Youth Project <p align="right">TAPS 19A006</p>	4 AUTHORITY 84.196A Title IX Part A Homeless ESSA USDE or Appropriate Agency FAIN#: S196A180010
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2018 - 06/30/2019 Program Period: 07/01/2018 - 06/30/2019
7 AUTHORIZED FUNDING Current Approved Budget: \$59,850.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$59,850.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2019</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2019</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2019</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2018</u> 	
10 DOE CONTACTS Program: Skip Forsyth Phone: (850) 245-0089 Email: Skip.Forsyth@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 079798966 FEIN#: f596000546049
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 	
12 APPROVED:  Authorized Official on behalf of Pam Stewart Commissioner of Education	 FLORIDA DEPARTMENT OF EDUCATION fldoe.org <u>11/27/18</u> Date of Signing

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

REVIEW FOR COMPLIANCE WITH SENATE BILL 2386

(Sections 8, 9, and 25, Chapter 2011-151, Laws of Florida)

2018-2019 Discretionary Advance Payment Project Applications

Required for Discretionary, Non-Competitive Projects of \$35,000 or more

Fiscal Agent: Citrus

Date Rec'd in DOE: 04/16/2018

Program/Project Name: Title IX, Part A - Education of Homeless Children and Youth Project - Year 1

Project Number(s): (#) 090-1278B-8CH01 (#) _____ (#) _____

TAPS Number(s): (#) 19A006 (#) _____ (#) _____

(1) Scope of Work that clearly establishes all of the tasks required to be performed:

Refer to:

The Request for Proposal (RFP) outlines the expected goals and measurable objectives, anticipated outcomes, timelines, activities, and deliverables, for each year of the three-year project.

(2) Maintenance of documentation by recipient to evidence the completion of tasks:

Refer to:

Signed General Assurances, Terms, and Conditions for Participation in Federal and State Programs

(3) Specific deliverables, to be accepted in writing prior to payment, that are directly related to the task(s) specified in the scope of work, identify the minimum level of service to be performed, and are quantifiable, measurable, and verifiable:

Refer to:

Not applicable. On-line reporting required monthly to record expenditures. End-of-Year report required for each year of grant.

(4) Criteria that will be used by the Department to determine successful performance:

Refer to:

The expected objectives, anticipated outcomes, timelines, activities, and deliverables identified in the RFP will be used to determine successful performance. Projects will report on the status of project tasks/activities at least twice per year.

Staff will review this reporting semi-annually.

(5) Financial consequences that may be applied if the contractor fails to perform (to be included on the DOE 200):

Failure to perform the tasks or submit deliverables as specified in the approved Project Application will result in a partial payment or nonpayment, as appropriate.

(6) Provision addressing the property rights of intellectual property related to the contract, and specific rights of the state if the contractor fails to provide the services or is no longer providing services:

<u>Not applicable</u>	<input checked="" type="checkbox"/>
<u>Project application will be revised to address this issue</u>	<input type="checkbox"/>

Refer to:

John R. Forsyth

DOE 950 (Created 7/10)

July 2010

Signature/Date:

9/12/18

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<p>Please return to:</p> <p>Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496</p>	<p>A) Program Name:</p> <p>Title IX, Part A Education of Homeless Children and Youth Project 2018-2019 ✓</p> <p style="text-align: center;">TAPS NUMBER: 19A006 ✓</p>	<p>DOE USE ONLY Date Received</p> <hr/> <p style="text-align: right;">Project Number (DOE Assigned) 090-1279B-9CH01 ✓</p>								
<p>B) Name and Address of Eligible Applicant:</p> <p>Citrus County District School Board ✓ 1007 W. Main Street Inverness, 34450</p>										
<p>C) Total Funds Requested: \$63,000.00</p> <hr/> <p style="text-align: center;">DOE USE ONLY Total Approved Project: \$59,850.00</p>	<p>D) Applicant Contact & Business Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <p>Contact Name: Kit Humbaugh</p> </td> <td style="width: 40%;"> <p>Telephone Numbers: 352-527-0090 EXT: 6306</p> </td> </tr> <tr> <td> <p>Fiscal Contact Name: Tammy Wilson</p> </td> <td> <p>FAX: 123-456-789</p> </td> </tr> <tr> <td> <p>Mailing Address: Student Services 2575 S. Panther Pride Dr, Lecanto, 34461</p> </td> <td> <p>E-mail Addresses: humbaughk@citrus.k12.fl.us</p> </td> </tr> <tr> <td> <p>Physical/Facility Address: Student Services 2575 S. Panther Pride Dr, Lecanto, 34461</p> </td> <td> <p>DUNS number: 926534702 ✓ FEIN number: 59-6000-546 ✓</p> </td> </tr> </table>		<p>Contact Name: Kit Humbaugh</p>	<p>Telephone Numbers: 352-527-0090 EXT: 6306</p>	<p>Fiscal Contact Name: Tammy Wilson</p>	<p>FAX: 123-456-789</p>	<p>Mailing Address: Student Services 2575 S. Panther Pride Dr, Lecanto, 34461</p>	<p>E-mail Addresses: humbaughk@citrus.k12.fl.us</p>	<p>Physical/Facility Address: Student Services 2575 S. Panther Pride Dr, Lecanto, 34461</p>	<p>DUNS number: 926534702 ✓ FEIN number: 59-6000-546 ✓</p>
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<p>Physical/Facility Address: Student Services 2575 S. Panther Pride Dr, Lecanto, 34461</p>	<p>DUNS number: 926534702 ✓ FEIN number: 59-6000-546 ✓</p>									
<p>CERTIFICATION</p>										
<p>I, <u>Sandra Himmel</u> ✓, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the <u>RFA</u> or <u>RFP</u> and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>										
<p>E) <u>Sandra Himmel</u> Signature of Agency Head</p>										



A) Citrus County District School Board

Name of Eligible Recipient

TAPS Number
19A006

B) 090-1279B-9CH01

Project Number (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

	(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT	% ALLOCATED TO THIS PROJECT	ALLOWABLE (DOE USE ONLY)	REASONABLE (DOE USE ONLY)	NECESSARY (DOE USE ONLY)
1	• Case management/social work services for full participation	5100	330 Fees for educational field trips for homeless students	0.000	\$300.00		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	• Case management/social work services for academic support, • Case management/social work services for full participation	5100	510 Purchase supplemental, consumable, instructional school materials for approximately 550 students to fully participate in all educational activities	0.000	\$500.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	• Supplemental education programs, • Case management/social work services for academic support	5100	730 Homeless student's dues and fees for college application; fees and testing fees, fees for after school and summer science camp	0.000	\$1,700.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	• Case management/social work services for academic support, • Case management/social work services for full participation	5200	510 Pre-K educational materials for homeless students as needed.	0.000	\$1,100.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	• Supplemental education programs, • Educational support services	5900	120 Provide after school tutoring for homeless students for academic subjects. Hourly rate up to \$18.	0.100	\$5,000.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	• Supplemental education programs, • Educational support services	5900	150 Provide after school tutoring for homeless students for academic subjects. Hourly rate up to \$18.	0.190	\$5,000.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	• Supplemental education programs, • Educational support services	5900	210 Retirement benefits: Can be up to 14.03% of salary, for above after school tutors	0.100	\$1,115.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	• Supplemental education programs, • Educational support services	5900	220 Social Security benefits for after school tutors @ 7.65%	0.000	\$765.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9	• Supplemental education programs, • Educational support services	5900	240 Workers compensation: benefits for after school tutors @ 1.6%	0.000	\$150.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10	• Professional Development for Homeless Liaison and HEP staff, • Referral to community Services, • Supplemental education programs, • Case management/social work services for academic support, • Case management/social work services for full participation	6100	160 Other Support Personnel: 80% HEP Facilitator's salary to provide support to the homeless education program	0.800	\$17,110.91	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	• Project Administration	6100	160 10 days Extra Duty for Homeless Education Program (HEP) Facilitator to collect data and final reports.	0.050	\$1,175.20	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12	• Professional Development for Homeless Liaison and HEP staff, • Referral to community Services, • Supplemental education programs, • Case management/social work services for academic support, • Case management/social work services for full participation	6100	210 Retirement Benefits for HEP Facilitator @ 12.63%	0.000	\$1,413.36	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13	• Project Administration	6100	210 Retirement benefits for HEP Facilitator, extra duty, @ (up to) 12.63%	0.000	\$146.43	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
14	• Professional Development for Homeless Liaison and HEP staff, • Referral to community Services, • Supplemental education programs, • Case management/social work services for academic support, • Case management/social work services for full participation	6100	220 Social Security benefits for HEP Facilitator (@7.65%)	0.000	\$1,308.98	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15	• Project Administration	6100	220 Social Security benefits for HEP Facilitator, extra duty days @ 7.65%	0.000	\$89.90	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16	• Professional Development for Homeless Liaison and HEP staff, • Referral to community Services, • Supplemental education programs, • Case management/social work services for academic support;	6100	240 Workers Compensation Benefits for HEP Facilitator @ 1.6%	0.000	\$273.77	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CITRUS COUNTY SCHOOL DISTRICT

PROJECT # 090-1279B-9CH01

TAPS# 19A006

0.0

Excess Costs of
Transportation

3.0% 59,850 *
3 * %
Max → 1,795.50 *

0.0

Line Item 700 790

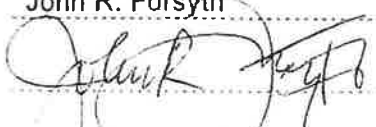
1,795.50 -
None Claimed 0.00 +
1,795.50 - *

INDIRECT COSTS 0.0
PLAN B

0 59,850 * ÷
6.25% 1.0625 ÷
56,329.4117647 -
59,850.00 +
Max → 3,520.59 *

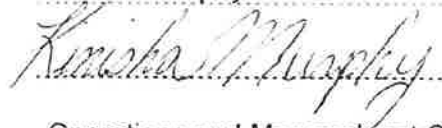
DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: John R. Forsyth
Signature: 
Title: Educational Policy Consultant
Date: 9/12/18

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: Kinisha Murphy
Signature: 
Title: Operations and Management Consultant I
Date: 1/27/2018

Citrus County District School Board

Title IX, Part A Education of Homeless Children and Youth Project 2018-2021: Year 1

Program Specific Assurances

In order to receive funding, the applicant (LEA) must assure that:

- Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth;
- Homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth;
- It will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth;
- It will not separate homeless students from the mainstream school environment or segregate homeless students in a separate school, or in a separate program within a school, based on such students' status as homeless;
- Homeless children and youth have access to the education and other services that they need to in order to meet the same challenging state student academic achievement standards to which all students are held;
- Its combined fiscal effort per student, or the aggregate expenditures of the LEA and the state with respect to the provisions of free public education by the LEA for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made (unless the state receives a waiver);
- It complies with, or will use requested funds to comply with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Act;
- It will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
- It will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in Title IX, Part A, section 722(g)(1)(6)(A);
- It will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in the McKinney-Vento Act; and,
- It will adopt policies and practices to ensure participation by the designated homeless liaison in professional development and other technical assistance provided by or as determined appropriate by, the State Homeless Education Coordinator.
- It will provide assistance to unaccompanied homeless high school youth to prepare them and improve their readiness for postsecondary education.
- If the homeless student's living arrangement in the area served by the LEA of origin terminates and the student, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
- It will meet the requirements of Title IX, Part A, section 722(g)(3).
- Qualified homeless high school students, while enrolled in high school, will earn accelerated credit, such as advanced placement courses, dual enrollment, and industry certifications.
- Homeless high school seniors who receive a standard diploma will receive a letter verifying their status as homeless for the purpose of supporting their application for Florida's state tuition and fee exemption for individuals lacking a fixed, regular and adequate nighttime residence under Section 1009.25(1)(f), Florida Statutes.

Select this checkbox to indicate that your homeless education program provides for the above program specific assurances.

Needs Assessment

McKinney-Vento Standards & Measures

All measures, both primary and secondary, are part of an LEA's homeless student data profile. All will be tracked and reported annually for all projects.

Primary Standards and Measures

Need A: Identification of Homeless Children and Youth

MVA Standard	Standard 3: All children in homeless situations are identified.
Standard Measure	Homeless Student Identification Rate (HSIR): The HSIR is the total number of homeless children and youth divided by the total number of all students identified as economically disadvantaged.
Measure Justification	National reports estimate that approximately ten percent (10%) of children and youth living in poverty experience homelessness each year.
HSIR Elements	<ul style="list-style-type: none"> • Identified Homeless Students (HIS): Number of students identified homeless per the McKinney-Vento Act. • Economically Disadvantaged Students (EcDS): Number of students determined to be economically disadvantaged.
HSIR Project Standard	All LEAs must have a NEED A Plan that results in a HSIR of at least five percent (5%) by the end of Project Year 3.

Need B: Regular School Attendance by Homeless Children and Youth

MVA Standard	Standard 4: Within one full day of an attempt to enroll in school, homeless students are in attendance. Standard 5: All homeless students experience stability in school. Standard 8: All unaccompanied homeless youth enroll in and attend school.
Standard Measure	Homeless Student Attendance Rate (HSAR): The HSAR is the percent (portion) of school days for which homeless students are determined to be in attendance, per district policy and practice.
Measure Justification	Regular school attendance is a sign of educational environment stability and engagement in the school's educational program, which enhances academic achievement and personal development.
HSAR Elements	<ul style="list-style-type: none"> • School Days Present (SDP): The total number of days homeless students were counted as present during eligible school days. • School Days Absent (SDA): The total number of days homeless students were counted as absent during eligible school days.
HSAR Project Standard	All LEAs must have a Need B Plan that results in a HSAR of at least 90% by the end of Project Year 3.

Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (all grades)

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	All Grade Homeless Student Promotion Rate (AGHSPR): The HSPR is the percent (portion) of homeless students who are promoted to the next grade (all grades).

Measure Justification	Progression through Grades: Success in school enhances commitment to education and reduces the risk of school dropout.
Data Elements	<ul style="list-style-type: none"> • All Grades Homeless Students Promotion Plus Retention (AGP+R): The total number of homeless students identified in grades K-12 who were promoted plus those who were retained. • All Grades Homeless Students Promoted (AGP): The total number of homeless students promoted to the next grade.
Project Standard	The standard Homeless Student Promotion Rate is TBD.

Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (grades 9-11)

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	High School Homeless Student Promotion Rate (HSHSPR): The HSPR is the percent (portion) of homeless students who are promoted to the next grade (9-11).
Measure Justification	Progression through Grades: Success in school enhances commitment to education and reduces the risk of school dropout.
Data Elements	<ul style="list-style-type: none"> • High School Homeless Students Promoted Plus Retained (HSHSP+R): The total number of homeless students identified in grades 9-11 who were promoted plus those who were retained. • High School Homeless Student Promotion (HSHSP): The number of homeless students (IHS) promoted to the next grade.
Project Standard	The standard High School Promotion Rate is 90%.

Need C: Academic Progress of Homeless Children and Youth - Cohort Graduation Rate

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	Homeless Student Cohort Graduation Rate (HSCGR): The four-year adjusted HSCGR is the number of students who experience homelessness from the 9th grade and graduate in four years with a regular high school diploma divided by the total number of students who form the adjusted cohort for the graduating class and who experienced homelessness at least once during the cohort period. Adjusted Cohort and Cohort Period: students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time.
Measure Justification	On-time Receipt of a Standard Diploma: On-time graduation of all students is the ultimate goal of the Florida Education System.
Data Elements	<ul style="list-style-type: none"> • Cohort Homeless Standard Diploma Recipients; CHSDR: The total number of high school recipients of a standard diploma who also experienced homelessness at least once within four years of enrolling in the 9th grade. • Cohort Homeless High School Students; CHHS: The total number of high school cohort members who experienced homelessness within four years of enrolling in 9th grade.
Project Standard	The standard High School Homeless Student Cohort Graduation Rate is TBD.

Need A: Homeless Student Identification Trends

LEA Homeless Student Identification Rate (HSIR) Trend Data

	2014 - 2015	2015 - 2016	2016 - 2017	2014-2017 Three-year Average Rate
Number of Homeless Students Identified (IHS):	341	602	595	4.39%
Number of Economically Disadvantaged Students (EcDS):	9962	12153	12387	
HSIR Calculation (IHS/EcDS) x 100:	3.42%	4.95%	4.8%	

LEA HCY Housing at Time of Identification

Year	Shelters	Shared Housing	Motels	Unsheltered	
2014-2015	17%	66%	5%	7%	<ul style="list-style-type: none"> • HCY = Homeless Children and Youth • Shelters = Living in emergency or transitional shelters • Sharing = Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; "doubled-up" • Unsheltered = Living in cars, parks, campgrounds, public spaces, abandoned buildings, substandard housing, bus or train stations • Motels = Living in hotels or motels
2015-2016	29%	58%	5%	2%	
2016-2017	22%	64%	5%	4%	

Anticipated HSIR

Do you anticipate that the annual rate for 2017-2018 will be:

Higher Lower About the same

Why?

As of March 12th we have 575 Homeless Children and Youth (HCY) students identified. This is approximately 50 more than were identified last year at this time. This number no longer includes our students in foster care (approximately 150 students). Our full time Homeless Education Program (HEP) Facilitator, works closely with the schools to identify students and assist with student needs.

Need A: Homeless Student Identification Snapshot

Previous year grade-level identification-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
# of HCY identified	16	59	58	52	49	60	50	37	29	29	31	42	37	46	595
# of FRL enrollment per grade	350	935	1042	988	1010	1011	925	928	975	852	1025	829	780	737	12387
# of HCY at 5% Grade HSIR	17.5	46.75	52.1	49.4	50.5	50.55	46.25	46.4	48.75	42.6	51.25	41.45	39	36.85	619.35
# of UHY identified	0	0	0	0	0	0	0	0	<11	0	<11	<11	14	19	46

Additional Data Elements

Identification of Homeless Children and Youth Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
	No records found.	

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Our overall rate for HSIR has increased since 2015. We dropped off slightly this past year, but continue to steadily move to our 5% HSIR. We feel this is due to reminders on a consistent basis to school counselors, social workers, staff and administration about the real needs and reality of this community. Although we are getting closer to our goal of 5% HSIR, the difference between the number of students identified and 10% of our Free and Reduced Lunch numbers, we see the need to continue to focus on identifying students as homeless. Our data profile shows a larger percentage of students being identified at the elementary school level. Our second largest group is our students in 9th-12th grade. When we compare the number of elementary and high school students identified with our Free and Reduced Lunch numbers at these levels, we are identifying 5% of our population. Our middle school shows the lowest numbers of identification. Compared to the number of students on free and reduced lunch, we have only identified 3% of our potential students. Our middle schools will be an area to target for next year regarding identifying our Homeless Children and Youth.

Need B: Homeless Student Attendance Trends

LEA Homeless Student Attendance Rate (HSAR) Trend Data

	14-15	15-16	16-17	2014-2017 Three-year Average Rate
Percent of Days Present for Homeless Students (SDP)	86.1%	89.8%	89%	
Percent of Days Absent for Homeless Students (SDA)	13.9%	10.2%	11%	
HSAR Calculation: $(SDP / (SDP + SDA)) \times 100$	86.1%	89.8%	89%	88.3%

Threats to HCY Attendance: HMLS vs. NHMLS

Year	% Out of School Suspension		% Expulsion		% HS Dropout	
	HMLS	NHMLS	HMLS	NHMLS	HMLS	NHMLS
2014 - 2015	14%	7%	0%	0%	7%	1%
2015 - 2016	13%	7%	1%	0%	5%	2%
2016 - 2017	11%	7%	0%	0%	5%	2%

Anticipated HSAR

Do you anticipate that the annual rate for 2017-2018 will be:

Higher Lower About the same

Why?

Our HSAR has held steady since 2012, averaging about 88%; we are confident it will stay the same. However, during the 2017-2018 school year, our attendance has fluctuated for all students due to displaced families in our county, state, and countries moving into our county from areas affected by the hurricanes.

Need B: Homeless Student Attendance Snapshot

Previous year grade-level HCY attendance-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Totals
HCY % of Days Present	88.9%	90.8%	91.6%	92.1%	90.6%	91.8%	90%	87.3%	84.8%	85.8%	85.7%	87.4%	83.3%	87.5%	89%
UHY % of Days Present	NA	NA	NA	NA	NA	NA	NA	NA	86%	NA	78.2%	76.6%	86.2%	88.7%	84.9%
NCHY % of Days Present	92.5%	93.7%	94.1%	94.7%	94.3%	94.9%	94.7%	92.9%	92.7%	92.8%	92.8%	92.8%	91.7%	90.4%	93.2%

Additional Data Elements

McKinney-Vento Act Student Enrollment and Attendance Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
	No records found.	

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Overall, our Homeless students' attendance rate has been in the mid to upper eighties. Even with a small fluctuation, our average over the last six years has been 88%. As for threats to attendance, we have seen a decrease in Out of School Suspension and HS Dropout rates and the gap between homeless and non-homeless in these areas is growing smaller. Our expulsion rate went up briefly to 1% in 2016, but is back to 0%. Our data shows that our elementary students have a higher attendance rate. The gap for # days present between homeless and non-homeless averages 3% in elementary school, 7% in middle school, and 6% in high school. With our UHCY (primarily in high school), this gap is even larger. In elementary school, students spend most of their day with one teacher. This allows a student to bond more with their teacher, and the teacher gets to know their students more deeply. Elementary teachers/staff are more proactive in communicating with parents when students are absent. They are also more proactive at building relationships with students and families. This ensures a sense of belonging, which makes students want to attend. In the 2017-2018 school year, our district has focused on building positive school climate through professional development at all levels, which is a critical need at middle school and high school. We anticipate seeing an improvement in attendance for all students with the continued focus in this area. We will continue to monitor attendance for our HCY and UHCY as we have done in the past. Our HEP Facilitator receives regular reports on our HCY attendance. Although she communicates regularly with our homeless contacts at each school site, we will need to develop a plan of action for what steps will be taken for students by both our HEP Facilitator and the school site. Our HEP Liaison will work with homeless contacts from school sites during monthly meetings to brainstorm and troubleshoot ways to remove more barriers for these students, particularly at the middle and high school level, so students feel more connected and want to come to school. In turn, she will communicate these needs to our Program Facilitator.

Need C: Homeless Student Academic Trends

LEA Homeless Student Academic Achievement Trend Data

Homeless Student Grade Promotion Rate (K-11 - HSPM-AG)

	14-15	15-16	16-17	2014-2017 Three-year Average Rate
Number of Homeless Students in Grades K-11 Who Were Promoted or Retained (HSP+R)	261	476	455	
Number of Homeless Students in Grades K-11 Promoted to Next Grade (HSP)	225	424	392	
HSPR (HSP/(HSP+R)) * 100	86.21%	89.08%	86.15%	87.15%

Homeless Student Grade Promotion Rate (grades 9-11 - HSPM-HS)

	14-15	15-16	16-17	2014-2017 Three-year Average Rate
Number of Homeless Students in Grades 9-11 Who Were Promoted or Retained (HSP+R)	53	91	78	
Number of Homeless Students in Grades 9-11 Promoted to Next Grade (HSP)	43	71	53	
HSPR (HSP/(HSP+R)) * 100	81.13%	78.02%	67.95%	75.7%

Homeless High School Student Cohort Graduation Rate (HSCGR)

	14-15	15-16	16-17	2014-2017 Three-year Average Rate
Homeless Student Graduation Cohort* Members Who Received a Standard Diploma and Experienced Homelessness at least once during High School (HSCSD)	2	4	7	
Homeless Student Cohort Members Who Experienced Homelessness (HSGC)	10	10	10	
Annual HSCGR Calculation (HSCSD/HSGC) x 100	20%	40%	70%	43.33%

* Student Graduation Cohort = students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time.

Threats to Academic Progress – HMLS vs. NHMLS

Year	Grade Retention Rate (all grades)			% Grade Retention Rate (9-11)			FSA ELA % Level 3			FSA Math % Level 3		
	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap
2014-2015	11%	5%	-6%	22%	9%	-13%	52%	56%	4%	53%	62%	9%
2015-2016	11%	5%	-6%	32%	11%	-21%	50%	55%	6%	54%	61%	7%
2016-2017	14%	5%	-9%	31%	11%	-20%	41%	55%	15%	50%	64%	13%

Anticipated Academic Progress

Do you anticipate that the annual rates for the HSPR Rate for the current year will be:

Higher Lower About the same

Why?

As seen by our trend data, our HSGPR for grades K-11 stayed about the same, with some fluctuation. Our promotion rate for grades 9-11 has decreased from 81% in 2014-15 to 67.95% in 2016-17. However, our Homeless Student Graduation Cohort Rate increased from 20% in 2014-2015 to 70% in 2016-2017. Tutoring is offered to all students who need it at the high school level. The method of delivery varies from National Honor Society students to teachers who provide the assistance. Data needs to be collected to determine whether students are taking advantage of tutoring. Since transportation can be a barrier, students don't stay for extra help. We will need to track this information as well.

2016-2017 Homeless Student Academic Trends Snapshot

Instructions: The data from the previous year's State Demographics Reports that are embedded in the following table

Previous year grade-level academic-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
% HCY who took FSA Math	NA	NA	NA	NA	61.2%	55%	46%	40.5%	62.1%	41.4%	38.7%	23.8%	32.4%	8.7%	41.2%
% HCY scoring Level 3 or Above – FSA/Math	NA	NA	NA	NA	30.6%	40%	24%	10.8%	31%	27.6%	12.9%	9.5%	8.1%	4.3%	20.7%
% UHY who took FSA/Math	NA	NA	NA	NA	NA	NA	NA	NA	33.3%	NA	NA	NA	NA	NA	33.3%
% UHY scoring Level 3 or Above – FSA/Math	NA	NA	NA	NA	NA	NA	NA	NA	100%	NA	NA	NA	NA	NA	100%
% HCY who took FSA ELA	NA	NA	NA	NA	63.3%	55%	48%	43.2%	65.5%	41.4%	51.6%	38.1%	NA	NA	51.1%
% HCY scoring Level 3 or Above – FSA/ELA	NA	NA	NA	NA	30.6%	26.3%	16%	13.5%	24.1%	20.7%	12.9%	14.3%	NA	NA	20.6%
% UHY who took FSA/ELA	NA	NA	NA	NA	NA	NA	NA	NA	66.7%	NA	33.3%	14.3%	NA	NA	30.8%
% UHY scoring Level 3 or Above – FSA/ELA	NA	NA	NA	NA	NA	NA	NA	NA	50%	NA	100%	100%	NA	NA	75%
% HCY per grade	3.7%	4.9%	4.5%	4.1%	3.7%	4.6%	3.9%	2.9%	2.2%	2.3%	2.1%	3.1%	2.8%	3.7%	3.4%
% HCY promoted	100%	80.9%	82.6%	85.2%	92.3%	93.6%	97.4%	92.3%	77.8%	95%	65.2%	53.3%	88%	90.6%	86.2%
% UHY per grade	0%	0%	0%	0%	0%	0%	0%	0%	10.3%	0%	9.7%	16.7%	37.8%	41.3%	7.7%
% UHY promoted	NA	NA	NA	NA	NA	NA	NA	NA	100%	NA	50%	60%	88.9%	100%	85.7%

Additional Data Elements

McKinney-Vento Student Academic Achievement Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
	No records found.	

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Our data shows that our gap increases as students move into middle and high school. Regarding our Homeless Student Grade Promotion Rate (K-11), it shows there was a slight increase in our 3-year average, to 87.15% with some fluctuation. When we look at the same information for high school students only, we see a decrease, with 75.70% as our 3-year average. Although that is not the direction in which we wish to go, this does not reflect the fact that we have increased since 2014 when our three-year average was 73.1%. Regarding threats to academic success, we have seen an increase in the gap for all areas: grade retention (all grades, as well as 9-11 specifically; % FSA ELA and Math Level 3), but it has decreased from the three-year span ending in 2014, when it was 18.7% in reading and 21.7% in math. We are seeing a forward moving progression with our Homeless Children and Youth. We will continue with the procedures we have implemented and continue to monitor the effectiveness these procedures have at each level. In addition, elementary teachers are more successful in building a sense of community and belonging. This is a motivator for students to be successful. Again, this is a critical area that we are addressing at the middle and high school levels through professional development in our district. One of the priorities for us in the next few years is to look at our students in middle and high school to determine why the gap continues to be larger. Our focus will be consciously focused on removing barriers that may result in students being unsuccessful. We then need to identify ways to remove those barriers. Our goal is to add a mentorship program that will target students in these grade levels with a different kind of support.

Project Operations Assessment

Current Staffing: Homeless Liaison

First Name: Kit
Last Name: Humbaugh
Mailing address, city, and zip code: 2575 S. Panther Drive Lecanto, FL 34461
Phone Number: 3525270090 (i.e. 8005551212)
Fax Number: 3522492145 (i.e. 8005551212)
Email Address: humbaughk@citrus.k12.fl.us
Bachelor's Degree: Elementary Education
Master's Degree: Educational Leadership
Doctoral Degree:
Other relevant education or training: Equity Training
Number of years serving as the LEA Homeless Liaison: 5
Number of years working in homeless education: 5
Number of years working in the education field: 24
Other relevant work experience that assures that the person is qualified to carry out the duties described in ESSA, Title IX, Part A, s.722(g)(6): In the past, our Homeless Liaison was an Assistant Principal at 2 of our district schools. As part of her job she did work with some Homeless students and families in need. Currently she coordinates with Title I policies and procedures for ESSA.

Indicate the percent of the FTE that will be devoted to the following activities.

- Homeless Education Program: 10.00%
- Other Title I, Part A responsibilities: 5.00%
- Other federal program responsibilities: 5.00%
- Other non-federal LEA-level responsibilities: 20.00%
- Other school-level responsibilities: 60.00%

Current Staffing: Additional Staff

Person's Name	Position	Position FTE %	HEP Duties	HEP FTE %	HEP Funding	HEP Training
Dawn Harris	Program Facilitator	100.00	<ul style="list-style-type: none"> • Title IX Project management • Outreach and identification • Title IX Project activities • Clerical support • Data entry • Project evaluation • Coordinate community services 	100.00	<ul style="list-style-type: none"> • Title IX, Part A Sub-Grant • Title I, Part A Homeless Set-Aside 	<ul style="list-style-type: none"> • The effect of homelessness on academic achievement • Educational rights of homeless children and youth • LEA Homeless Students Policy • LEA homeless children and youth identification and enrollment procedures • LEA homeless student data coding process;

Need A: Homeless Student Identification Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth identification partners? Select all that assist in working with the LEA to identify homeless children and youth.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> School building administrators |
| <input checked="" type="checkbox"/> Social workers | <input checked="" type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> Food Services |
| <input checked="" type="checkbox"/> Transportation (bus drivers) | <input type="checkbox"/> Truancy officers | <input checked="" type="checkbox"/> Homeless shelter |
| <input type="checkbox"/> Runaway shelter | <input checked="" type="checkbox"/> Community food pantry | <input type="checkbox"/> County health department |
| <input type="checkbox"/> Local law enforcement | <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth | |

Other: All staff including Bus Drivers are involved in identifying students. All referrals are routed through the Guidance Counselors at the homeless children and youths' school of origin. Some other staff include: front desk staff at the schools, health clinic attendants, teachers, and registrars.

For the current school year:

- 1. Summarize how the LEA's homeless education program is organized and operates to identify homeless children and youth.**

When a student first enrolls, assessment and referrals are made through conversation with guidance counselors. This information is reported to the McKinney-Vento Program Facilitator or the appropriate department at the school. The schools analyze student data from standardized testing, attendance, and discipline and make referrals if additional services are needed. Needs of the students can also be reported by other school staff such as social workers, bus drivers, etc. Timeframe: The majority of the time, when the student first enrolls is when the needs assessment is done, although assessment for student needs is ongoing. There may be issues such as grades, attendance, test scores and discipline that need to be re-evaluated and addressed throughout the year. Criteria used to determine project priorities: Enrolling homeless children and youth immediately is a priority. As soon as a school identifies that student as homeless, a referral is made to the Homeless Education Program (HEP) Facilitator for free meals, transportation, if needed, medical and school needs as requested. The HEP Facilitator then contacts the districts transportation and food service departments to confirm these services will be provided. Other priorities would be that homeless children and youth are afforded the same free, appropriate public education, as provided to other children and youth, to include receiving comparable services offered to other students in the school.

- 2. Describe how HEP and school staff and district and community partners are engaged and equipped to identify HCY.**

All organizations and service providers participate in a joint meeting allowing the HEP facilitator to educate on how to identify homeless children and youth, who to refer families to in the school system and what services are provided by the school district as well as what are items or services still needed for the McKinney-Vento students. Posters and brochures about rights and services available are posted at each school site along with the contact information of the Homeless Liaison. •The HEP facilitator will make school or home visits to meet with parents as needed to share available services such as transportation, tutoring, Title I services, immediate free lunch program and enrolling students. •Presentations at school board meetings, community agencies and shelters •Presentations for community groups such as Community Resource Center of Citrus County, CASA, Rotary Club, and other civic organizations. •During home visits, Pre-K staff will continue to identify needs of Pre-K students identified as homeless youth along with meeting with families to make them aware of services available. •Provide programs, staff development and activities designed to raise awareness among educators, student service personnel, parents, and the public of the rights of homeless children and youth under the McKinney-Vento Act. Newsletters, web site information, brochures, and other communications about the rights of homeless students will be distributed in areas of the community such as campgrounds, motels, and other areas. The district currently uses a questionnaire to identify Nighttime Residence, Un-accompanied youth, Homeless cause and whom the child resides with. In the future the district will work to add a residency question section to all general school enrollment forms.

- 3. For each of the following partner groups, summarize 1) the strengths of their contributions to identifying homeless children and youth and 2) the challenges they face in the areas of knowledge, skills, abilities, and material inadequacies in order to improve the effectiveness of their contributions.**

a. **HEP Staff (as the program staff is described above)**

The HEP Facilitator has very strong collaboration with other departments in our district such as transportation, Title I, Food Services, Guidance and Student Services. The HEP facilitator is in communication with many of the community agencies about the needs of the homeless students. She attends meetings at many of the agencies. One of the challenges is the LEA outreach practices. Although we have added community partners every year, there are so many we have yet to reach. Reaching out and connecting with groups that homeless may be in contact with in addition to schools will help make our program stronger. The challenge is finding enough time to meet with the many possible groups with only one full-time employee.

b. **School-level Staff**

Our communication with the schools is ongoing. We keep the schools informed about policies, trainings, and resources the program can provide. The schools call when there is a need for a homeless student. One of the challenges has been updating the homeless program contacts at the school site when changes occur. The other challenge is parent involvement practices could be strengthened at the school level. It is often difficult to get parents in to school if they have not had a positive experience with schools in their own life. We also find other barriers to parents participating, one of which is transportation. Parents may not attend events because they have no way to get to the school.

c. **LEA-level Partners**

The Homeless Liaison and the Homeless Education Program Facilitator (HEP) work as a team to manage the program, including resources, awareness, training, collaboration with community agencies and meeting the needs of the students and the schools. We train the teachers, the school first point of contact: guidance counselors and registrars, as well as food service staff, bus drivers and district personnel. In addition, we train our community agencies in the identification of homeless children and youth, as many times they make referrals to the school district. One of the challenges (due to the small size of our district) is that we don't have a district level person dedicated to homeless full-time. This means that our Homeless Liaison has many varied responsibilities in addition to her homeless role, so time becomes an issue.

d. **Community Partners**

All organizations and service providers participate in joint meetings allowing the HEP Facilitator and/or Liaison to educate on how to identify homeless children and youth, whom to refer families to in the school system and what services are provided by the school district as well as what items or services are still needed for the McKinney-Vento students. The challenge is having the time and resources to reach out to other partners in our community that could assist in this process.

4. **Given this assessment of the LEA's homeless education program and capabilities:**

a. **Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to achieve improved performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)**

The easiest challenge to address would be the community partners. We have many community groups that are willing and able to help our students. We need to continue to reach out and form connections between these groups and our homeless population. A critical factor underlying this challenge is that our Homeless Liaison is not dedicated solely to this area. She has many responsibilities as the Coordinator of Student Services in addition to our homeless population. We selected this challenge because it would have a big impact on our homeless population. In addition, it would strengthen the bonds between our school district and our surrounding community.

b. **Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve sustained high performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)**

The most important challenge to address in the next year would be to increase our parent involvement of our HCY. Our county has a low socio-economic status. We have a high child abuse rate, leading to involvement with DCF. People are apprehensive to let us help because they are afraid it will lead to other things. If we can get parents more involved with their child's education, we can also improve parent education as well. Parents would be more informed about ways to help their child, academic and graduation requirements, and services that they can receive for their family. This would impact future generations of children and help to decrease our homeless population overall.

Need B: Homeless Student Attendance Support Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth attendance partners? Check all that assist in working with the LEA to support school attendance.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> Social workers |
| <input checked="" type="checkbox"/> School discipline deans | <input checked="" type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> District Transportation Office |
| <input checked="" type="checkbox"/> Truancy office | <input type="checkbox"/> Homeless shelter | <input type="checkbox"/> Runaway shelter |
| <input checked="" type="checkbox"/> County health department | <input type="checkbox"/> Food pantry | <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth |

Other: None

For the current school year:

1. Summarize how the LEA's homeless education program is organized and operates to identify and remove barriers to regular school attendance of homeless children and youth.

Transportation is provided for any homeless student that needs it. Children receive medical and dental care through our local health department. Some services are provided in schools and others are provided at the health department. Other needs such as clothing and hygiene are addressed through the Homeless Education Program at Student Services. Our HEP Facilitator is in constant communication with all of our school sites and works to assist families with whatever needs they have. Tutoring is provided for students who may have missed school in the past due to their situation.

2. Describe how HEP and school staff and district and community partners are engaged and equipped to identify barriers to attendance for HCY and to take steps to remove or overcome those barriers.

We provide staff development and activities designed to raise awareness among educators, student service personnel, parents, and the public of the services available to homeless children and youth under the McKinney-Vento Act. In addition, presentations are made at school board meetings, community agencies and shelters. They are also made for community groups such as Community Resource Center of Citrus County, CASA, Rotary Club, and other civic organizations. Our HEP Facilitator visits school sites and meets with staff and parents to talk about services for students when needed. This helps prepare our LEA and community partners to be aware of resources that are available and whom to contact, if needed. As soon as a school identifies that student as homeless, a referral is made to the Homeless Education Program (HEP) Facilitator for free meals, transportation, if needed, medical and school needs as requested. The HEP Facilitator then contacts the districts transportation and food service departments to confirm these services will be provided. In the event that medical needs have been identified, information is given to parents/guardians regarding services available through the health department.

3. For each of the following partner groups, summarize 1) the strengths of their contributions to identifying and removing or overcoming barriers to regular school attendance by HCY and 2) the challenges they face in areas of knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.

a. HEP Staff (as the program staff is described above)

Communication between HEP staff and schools is ongoing. Systems have been created so people know whom to call when there is a need. Monthly attendance reports are run at the district level and sent to the HEP staff. The HEP Facilitator reviews the report and alerts the Program Liaison if there are students with an abundance of absences. She collaborates with Guidance counselors and any other staff needed to find out more information and see how the HEP department may assist with those students. One of the challenges we face with attendance is finding transportation for services that may affect attendance. For example, a student may need to go to the health department, but has no transportation to get there. Regular visits for checkup at the dentist or doctor helps prevent something worse in the future.

b. School-level Staff

b. School level staff such as guidance counselors, social workers and others monitor student attendance at their level on a consistent basis. In addition, if a student is absent for more than 3 consecutive days, teachers are supposed to make contact with parent/guardian. They then refer the student to the appropriate school staff if needed. One of the challenges occurs if teachers are not alerting the front office when students are out for many days. Another challenge is when students are not absent for consecutive days and absences build up.

Looking for patterns such as being absent on the same day of the week, etc. may help guidance counselors identify possible needs.

c. LEA-level Partnership Strengths

Our LEA has attendance policies for all students. The focus of all of these policies is to keep students in school as this will have a direct effect on their academics. The challenge is to keep strong communication between schools and families and the schools and the LEA. If any part of this communication is lacking, it affects the whole process. In some cases parents may be embarrassed to share the reason why their child is not in school as they may feel it reflects on their ability to parent. In reality, we can't fix problems we don't know exist. Finding a way to keep the channels of communication open is key.

d. Community Partnership Strengths

We have a myriad of community partners that help us with student needs. Food banks and Blessings help provide food. The Health Dept., provides medical and dental assistance. Dental sealants are done at the schools themselves. Organizations such as the Lions club provide glasses for students who need them. The YMCA offers a major break on fees for students to attend before and after care at our schools. Local churches help with all of the above and more. We live in a very giving community. The challenge is to reach out to all of those community partners willing to help and tapping into their resources.

4. Given this assessment of the LEA's homeless education program and capabilities:

a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen staff and partner ability to identify and remove barriers to attendance by HCY? Why did you select this challenge? (Do not describe how you will do this work.)

The easiest challenge to address would be to have staff follow the attendance procedures that are in place. If students are absent for 3 or more days, teachers should call and follow-up and then report their findings to the appropriate staff member at their school. Just as it is important to identify our homeless, we need to identify their needs before we can help them. Often the barriers that keep children from school can be assisted by our HEP. One of the underlying factors with procedures is to make sure that everyone has been trained. If staff changes during a school year, new staff may be unclear about the procedures. Providing training for new hires as well as refresher training for current staff will improve this area.

b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of school attendance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)

Our county encompasses 661 square miles, the majority of which is rural. Schools are spread out over the county and there is limited access to public transportation. Because of this, the most important challenge to address next year is providing transportation when needed. This would include transportation to needed services (health – medical, dental and mental); transportation to meetings (attendance, academic, or other); transportation to and from tutoring; and transportation to parent involvement activities. Solving this challenge would have a major impact on many other areas for our HCY population.

Need C: Homeless Student Academic Support Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth academic support partners? Check all that assist in working with the LEA to provide academic support.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> School social workers |
| <input type="checkbox"/> Instructional coaches | <input checked="" type="checkbox"/> District Student Services Program | <input type="checkbox"/> District Curriculum Office |
| <input checked="" type="checkbox"/> District Testing Support Office | <input type="checkbox"/> Local college | <input type="checkbox"/> Local technical school |
| <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth | | |

Other: None

For the current school year:

1. Summarize how the LEA's homeless education program is organized to support the academic achievement of HCY.

The district's priority for the academic achievement of homeless children is to decrease the gap compared to non-homeless children. Training and awareness are the first step in closing the gap. Schools monitor academic on a regular basis. Parents are contacted about student academic achievement and interventions are put in place. The district monitors failure rates and percent of students in each school who are on grade level as determined by state standardized tests. Academic data reports are run throughout the year, and the HEP staff will identify students at risk of retention and not on track for graduation. We continue to provide a variety of differentiated instruction and tiers of intervention options for students to increase academic achievement and to ultimately increase the number of students receiving a standard diploma Implementation. These options include programs such as credit recovery, grade forgiveness, and alternative diplomas for students not able to pass the state standardized testing, and tutoring for required "End of Course" state tests required for graduation. Depending on the need of the student, one or more of these options are available. Guidance counselors help to increase parent awareness about graduation requirements including credits and state testing requirements such as Reading and Algebra I EOC. The HEP Facilitator coordinates services for schools, district departments, community agencies and parents when needed to assist homeless children. The Facilitator assists parents with school business and communication with the schools.

2. Describe how HEP and school staff and district and community partners are engaged and equipped to support the academic achievement of HCY.

As stated above, awareness is the first step. That is why training the different members of our school, district and community helpers is crucial. Various district groups such as guidance counselors, social workers etc. meet regularly and include homeless students on their agenda. This allows for open and continuing conversations to occur between the Homeless Liaison and different groups. She then works to share information amongst district groups. Our HEP Facilitator is crucial in tying together all of the needs brought forth in such meetings to the resources available. She works with community partners such as the YMCA and Academy of Environmental Science to provide extra tutoring and/or academic camps that help students bridge the gap needed to be successful in their academics.

3. For each of the following partner groups, summarize 1) the strengths of their contributions to supporting homeless children and youth to high academic achievement and 2) the areas of partner knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.

a. HEP Staff (as the program staff is described above)

The HEP Facilitator monitors the academic reports that are run at least every 9 weeks. She coordinates Educational Support Services for Homeless students. Tutoring for homeless students in academic areas is one service we offer. She also pays for academic dues and testing fees when needed. In addition, she works on providing supplemental Educational supplies for Pre-K homeless students. Providing Educational Support Services for students is ongoing and occurs throughout the year. Tutoring referrals are received whenever a student is in need. One area that needs improvement in the area of tutoring is the transportation. Although the HEP will provide transportation, that need is not always shared with the HEP facilitator and parents will decline

the service instead. Having an established relationship is often the key here. That is difficult to succeed at with only one full time HEP facilitator.

b. School-level Staff

Relationships with families are often built with a school-level staff member. They are the front line in identifying students as homeless and identifying social and academic needs as well. School level staff monitor data on a daily basis. They develop tiered interventions to assist any students that need academic assistance. They refer students for other services such as ELL, ESE and Title I. They have firsthand knowledge of students who come to school hungry or fall asleep during class. They are able to catch a parent in the pick-up line to find out why a sibling has not been in school. They provide the bridge between the families and the HEP staff. One thing that can be improved is for school level personnel to consistently follow the steps they have been trained to follow and report to the HEP when indicated. When this is not done efficiently, we often have students who are not identified, or whom are identified later. If we can identify students earlier, we can have more of an impact on their academics because we can offer academic supports as soon as possible.

c. LEA-level Partners

Directors of each department in our Educational Services department meet on Monday mornings to give updates, discuss issues and share resources in their area. The Homeless Liaison is included in these meetings and represents Student Services. In addition, these are specific ways we work with departments: Title I: We have a strong collaboration with the Title I department in our district. During the grant planning system we meet about the Title I set-aside, and the budget and needs of our schools. Throughout the year we meet with Title I to discuss academic strategies and the best use of resources for students. Transportation- We communicate with Transportation each time a request is received for a student to stay at the school of origin. The student may have consistent attendance if they can stay at their school of origin where they feel comfortable. Since academics are directly impacted by attendance, it is important that students have a way to be at school. Therefore this cooperation with transportation is crucial. Food Services-Each time a homeless student is identified, we check to see if the student is receiving free lunch, if not the food services department immediately processes it. It's hard to concentrate and learn when you are hungry. Student Services- the Homeless Education program is part of Student Services. Also included in Student Services is the attendance, health services, social workers. The student and parent can be provided with the services above to help with enrollment along with attendance issues that occur during the year. ELL, Migrant, Gifted, and Vocational Education Departments are included in program discussions throughout the year when needed, but the number of times we collaborate with these departments for a specific student depends on the demographics of the homeless enrollment each year. The challenge in this area is to keep the communication flowing between all of the departments to best meet their.

d. Community Partners

The District's priority is to support our community outreach partners by providing each other with support and resources to eliminate as many barriers as possible regarding displaced families and/or families in transition. Our school district and our community partners have established a working relationship that ensures our HEP facilitator receives pertinent information on available resources and support to these families. This is reciprocated from the HEP facilitator to these community partners, as well. We depend on community partners to help with things such as food, clothing, medical and hygiene needs. Removing these barriers will help students be more successful academically. The biggest challenge with community partners is to continuously network with agencies that could help our homeless population.

4. Given this assessment of the LEA's homeless education program and capabilities:

a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen academic support of HCY? Why did you select this challenge? (Do not describe how you will do this work.)

a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen academic support of HCY? Why did you select this challenge? (Do not describe how you will do this work.) The easiest program operation or partner contribution challenge to address in the next year would be for school level personnel to consistently follow the steps they have been trained to follow and report to the HEP when indicated. We selected this challenge because we already have the processes in place. We feel that this would have the greatest impact on our program as identification of homeless is necessary before we can help them with their academics. Strengthening this area would help with both objectives.

- b. **Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of academic performance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)**

The most important program operation or partner contribution challenge to address this year is to increase the amount of tutoring we are offering to our HCY population. We plan on focusing this tutoring in the schools where we see our highest academic need with our homeless. Although we have decreased our academic gap since our last 3-year grant cycle, this past year showed an increase. We have offered tutoring, but only one school has taken advantage this past year. We believe that transportation is an underlying issue. For this reason, we will also add transportation for tutoring. We have students with substantial academic gaps. We need to identify ways to make those gaps smaller and addressing this challenge will make the biggest impact for our HCY population.

Project Design

Need A: Identifying HCY

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need A	Identification of Homeless Children and Youth
Goal	To identify all homeless children and youth in the LEA
Standard: Homeless Student Identification Rate (HSIR)	All Florida LEAs will identify a number of homeless children and youth in their community that is equal to at least 5% of their FRPL enrollment.
2014 - 2017 Three-year HSIR	4.39%
Three-year Outcome	The LEA's three-year HSIR was below the standard of 5%; by June 30, 2021, the LEA's HSIR will be at least 5%.
Year 1 HSIR Objectives	By June 30, 2019, the LEA's HSIR will be 4.39 %.
Year 2 HSIR Objectives	By June 30, 2020, the LEA's HSIR will be 4.80 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- o **Data Element Name:** a descriptor for the information that will be tracked.
- o **Justification:** an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- o **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- o **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Compare number of students identified as homeless on HEP's spreadsheet to number enrolled in Skyward; make sure all students are identified with a V in Skyward if they are on HEP spreadsheet	Tracking the number of children and youth identified as homeless allows us to compare the number of identifications year to date to the number identified as homeless at the same point in the year last year, so that we can judge current progress.	HEP Facilitator adds identified homeless students to spreadsheet daily and compares this list to Skyward weekly.	Compare HEP's list of homeless students to Skyward data base list.
School-level HSIR (# of students identified as homeless/FRPLP enrollment)	By tracking the identification performance at the school level, technical assistance and guidance resources can be more effectively applied at the school level.	School level HSIR will be checked in October, December, and March.	Validated (agrees with HEP homeless student list) Skyward Database

Need B: Regular School Attendance

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need B	Enrollment and Attendance of Homeless Children and Youth
Goal	All homeless students will attend school regularly.
Standard: Homeless Student Attendance Rate (HSAR)	The overall "days present" rate for homeless students for each Florida LEA will be at least 90%.
2014 - 2017 Three-year HSAR	88.3%
Three-year Outcome	The LEA's three-year HSAR was below the standard of 90%; by June 30, 2021, the LEA's HSAR will be at least 90%.
Year 1 HSAR Objectives	By June 30, 2019, the LEA's HSAR will be 90.50 %.
Year 2 HSAR Objectives	By June 30, 2020, the LEA's HSAR will be 91.00 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- o **Data Element Name:** a descriptor for the information that will be tracked.
- o **Justification:** an explanation of how this data element is relevant to the project annual objective for Need B. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need B?)
- o **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- o **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Total days absent per student	Students with high absent rates will be monitored	Bimonthly by the HEP Facilitator. Reports are automatically generated and sent to her for review.	Data is stored in our district wide data base system (Skyward) as well as on Excel Spreadsheets on the HEP Facilitators computer. Skyward is accessible to all staff.

Need C: Academic Support

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need C	Academic Achievement of Homeless Student
Goal	All homeless students demonstrate academic progress.
Standard: Homeless Student Promotion Rate (HSPR)	The overall LEA grade promotion rates for homeless students in grades K through 8 in each Florida LEA will be at least 90%.
2014 - 2017 Three-year HSPR	87.15% (HSPM-AG [All Grades]) 75.7% (HSPM-HS [9-11])
Three-year Outcome	The LEA's three-year HSPR was below the standard of 90%; by June 30, 2021, the LEA's HSPR will be at least 90%.
Year 1 HSPR Objectives	By June 30, 2019, the LEA's HSPR will be 87.15 %.
Year 2 HSPR Objectives	By June 30, 2020, the LEA's HSPR will be 90.00 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- o **Data Element Name:** a descriptor for the information that will be tracked.
- o **Justification:** an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- o **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- o **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
District Assessments in Math and ELA and classroom performance.	Tracking homeless student math and reading performance provides an early warning of academic performance issues.	End of each 9 week grading period	Reports from Unify run by Research and Accountability Department and/or classroom performance.
Achieve 3000 scores for High School students requiring intensive intervention in reading.	This is a diagnostic assessment that is used to monitor progress in students requiring intensive intervention in reading.	This assessment is given to all students in August, January and April and tracks student.	School counselors will obtain this information and provide it to the HEP Facilitator.
Report card grades in Math and ELA	Tracking homeless student math and reading performance provides an early warning of academic performance issues.	End of 9 week grading period	Reports from Unify run by Research and Accountability Department and/or classroom performance.

Program Operations Improvement Activities

Need A: Identification of Homeless Children and Youth

Easiest to address:

The easiest challenge to address would be the community partners. We have many community groups that are willing and able to help our students. We need to continue to reach out and form connections between these groups and our homeless population. A critical factor underlying this challenge is that our Homeless Liaison is not dedicated solely to this area. She has many responsibilities as the Coordinator of Student Services in addition to our homeless population. We selected this challenge because it would have a big impact on our homeless population. In addition, it would strengthen the bonds between our school district and our surrounding community.

Most important to address:

The most important challenge to address in the next year would be to increase our parent involvement of our HCY. Our county has a low socio-economic status. We have a high child abuse rate, leading to involvement with DCF. People are apprehensive to let us help because they are afraid it will lead to other things. If we can get parents more involved with their child's education, we can also improve parent education as well. Parents would be more informed about ways to help their child, academic and graduation requirements, and services that they can receive for their family. This would impact future generations of children and help to decrease our homeless population overall.

Need B: Regular School Attendance of Homeless Students

Easiest to address:

The easiest challenge to address would be to have staff follow the attendance procedures that are in place. If students are absent for 3 or more days, teachers should call and follow-up and then report their findings to the appropriate staff member at their school. Just as it is important to identify our homeless, we need to identify their needs before we can help them. Often the barriers that keep children from school can be assisted by our HEP. One of the underlying factors with procedures is to make sure that everyone has been trained. If staff changes during a school year, new staff may be unclear about the procedures. Providing training for new hires as well as refresher training for current staff will improve this area.

Most important to address:

Our county encompasses 661 square miles, the majority of which is rural. Schools are spread out over the county and there is limited access to public transportation. Because of this, the most important challenge to address next year is providing transportation when needed. This would include transportation to needed services (health – medical, dental and mental); transportation to meetings (attendance, academic, or other); transportation to and from tutoring; and transportation to parent involvement activities. Solving this challenge would have a major impact on many other areas for our HCY population.

Need C: Academic Support of Homeless Students

Easiest to address:

a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen academic support of HCY? Why did you select this challenge? (Do not describe how you will do this work.) The easiest program operation or partner contribution challenge to address in the next year would be for school level personnel to consistently follow the steps they have been trained to follow and report to the HEP when indicated. We selected this challenge because we already have the processes in place. We feel that this

would have the greatest impact on our program as identification of homeless is necessary before we can help them with their academics. Strengthening this area would help with both objectives.

Most important to address:

The most important program operation or partner contribution challenge to address this year is to increase the amount of tutoring we are offering to our HCY population. We plan on focusing this tutoring in the schools where we see our highest academic need with our homeless. Although we have decreased our academic gap since our last 3-year grant cycle, this past year showed an increase. We have offered tutoring, but only one school has taken advantage this past year. We believe that transportation is an underlying issue. For this reason, we will also add transportation for tutoring. We have students with substantial academic gaps. We need to identify ways to make those gaps smaller and addressing this challenge will make the biggest impact for our HCY population.

- 1. Of the six operational weaknesses identified in the needs assessment, which two will be addressed in Project Year 1? Select one "easy" weakness to address and the "most important" weakness to address. How will the weaknesses be addressed?**

Easiest to address: Need B

Most important to address: Need C

- 2. Explain why these were selected and how overcoming these challenges will strengthen the homeless education program (do not describe how you will overcome the challenge).**

Year 1: The easiest challenge to address would be to have staff follow the attendance procedures that are currently in place. Increasing time at school will make a difference in students' academics. The most important challenge to address is to increase the amount of tutoring we are offering. We will make a concentrated effort to determine which school sites have the neediest students academically. We will offer tutoring (as well as transportation) to these schools and reevaluate each nine weeks. We feel it is necessary to offer support in both areas to decrease the academic gap between homeless and non-homeless students. Year 2: We will offer poverty simulation training to all HCY contacts in our district. This will address the challenge listed as easiest under Need C. Providing simulation training, along with reviewing procedures will give school level personnel a better understanding of how HCY children and families feel. In turn, this will encourage better identification and assistance with barriers to attendance which will lead to better communication with our HEP Facilitator and Liaison. With increased understanding, we hope to build better connections between our parents of HCY. This will address our most important issue under identification. Year 3: We will offer the poverty simulation training to our community partners. Our HEP Staff will reach out to new and willing community partners. This will address the easiest goal listed under Identification. We will use what we learned from our tutoring transportation to improve transportation in other areas, as needed. This will address our most difficult challenge listed under regular school attendance. Our focus will also be to see increased parent involvement this year. This will allow for better identification and regular school attendance as students, parents, teachers and staff work together in partnership to meet the social, emotional, physical and academic needs of our HCY population.

Project Implementation Plan

MVA Compliance and Achievement Summaries

Implementation Narrative

1. **Summarize the LEAs approach to identifying homeless children and youth to meet the provisions of the McKinney-Vento Act and achieve the identification outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

As part of the enrollment process a needs assessment is completed by the school guidance counselor, social worker, or designated staff. If the student is determined to be homeless, this information is reported to the Homeless Education Program (HEP) Facilitator. The Program Facilitator then contacts the district transportation and food service departments to confirm these services will be provided. Additionally, schools monitor student progress, attendance and discipline; and referring students for services if needed. Areas of need are reevaluated and addressed throughout the year. All school and district staff are encouraged to identify any student in transition.

2. **Summarize the LEAs approach to assuring that LEA meets the requirements of the school attendance and participation provisions of the McKinney-Vento Act and achieves the homeless student school attendance outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

The Homeless Education Program (HEP) Facilitator monitors attendance of HCY through a weekly report from the district. At the district level, barriers such as transportation, food, and assistance afforded to these students and families are identified and addressed. The Transportation Department works diligently to manage changes in bus routes as often as they are needed to insure attendance at the school of origin for our HCY. The HEP Facilitator works closely with Food Services to provide free food for the student immediately. This assists with attendance. If a school determines that other factors are inhibiting a child's attendance at school and contacts the HEP Facilitator. She then coordinates with community, district and school levels to provide the needs accordingly. This may involve things such as medical care, mental health care, clothing and school supplies. In addition, we help older students get their driver's permit, birth certificates or other items needed to be successful in school.

3. **Summarize the LEAs approach to supporting the academic progress of homeless students to meet the requirements of the McKinney-Vento Act and achieve the academic progress outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

The district's collaboration priorities regarding the Homeless Education program are listed below. These are not in priority order; the collaboration with these departments depends on what is needed to enroll a student quickly and remove barriers. • Food Services-for free breakfast and lunch • Transportation-for bus service to and from their school of origin • Title I- for set aside funds and program guidance • Student Services- Social Workers and Health Services The districts collaboration priorities regarding the Homeless Education program and student academic and comparable education are listed below. These are not in priority order; the collaboration with these departments depends on each student's individual needs. • ESE • ELL • Gifted • Vocational Education • Migrant Our LEA has policies in place for all students that are struggling academically. Student progress in grades K-8 is monitored, and students are put on a Progress Monitoring Plan (PMP) when a deficit is shown. Students receive additional support in their area of need which is monitored weekly. If the student is not responding, a different intervention is used and monitored. Over time the intensity and focus of interventions increases. Further assessment will be done if students do not respond to different interventions to determine if the student needs additional services such as ESE. This process is followed for all students, regardless of whether they have been identified as HCY or not. Students in grades 9-11 are monitored through their classroom performance. Students' performance on Fast Bridge, Achieve 3000 and District assessments keep track of growth in the areas of math and ELA. The district collaborates with schools to offer tutoring and summer opportunities for HCY in elementary and high school. We collaborate with community partners to offer some of these services to students. School supplies and testing fees are paid for by the HEP as needed.

4. **Explain how Title I, Part A funds will be used to meet ESSA Title IX, Part A, provisions to identify homeless children and youth, identify and remove barriers to regular school attendance, and support homeless students in their continued academic progress.**

Title I, Part A funds will be used in the following ways: • Other professional or para professional staff funding • Funding for support staff • State/regional meeting participation • Report writing • Budget management • Needs

assessment • Outreach, advocacy, mentoring • Expedited evaluations of educational needs • At-risk prevention/intervention • Social work, social services, case management

5. **Explain how Education of Homeless Children and Youth (EHCY) sub-grant funds will supplement or expand the LEA's homeless education program.**

Our sub-grant funds will be used to provide a full time Homeless Education Program (HEP) Facilitator. She works directly with the schools to identify, service and monitor our HCY and UHCY population.

Title I, Part A Set-Aside Summary

* Amount of the Title I, Part A Homeless Set-Aside for Project Year 2018-2019: \$ 5234.32

1. **Indicate how the amount of the Set-Aside was determined (select one).**

- The needs of homeless children and youth were assessed and the LEA set aside funds accordingly.
- The number of homeless children and youth identified in the previous school year was multiplied by the Title I, Part A per pupil allocation.
- An amount equal to or exceeding the amount sought for this Education of Homeless Children and Youth sub-grant was set aside.
- A specific portion of the LEA's Title I, Part A allocation was set aside based on the LEA's poverty level.
- Other:

2. **Describe how the Homeless Liaison will access the funds or services of the Title I, Part A Homeless Set-Aside.**

20% of the HEP Facilitator salary and benefits will be funded by the Title I, Part A Homeless Set-Aside funds. The HEP Facilitator will access these funds during the regular payroll/paycheck distribution. It also provides for our HEP Facilitator to work 5 additional days before and after the school year to complete reports and other necessary requirements related to our grant.

3. **Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY identification activities.**

20% of the HEP Facilitator's salary and benefits will be funded by the Title I, Part A Homeless Set-Aside funds. The HEP Facilitator works with the schools and community agencies to identify and report eligible children and youth and provide them with appropriate services. She provides the connection between the school level and all other levels of service including district and community partners. She provides training for schools, school district and community agencies focusing on the awareness and identification of homeless children and youth.

4. **Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY school attendance and participation.**

20% of the HEP Facilitator's salary and benefits will be funded by the Title I, Part A Homeless Set-Aside funds. The HEP Facilitator works with schools to remove barriers that impact attendance such as transportation, food and hygiene needs, clothing and any other needs that may prevent a student from being at school.

5. **Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY academic achievement.**

20% of the HEP Facilitator's salary and benefits will be funded by the Title I, Part A Homeless Set-Aside funds. The HEP Facilitator works with schools to provide additional tutoring for our HCY. She also provides school supplies when needed and pays fees for testing that students are encouraged or need to take.

Homeless Education Activities

Instructions: Complete an Activity Entry Form for each primary homeless education activity to be conducted in 2018-2019 to 1) assure LEA compliance with the provisions of the McKinney-Vento Act and 2) to achieve homeless education outcomes. Together, the activities need to show that the applicant, with the help of sub-grant award, will carry out a homeless education effort that engages resources directly and through collaboration that is relevant to the identified needs of key target populations and will be implemented well enough and broadly enough to achieve annual homeless education objectives. It is expected that some activities will not be supported by EHCY sub-grant project funds, but are necessary to include here to assure that LEA resources are being used in a strategic manner so that homeless children and youth are given the same opportunities to succeed in their education as non-homeless children and youth and that sub-grant funds are being used properly to supplement or expand the LEA's federal homeless education compliance efforts.

Activity: 1													
Case management/social work services for academic support													
Activity Description:	Tracking academic achievement of individual homeless students and arranging for expedited evaluation of educational needs, consulting with school staff and parents, referring to LEA programs or community services, providing school supplies, arranging transportation, or other services, as indicated.												
Secondary Activities:	Enrollment-Related Fees and Costs Extraordinary or Emergency Assistance Limited Transportation Assistance (3% of EHCY Allocation) Referral Services to the Community												
Need Area(s) this activity will address:	Need C: Academic Support												
Activity Target Group(s):	HCY; UHY												
Activity Reach:	We anticipate serving 150 students with this activity.												
Implementation Summary:	A full-time Homeless Education Program (HEP) Facilitator coordinates and facilitates activities to positively affect academic success for homeless children and youth. The barriers to education for students experiencing homelessness often fall outside the realm of what school site personnel can assist with. Our HEP Facilitator provides a valuable connection for the students and their families to academic services that are available to assist them in their time of need. The HEP Facilitator monitors data about student grades, promotion, retention, and high school graduation requirements for homeless students and coordinates tutoring when needed.												
Annual Implementation Timeline Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentary Evidence:	Dated and labeled Sign-in sheets Dated and labeled attendance record Dated and labeled articles, letters, emails and/or other communications Dated and labeled journal entries Dated and labeled data reports												
Activity Resources													
Title I, Part A Homeless Set-Aside:	Twenty percent of our HEP Facilitator's salary is paid from Title I, Part A.												
Related Budget Items													

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
5100	510	Supplies	Purchase supplemental, consumable, instructional school materials for approximately 550 students to fully participate in all educational activities.	0.000	500.00	100.00
5100	730	Dues and Fees	Homeless student's dues and fees for college application; fees and testing fees; fees for educational field trips and summer science camp	0.000	2000.00	100.00
5200	510	Supplies	Pre-K educational materials for homeless students as needed.	0.000	1100.00	100.00
6100	160	Other Support Personnel	Other Support Personnel: 80% HEP Facilitator's salary to provide support to the homeless education program.	0.800	17110.91	100.00
6100	210	Retirement	Retirement Benefits for HEP Facilitator @ 12.63%	0.000	1413.36	100.00
6100	220	Social Security	Social Security benefits for HEP Facilitator (@7.65%)	0.000	1308.98	100.00
6100	240	Workers Compensation	Workers Compensation Benefits for HEP Facilitator @ 1.6%	0.000	273.77	100.00
6130	310	Professional and Technical Services	Medical, dental, vision, or mental health services unit cost depending on service rendered.	0.000	300.00	100.00

Activity: 2	
Professional development (training, ta, consultation, coaching)	
Activity Description:	Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.
Secondary Activities:	Collaboration Outreach and Identification
Need Area(s) this activity will address:	Need A: Identification and Enrollment Need B: Regular School Attendance and Full Participation
Activity Target Group(s):	School staff; LEA Program Partners; Community Partners
Activity Reach:	We anticipate training 300 people this year, to include our bus drivers (172), social workers(11), guidance counselors(36), administration (60), and other staff that work directly with students. Training is done primarily at the beginning of the year at school sites, but is also held on an as needed basis. Our guidance counselors and social workers include some element of training in the area of homelessness every month.
Implementation Summary:	Professional development sessions are presented at all levels on identification, enrollment, attendance, and awareness of any other barriers that need to be addressed for homeless children. Our Homeless Liaison and Facilitator update school and district staff on new initiatives and offer training for those new to their position. Both are also responsible for inventory and ordering consumable supplies needed for Professional Development. Topics such as signs of homelessness, educational rights, school homeless policy,

		district identification process, how to talk with parents about being "in transition", and removal of barriers to school attendance and participation in school programs and activities such as lack of transportation, poor living conditions resulting in sickness, disciplinary actions resulting in suspension, or how to handle high mobility. This training is customized for each school site.												
Annual Implementation Timeline Months in which Activity-related tasks will be conducted.														
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Identification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Documentary Evidence:		Dated and labeled agendas Dated and labeled Sign-in sheets Dated and labeled attendance record Dated and labeled meeting minutes/notes Dated and labeled articles, letters, emails and/or other communications												
Activity Resources														
Title I, Part A Homeless Set-Aside:		Our Home Education Program(HEP) Facilitator facilitates a portion of this training, and a portion of her salary is paid by this fund.												
Related Budget Items														
Function Code	Object Code	Object Title	Description					FTE	Amount	% Allocated				
6400	510	Supplies	Consumables for training materials such as paper, binders, folders, CDs and presentation boards					0.000	200.00	100.00				

Activity: 3	
Referral to community Services	
Activity Description:	Referral of homeless children and youths for medical, dental, mental health, and other community services
Secondary Activities:	Extraordinary or Emergency Assistance
Need Area(s) this activity will address:	Need B: Regular School Attendance and Full Participation
Activity Target Group(s):	Homeless Children and Youth(HCY); Unaccompanied Homeless Youth (UCY)
Activity Reach:	Medical: 1 Dental: 1 Vision: 2 Mental Health: 1 Consumable health products: 20 Most of these areas are covered by our county health department. These are for emergency situations only.
Implementation Summary:	Coordinating and funding emergency medical, dental, vision, or mental health services to homeless children removes barriers that could prevent them from attending school. Also included in Extraordinary or Emergency Assistance is prescriptions and eye glasses. The need to provide emergency medical, dental, or mental health services for homeless children is on an "as needs" basis. Some years we have a large number of requests and other years we do not. Requests are filtered through the HEP Facilitator by either the HCY parent/guardians or staff at each school.

Annual Implementation Timeline													
Months in which Activity-related tasks will be conducted													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Documentary Evidence: Dated and labeled action record

Activity Resources

Title I, Part A Homeless Set-Aside: A portion of our HEP Facilitator's salary is paid through this part.

Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
6100	160	Other Support Personnel	Other Support Personnel: 80% HEP Facilitator's salary to provide support to the homeless education program.	0.800	17110.91	100.00
6100	210	Retirement	Retirement Benefits for HEP Facilitator @ 12.63%	0.000	1413.36	100.00
6100	220	Social Security	Social Security benefits for HEP Facilitator (@7.65%)	0.000	1308.98	100.00
6100	240	Workers Compensation	Workers Compensation Benefits for HEP Facilitator @ 1.6%	0.000	273.77	100.00
6130	310	Professional and Technical Services	Medical, dental, vision, or mental health services unit cost depending on service rendered.	0.000	300.00	100.00

Activity: 4	
Supplemental education programs	
Activity Description:	Before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
Secondary Activities:	
Need Area(s) this activity will address:	Need C: Academic Support
Activity Target Group(s):	Homeless Children and Youth; Unaccompanied Homeless Youth
Activity Reach:	We anticipate this activity will impact 300 students.
Implementation Summary:	The HEP Liaison and Facilitator monitor data about student grades, promotion, retention, and high school graduation requirements for homeless students and coordinate tutoring when needed. This year they have targeted our lowest performing elementary, middle, and high schools to receive this tutoring. Fifty percent of the funds allocated will be spent at the elementary level, and 50% will be spent at the secondary level. Schools should actively seek out Homeless Students who have notoriously had academic difficulties or have been retained and need support. Data should include FSA scores, District Assessment scores and classroom based grades. In addition, parents or students can refer themselves, if in need. Tutoring is provided one

to two times per week at the school site before or after school (for elementary and middle school students) by certified para-pros or teachers. If needed, transportation will be provided for tutoring before or after school. In addition to this time, some high schools offer tutoring during the school day by trained students supervised by a staff member. Most schools use materials paid for by their Title I budget. Some funds from Title I, Part A Homeless Set-Aside are also available and can be requested from the Homeless Facilitator. She coordinates these services with the school sites

Annual Implementation Timeline

Months in which Activity-related tasks will be conducted.

Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Documentary Evidence: Dated and labeled Sign-in sheets
 Dated and labeled attendance record
 Dated and labeled articles, letters, emails and/or other communications
 Dated and labeled session record

Activity Resources

Title I, Part A Homeless Set-Aside: Title I, Part A pays for a portion of our HEP Facilitator's salary. Schools may also request funding from this source for materials they may utilize for tutoring homeless children and youth.

Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
5900	120	Classroom Teachers	Provide after school tutoring for homeless students for academic subjects. Hourly rate up to \$18.	0.100	5000.00	100.00
5900	150	Aides	Provide after school tutoring for homeless students for academic subjects. Hourly rate up to \$18.	0.190	5000.00	100.00
5900	210	Retirement	Retirement benefits: Can be up to 14.03% of salary, for above after school tutors	0.100	1115.00	100.00
5900	220	Social Security	Social Security benefits for after school tutors @ 7.65%	0.000	765.00	100.00
5900	240	Workers Compensation	Workers compensation benefits for after school tutors @ 1.6%	0.000	160.00	100.00
6100	160	Other Support Personnel	Other Support Personnel: 80% HEP Facilitator's salary to provide support to the homeless education program.	0.800	17110.91	100.00
6100	210	Retirement	Retirement Benefits for HEP Facilitator @ 12.63%	0.000	1413.36	100.00
6100	220	Social Security	Social Security benefits for HEP Facilitator (@7.65%)	0.000	1308.98	100.00
6100	240	Workers Compensation	Workers Compensation Benefits for HEP Facilitator @ 1.6%	0.000	273.77	100.00

Activity: 5													
Professional Development for Homeless Liaison and HEP staff													
Activity Description:	Professional development for the homeless liaison and homeless education program staff to attend conferences, seminars, workshops, and webinars relevant to the outcomes of the EHCY sub-grant Project.												
Secondary Activities:	Collaboration												
Need Area(s) this activity will address:	Need A: Identification and Enrollment Need B: Regular School Attendance and Full Participation Need C: Academic Support												
Activity Target Group(s):	HEP Liaison; HEP Facilitator; Grant Writer; other HEP staff												
Activity Reach:	This activity has the potential to impact every student we serve, as well as the additional students we will identify based on the knowledge that is gained.												
Implementation Summary:	In order to keep up-to-date on legislation, grant requirements, trends, or other issues that affect the HCY and UHCY we serve, it is necessary for HEP staff to attend conferences (state and local), webinars or other meetings/local training as they become available. This is decided by our Homeless Liaison and overseen by our Homeless Facilitator. Conferences attended are the FASFEPA Fall and Spring Forum and the Mid Florida Homeless Coalition Conference.												
Annual Implementation Timeline													
Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentary Evidence:	Dated and labeled agendas Dated and labeled articles, letters, emails and/or other communications Dated and labeled receipts												
Activity Resources													
Title I, Part A Homeless Set-Aside:	Title I, Part A Set-Aside pays for a portion of our Homeless Facilitator's salary.												
Related Budget Items													
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated							
6100	160	Other Support Personnel	Other Support Personnel: 80% HEP Facilitator's salary to provide support to the homeless education program.	0.800	17110.91	100.00							
6100	210	Retirement	Retirement Benefits for HEP Facilitator @ 12.63%	0.000	1413.36	100.00							
6100	220	Social Security	Social Security benefits for HEP Facilitator (@7.65%)	0.000	1308.98	100.00							
6100	240	Workers Compensation	Workers Compensation Benefits for HEP Facilitator @ 1.6%	0.000	273.77	100.00							
6400	330	Travel	Out of county travel and registration for HEP instructional	0.000	300.00	100.00							

			staff to attend relevant training on homeless children and youth (state conference or local training as they become available.)			
6400	730	Dues and Fees	Registration for HEP Instructional Staff to attend relevant training on homeless children and youth.	0.000	525.00	100.00
7730	330	Travel	Out of county travel and registration for HEP Facilitator to attend relevant training on homeless children and youth (state conference or local training as they become available.)	0.000	600.00	100.00
7730	730	Dues and Fees	Registration for HEP Staff to attend relevant training on homeless children and youth.	0.000	1050.00	100.00

Activity: 6

Supplemental education programs

Activity Description: Before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.

Secondary Activities: Enrollment-Related Fees and Costs

Need Area(s) this activity will address: Need C: Academic Support

Activity Target Group(s): Homeless Children and Youth (HCY); Unaccompanied Children and Youth (UCHY)

Activity Reach: We anticipate serving 10 students for the summer program at the YMCA. We provide funding for an average of 4 weeks during the summer. We anticipate funding for 10 students for before and after care at the YMCA. The average "stay" for before and after care is one month, but can run as long as 2 months, depending on the family's situation. We anticipate funding for 4 students to attend science camp at the Marine Science Station.

Implementation Summary: The Y's Summer Learning Loss Prevention Program helps elementary students reading below grade level. The program focuses on phonics, writing, and reading to boost literacy skills, with enrichment activities to support physical and social-emotional growth. The Afterschool program also helps them realize who they are and all they can achieve through academic intervention and health and enrichment activities. The goal at Science camp at the Marine Science Station (MSS) is to increase student environmental literacy through hands-on laboratory and field-based educational experiences in Gulf of Mexico coastal and nearshore habitats; to inspire student interest and involvement in environmental conservation and protection. Lesson plans, and experiential activities are correlated with the Florida Next Generation Sunshine State Standards as well as the Ocean Literacy Principles set forth by the Ocean Literacy Network and NOAA Education Plan Goals and Outcomes.

Annual Implementation Timeline
Months in which Activity-related tasks will be conducted.

Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Documentary Evidence:	Dated and labeled Sign-in sheets Dated and labeled receipts					
Activity Resources						
Title I, Part A Homeless Set-Aside:	Our HEP Facilitator coordinates with the YMCA personnel and each student and their family regarding attendance at the 2 programs. 20% of her salary is paid for by Title I, Part A Set Aside funds.					
Other funding sources:	The YMCA has personnel who facilitate the before and after care and summer programs. They are funded through the fees paid to the YMCA as well as donations from the community.					
Leveraged/Donated support:	The YMCA gives us a discounted rate for HCY to attend these programs.					
Related Budget Items						
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
5100	730	Dues and Fees	Homeless student's dues and fees for college application; fees and testing fees; fees for educational field trips and summer science camp	0.000	2000.00	100.00
9100	730	Dues and Fees	Enrollment fees and other related fees and costs for attendance at the YMCA before or after care or summer program.	0.000	2000.00	100.00

Activity: 7	
Case management/social work services for full participation	
Activity Description:	Tracking enrollment, attendance, and participation of individual homeless students and arranging for expedited evaluation of educational needs, consulting with school staff and parents, referring to LEA programs or community services, providing school supplies, arranging transportation, or other services, as indicated.
Secondary Activities:	Extraordinary or Emergency Assistance Limited Transportation Assistance (3% of EHCY Allocation) Parent Education and Training School of Origin Transportation Arrangement
Need Area(s) this activity will address:	Need B: Regular School Attendance and Full Participation
Activity Target Group(s):	Homeless Children and Youth (HCY), Unaccompanied Homeless Children and Youth (UHCY), Parents/Guardians of these youth, School Staff; Community Partners
Activity Reach:	Using our numbers from 2017-2018 we expect this activity can impact 611 HCY and 58 UHY.
Implementation Summary:	Our full-time Homeless Education Program (HEP) Facilitator works with schools to enroll and identify HCY. She is responsible for coordinating transportation and food services for a newly identified HCY. Tracking enrollment, attendance, and participation of individual homeless students and arranging for expedited evaluation of educational needs, consulting with school staff, parents and parents, and referring to LEA programs or community services. She will assist parents with school business and communication with the schools. She also assists with services or supplies that the family may need such as school/hygiene supplies or transportation to/from school for tutoring (students) or meetings (parents). She also helps coordinate transportation for services such as medical, dental, vision or mental health appointments. Our HEP Facilitator works as a bridge between our HCY, UHCY, families, schools, and our community partners to insure success for all.

Annual Implementation Timeline													
Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentary Evidence:		Dated and labeled articles, letters, emails and/or other communications Dated and labeled journal entries Dated and labeled receipts											
Activity Resources													
Title I, Part A Homeless Set-Aside:		Our HEP Facilitator coordinates with schools (school counselors, social workers or other school staff) to supply gas cards and bus tickets and other needed supplies. 20% of her salary is paid by Title I, Part A.											
Related Budget Items													
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated							
5100	510	Supplies	Purchase supplemental, consumable, instructional school materials for approximately 550 students to fully participate in all educational activities.	0.000	500.00	100.00							
5200	510	Supplies	Pre-K educational materials for homeless students as needed.	0.000	1100.00	100.00							
6100	160	Other Support Personnel	Other Support Personnel: 80% HEP Facilitator's salary to provide support to the homeless education program.	0.800	17110.91	100.00							
6100	210	Retirement	Retirement Benefits for HEP Facilitator @ 12.63%	0.000	1413.36	100.00							
6100	220	Social Security	Social Security benefits for HEP Facilitator (@7.65%)	0.000	1308.98	100.00							
6100	240	Workers Compensation	Workers Compensation Benefits for HEP Facilitator @ 1.6%	0.000	273.77	100.00							
6120	510	Supplies	Clothing, shoes and toiletries for homeless students in need. Cap and gowns for graduation for HCY or UHCY in need.	0.000	3500.00	100.00							
6120	730	Dues and Fees	Graduation Activities fees for homeless students	0.000	750.00	100.00							
6130	510	Supplies	Consumable health products for students such as lice products, etc. for homeless students in emergency situations.	0.000	300.00	100.00							
6150	390	Other Purchased Services	Public bus tickets for public transportation or gas cards for students to stay for tutoring, parents to attend school activities, enrollment meetings, appointments for student physicals and immunizations, etc.	0.000	300.00	100.00							

7800	160	Other Support Personnel	Bus Driver salary for transportation to/from tutoring for HCY and UHCY	0.000	5000.00	100.00
7800	210	Retirement	Retirement benefits for bus driver's salary - can be up to 14.03%	0.000	701.50	100.00
7800	220	Social Security	Social security benefits for bus driver's salary (7.65%)	0.000	382.50	100.00
7800	240	Workers Compensation	Workers compensation benefits for bus driver's salary (1.60%)	0.000	80.00	100.00
7800	460	Diesel Fuel	Fuel for the bus to provide transportation to/from tutoring	0.000	2660.65	100.00

Activity: 8

Educational support services

Activity Description: Tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.

Secondary Activities:

Need Area(s) this activity will address: Need C: Academic Support

Activity Target Group(s): HCY; UHCY

Activity Reach: We anticipate this activity will impact 300 students.

Implementation Summary: The HEP Liaison and Facilitator monitor data about student grades, promotion, retention, and high school graduation requirements for homeless students and coordinate tutoring when needed. This year they have targeted our lowest performing elementary, middle, and high schools to receive this tutoring. Fifty percent of the funds allocated will be spent at the elementary level, and 50% will be spent at the secondary level. Schools should actively seek out Homeless Students who have notoriously had academic difficulties or have been retained and need support. Data should include FSA scores, District Assessment scores and classroom based grades. In addition, parents or students can refer themselves, if in need. Tutoring is provided one to two times per week at the school site before or after school (for elementary and middle school students) by certified paraprofessionals or teachers. If needed, transportation will be provided for tutoring before or after school. In addition to this time, some high schools offer tutoring during the school day by trained students supervised by a staff member. Most schools use materials paid for by their Title I budget. Some funds from Title I, Part A Homeless Set-Aside are also available and can be requested from the Homeless Facilitator. She coordinates these services with the school sites.

Annual Implementation Timeline
Months in which Activity-related tasks will be conducted.

Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Documentary Evidence: Dated and labeled Sign-in sheets
Dated and labeled attendance record
Dated and labeled data reports

Activity Resources						
Title I, Part A Homeless Set-Aside:		Twenty percent of our HEP Facilitator's salary is paid from Title I, Part A.				
Related Budget Items						
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
5900	120	Classroom Teachers	Provide after school tutoring for homeless students for academic subjects. Hourly rate up to \$18.	0.100	5000.00	100.00
5900	150	Aides	Provide after school tutoring for homeless students for academic subjects. Hourly rate up to \$18.	0.190	5000.00	100.00
5900	210	Retirement	Retirement benefits: Can be up to 14.03% of salary, for above after school tutors	0.100	1115.00	100.00
5900	220	Social Security	Social Security benefits for after school tutors @ 7.65%	0.000	765.00	100.00
5900	240	Workers Compensation	Workers compensation benefits for after school tutors @1.6%	0.000	160.00	100.00

Activity: 9													
Project Administration													
Activity Description:	Time spent by the Homeless Liaison to meet school district and state requirements for administering the grant, including report writing, document organization and preparation, staff supervision, meetings with supervisors, district leadership, etc. The description should reflect an estimate of the amount of time dedicated to this work.												
Secondary Activities:													
Need Area(s) this activity will address:	Need A: Identification and Enrollment Need B: Regular School Attendance and Full Participation Need C: Academic Support												
Activity Target Group(s):	All HCY and UHCY students would benefit from these duties carried out by our HEP Facilitator.												
Activity Reach:	This impacts all of the students in our program.												
Implementation Summary:	Our HEP Facilitator comes in 5 days before students arrive, and leaves 5 days after they leave. This allows time for her to register newly identified students and set up services such as transportation and food service. She uses this time to prep for the year to come, review data from the previous year, and plan training for new employees. In addition she collects data needed for final reports to be sent to the DOE. She spends time inventorying supplies and replenishes supplies that have run out.												
Annual Implementation Timeline													
Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Documentary Evidence:		Dated and labeled articles, letters, emails and/or other communications Dated and labeled receipts				
Activity Resources						
Title I, Part A Homeless Set-Aside:		A portion of our HEP Facilitator's salary is paid for by Title I, Part A.				
Related Budget Items						
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
6100	160	Other Support Personnel	10 days Extra Duty for Homeless Education Program (HEP) Facilitator to collect data and final reports.	0.050	1175.20	100.00
6100	210	Retirement	Retirement benefits for HEP Facilitator, extra duty, @ (up to)12.63%	0.000	148.43	100.00
6100	220	Social Security	Social Security benefits for HEP Facilitator, extra duty days @7.65%	0.000	89.90	100.00
6100	240	Workers Compensation	Workers Compensation Benefits for HEP Facilitator, extra duty @1.6%	0.000	18.80	100.00
6100	510	Supplies	Supplies - Paper, ink, envelopes, pens, papers etc. for use by the HEP Facilitator	0.000	500.00	100.00

LEA Program Operations Activities

Instructions: Provide the following information:

Project Management

1. **Who will manage the EHCY sub-grant project?**

Kit Humbaugh

2. **Describe the tasks that will be conducted by the EHCY sub-grant Project Manager, e.g., staff supervision, report writing, administration, dispute resolution, etc.?**

Program Facilitator for McKinney-Vento, assist with grant writing, monitoring, and grant updates, budget, assist Program Facilitator with school staff professional development, assist Program facilitator in monitoring student data based on grant areas of need and improvement.

Staffing

3. **How will the homeless education staffing change under this sub-grant proposal?**

Additional staff will not be added. However, collaboration will increase with other departments in our district such as, transportation and instructional staff at school sites,

4. **How will this staffing change enhance the capacity for the LEA to achieve the outcomes in the priority need area(s) identified above?**

An increase in academic support will be achieved by providing additional tutoring, as well as addressing the transportation barrier that is common among our McKinney-Vento families.

Program Operations Improvement Activities

5. The following operational challenges were identified in the Program Design to address during the project.

a. **Easiest to address:**

The easiest challenge to address would be to have staff follow the attendance procedures that are in place. If students are absent for 3 or more days, teachers should call and follow-up and then report their findings to the appropriate staff member at their school. Just as it is important to identify our homeless, we need to identify their needs before we can help them. Often the barriers that keep children from school can be assisted by our HEP. One of the underlying factors with procedures is to make sure that everyone has been trained. If staff changes during a school year, new staff may be unclear about the procedures. Providing training for new hires as well as refresher training for current staff will improve this area.

b. **Most important to address:**

The most important program operation or partner contribution challenge to address this year is to increase the amount of tutoring we are offering to our HCY population. We plan on focusing this tutoring in the schools where we see our highest academic need with our homeless. Although we have decreased our academic gap since our last 3-year grant cycle, this past year showed an increase. We have offered tutoring, but only one school has taken advantage this past year. We believe that transportation is an underlying issue. For this reason, we will also add transportation for tutoring. We have students with substantial academic gaps. We need to identify ways to make those gaps smaller and addressing this challenge will make the biggest impact for our HCY population.

6. **How will the challenges be addressed in 2018-2019?**

a. **Easiest to address:**

Staff development must be consistently implemented at the administrative and school staff level multiple times per year. New staff will receive additional support at the beginning of the school year as part of the new teacher induction program. *** Another improvement activity for the easiest and the most important is to provide poverty simulation staff development to promote empathy towards all children, especially the disadvantaged.

b. **Most important to address:**

Staff development must be consistently implemented at the administrative and school staff level multiple times per year. New staff will receive additional support at the beginning of the school year as part of the new teacher induction program. Instill in all staff that identification of homeless students should not rest solely on the school counselors. It's a school community effort.

Evaluation Plan

Standard Evaluation Plan

The LEA will implement the following Standard Evaluation Plan:

1. The LEA will collect the following information as each project activity is implemented, document as described in the approved Project Implementation Plan, and report on project activities by need area in Project Progress Reports and Project End-of-Year Reports:
 - Title of activity
 - Name of the lead staff for the activity
 - Number of events.
 - A description of the participants or recipients
 - The number of participants or recipients
 - Deliverables completed
 - Narrative Summary
2. The LEA will collect the data necessary to calculate the annual progress toward the Project Outcomes and related annual objectives for Need A, Need B, and Need C as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
 - Title of the project outcome
 - Baseline (2012-2015 average), Year 1, Year 2, Year 3
3. The LEA will collect the data to calculate the annual progress toward standard indicators and related annual targets for Need D and Need E, as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
 - Title of standard per approved application
 - Baseline, per approved application, Year 1, Year 2, Year 3
4. Identify who will be responsible for collecting the evaluation data, describe additional evaluation activities that will be conducted (not required), and describe how and when evaluation data will be collected and stored.

Although our district HEP Facilitator and our Homeless Liaison complete the majority of the reports, we work as a team collecting and analyzing data. Each school keeps data on the homeless children and youth (attendance, discipline, report card grades, scheduling, services provided.) All staff working with the homeless program have access to our district student data base, Skyward. From Skyward grades, test scores, discipline, transcripts, attendance and family contact information can be accessed. If special reports are needed, we can submit a work order to our Information Services Department and they will run reports. Our Research and Accountability team provides test scores for the current year and past years. Additional Evaluation Data (not required): Discipline data, high school students in need of graduation credits How and when data will be collected and stored: Attendance data will be collected at the schools, and monitored by the schools and HEP Facilitator when needed. A majority of the data collection is ongoing. Attendance and enrollment are monitored all year. State standardized testing data will be collected after each testing window. October, December, spring and summer for high school students and spring for middle and elementary students. Collaboration data within our district and with outside community agencies will be documented at the time of the contact by email, phone, log, meeting agendas, and sign in sheets. Student data is stored on or district online data base, Skyward. Student data is made available to all districts by the Title IX DOE staff and is extremely helpful. This data compares homeless vs. non homeless students. Attendance, ELL, Math and Reading Scores, FRPLP, Migrant, Promotion Rate, Race, and Vocational Enrollment are all included.

Project Summary

Introduction

In the narrative, be succinct while letting your passion shine through, and covering the main parts of the proposal: needs, goals and outcomes, approach, and budget. The LEA Profile will give them context and the narrative is an opportunity to make a good first impression. While this section will not be scored, it will give the application reviewers and other readers a first impression.

Instructions

A Project Summary for all three years of the project period is required to be considered for a sub-grant award. For the purpose of the initial application, summarize the project elements for all three project years. Summarize year one and then note anticipated changes to the project's goals, objectives, activities, or outcomes for the succeeding years.

Project Narrative Summary (Responses for all three years must be provided to be considered for grant.)

Year 1

Citrus County is a small city rural community located northwest of Tampa. Like many rural areas, Citrus County has not been exempt from the changes that have occurred with a suffering economy, fewer traditional nuclear families, and an increase in crime. These changes have undoubtedly affected our schools and students. Our county is in Circuit 5, which consists of five counties. Three of these five counties are much larger than Citrus County in area as well as below the poverty level. Citrus ranked higher than the other 4 counties for all types of child abuse except neglect. The population. However, Citrus County exceeds these counties in the unemployment rate and percentage of families. The district is seeing more and more school age children in transition with their families, as well as students being removed from the home, which places them in foster care, with a relative, in shelters, etc. Unfortunately, Citrus County is lacking in the number of resources that many of these families and students need. McKinney-Vento funds that have been awarded to our school district in the past are what have enabled our homeless population to receive immediate assistance. There is a need to better identify and assist homeless students with their attendance and academic achievement. Our first goal is to continue to increase our number of identified HCY. Once identifying them, we want to remove barriers that keep students out of school, which is our second goal. Increased achievement in reading and math for homeless children and youth, specifically increasing the homeless student promotion rate and decreasing the ELA and Math gap between our homeless and non-homeless population is our third goal. Implementation Strategies: Goal 1: We have included activities that will provide staff development to new staff members as well as refresher trainings for other staff. In addition, our Homeless Education Program (HEP) staff will continue to collaborate with staff at the school, district and community levels. Goal 2: Attendance is impacted by the barriers these students face. Often the barriers that keep children from school can be assisted by our HEP. The liaison will work with school staff, attendance assistants and transportation to help resolve attendance issues. Improved attendance will support the graduation rate and the academic success of homeless students. Goal 3: We plan on increasing the tutoring that is offered to our Homeless Children and Youth (HCY). In addition, we will offer transportation for tutoring sessions. Due to the rural nature of our county, transportation can become an issue. Adding this piece should increase the number of HCY students that can attend tutoring. This tutoring (and transportation) will target students at our 5 neediest schools. At the end of each 9 weeks, we will reevaluate needs based on monitored data and shift tutoring to other school sites as needed.

Year 2

We will use the data from tutoring during our first year to better serve our HCY student population. During year two, we will evaluate the effectiveness of the strategies we implemented year one. We will determine the effectiveness of tutoring at our neediest schools during year one. This will help us to see strengths and needs across schools and within schools. During this year we would like to offer professional development to all McKinney-Vento contacts school and district wide, in the poverty simulation training. We hope to bring about an awareness of the challenges and barriers that these students and their families face. This, coupled with the review of procedures to follow from year one, will allow us to continue to move forward in serving our HCY population. Our focus will be to see increased identification of HCY in year 2, as well as continue to serve these students in the area of social, emotional, and physical wellbeing. Academic support will be ongoing as well. Additionally, we will make the necessary adjustments based on the data from year one.

Year 3

We will use the data from tutoring during our second year to better serve our HCY student population. During year three, we will evaluate the effectiveness of the strategies we implemented years one and two. We will determine the effectiveness of tutoring at our neediest schools during year two. This will help us to see strengths and needs across schools and within schools. This year we will reach out to our community partners. We will offer the poverty simulation training to community partners we currently work with to help them understand the needs of the HCY population. Our HEP Facilitator will continue to work closely with the Homeless Liaison to reach out to new and willing community partners. This will address the easiest goal listed as a challenge under Identification. During this last year we will use the successes and challenges we have had with our tutoring transportation to see if there are other ways we can offer transportation for parents to school events, meetings or special activities. This will address our most difficult challenge listed under regular school attendance. Our focus will be to see increased parent involvement in year 3. This will allow for better identification of our HCY. It will also lead to regular school attendance as students, parents, teachers and staff work together in partnership to meet the social, emotional, physical and academic needs of our HCY population.

Strategic Imperatives, Executive Order, GEPA

Support for Strategic Imperatives

PreK-12 Student Priorities	Description of Incorporation
Increase the percentage of students performing at grade level	Currently there is a gap between student achievements of homeless students compared to non-homeless students in our district. We are doing a better job of identifying our homeless students. Our 3-year Homeless Student Identification Rate (HSIR) average was 4.39% Our HEP Facilitator works with departments such as transportation and food services so we can remove barriers that may interfere with academics. In addition school supplies and tutoring are offered. Although we will continue to work on increasing the percentage of students performing at grade level for all students, we are particularly concerned about our middle and high school population. Finding ways to better track attendance and academic performance for our HCY and UHCY population, will allow us to introduce the proper resources to the students who need them. We plan on increasing our tutoring budget and provide transportation for students who need additional help with academics but have no way home after tutoring sessions.

Executive Order

- The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

General Education Provisions Act (GEPA)

The School Board of Citrus County and its federally funded programs have determined that gender, race, national origin, disability, age or limited English Proficiency do not prevent students, teachers, parents or any other interested party access to the Title IX, Education for Homeless Children and Youth Program, Title I, Title III, Title IV or any other programs. The district has taken the following steps to participate in federally funded programs: 1. Adoption of School Board Policy Statement; Equal Opportunity Nondiscrimination code:1.40 2. District staff is involved in the planning, implementation, and monitoring of all federally funded programs. 3. Each program's plan (Drop Out Prevention, ESOL, Exceptional Student Education, Homeless Education and Title I) is approved by the Citrus County School Board and the State of Florida. 4. This grant proposal ensures services to all students of eligible areas. This includes Limited English Proficiency students, migrant students, economically disadvantaged students, homeless students and students with disabilities. 5. All of the above will be in place for the Title IX, Education for Homeless Children and Youth Program Monitoring of all programs for equal access is accomplished by annual District monitoring, State of Florida Program Compliance Monitoring and F.T.E. Audit (Auditor General's Office).

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Rene' Johnson Department of Educational Services
Additional contact(s)/originator Rene' Johnson

Document Title i-Ready Presentation

Board Action Required:

Presentation/Recognition _____ Information -Presentation _____
Consideration/Approval _____

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

i-Ready PowerPoint Presentation-Curriculum based instruction program to improve student learning gains.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: None
Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____
Pay grade/level _____
Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy Wilk
(Form Board Approved 7/10/07)



i-Ready Efficacy:
**Research on *i-Ready*
Program Impact**

.....
Research Support for i-Ready and ESSA
.....



The Impact of *i-Ready*

In fall of 2017 Curriculum Associates conducted comprehensive research into the impact of *i-Ready Instruction* on student learning gains as measured by the *i-Ready Diagnostic*. Using *i-Ready Diagnostic* data from over four million students who took the *i-Ready Diagnostic* in the 2016–2017 academic year, our research team found that students using *i-Ready Instruction* experienced greater learning gains than students who did not use the program.

Learning gains for those students receiving *i-Ready Instruction* were substantial. Students receiving *i-Ready Instruction* experienced average gains of 39% for English language arts (ELA) and 38% for mathematics relative to students who did not receive *i-Ready Instruction* across grades K–8. Measured effect sizes were generally strong by the standards of an educational intervention (Cohen's *d* of greater than .25).

An additional analysis was performed to control for selection bias for grades 1–8. Again, the research found that students receiving *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. All results were statistically significant at the $p < .05$ level across all subjects and grades, and nearly all results were significant at the $p < .0001$ level.

Our research also evaluated the impact for subgroups and found similar results, with non-Caucasian students, students with disabilities, economically disadvantaged students, and English language learners overall demonstrating greater gains and exhibiting stronger effects than students in these subgroups who did not receive *i-Ready Instruction*.

These results indicate that *i-Ready Instruction* is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for grades 1–8, the research provides evidence that *i-Ready Instruction* meets the criteria for the Every Student Succeeds Act (or ESSA) Level 3: Promising Evidence, with favorable effects.

***i-Ready Instruction* as Treatment**

For the purposes of the research in this report, a student was defined as having received *i-Ready Instruction* if the student:

- Completed the *i-Ready Diagnostic* at both the beginning and the end of the academic year.
- Received *i-Ready Instruction* for at least 18 weeks of the academic year.
- Received an average of 45 minutes of *i-Ready Instruction* per subject per week.

These criteria for inclusion are consistent with guidance provided to educators as they implement the *i-Ready* program in their schools and districts.

***i-Ready* Control Group**

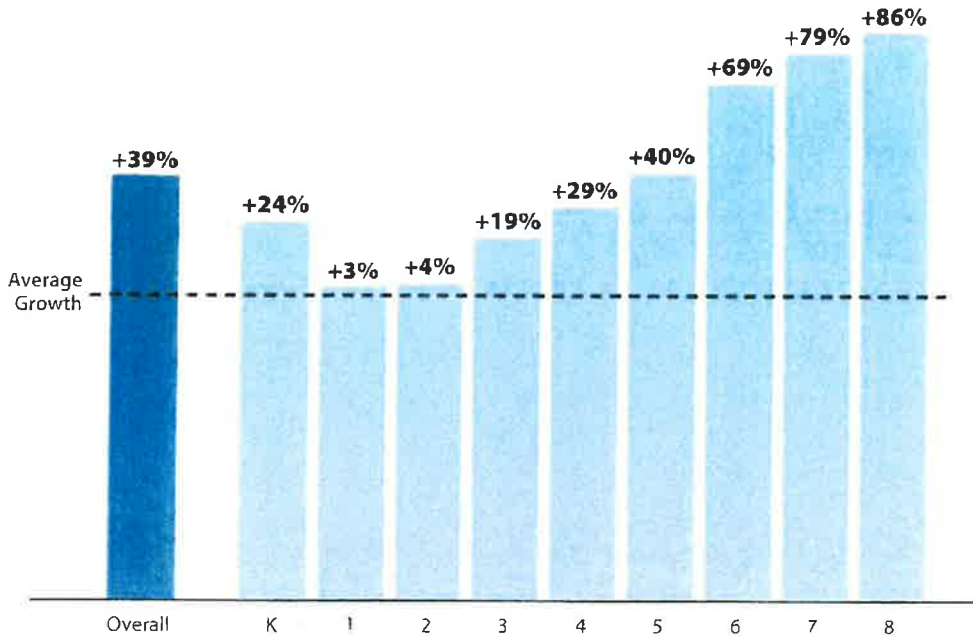
For the purposes of the research in this report, a student was defined as not having received *i-Ready Instruction* if the student:

- Completed the *i-Ready Diagnostic* at the beginning and the end of the academic year.
- Did not receive *i-Ready Instruction*.

Students Receiving *i-Ready Instruction* Experienced Greater Gains

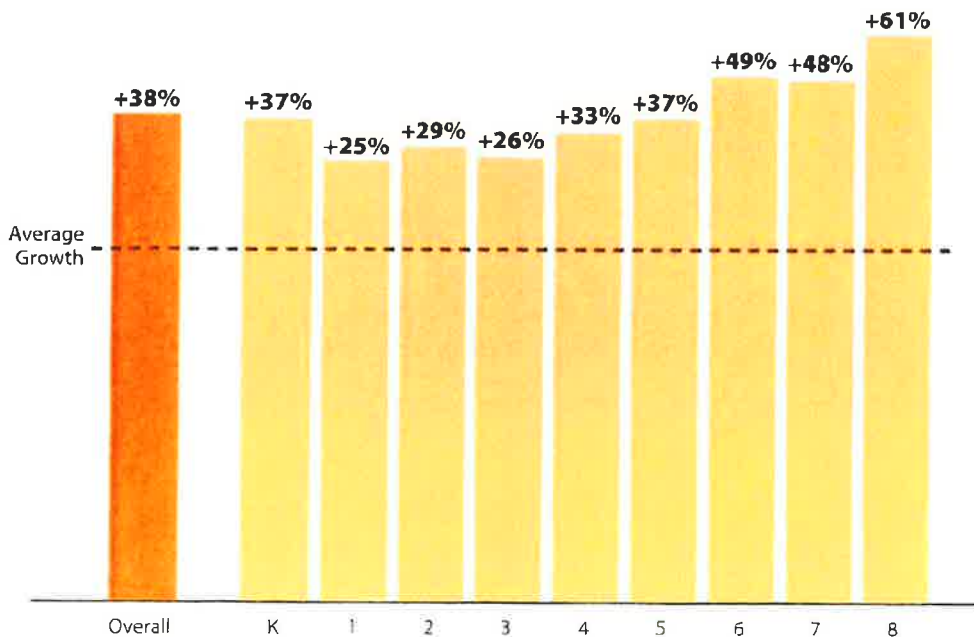
In both ELA and mathematics, students receiving *i-Ready Instruction* experienced, on average, greater score gains than students who did not receive *i-Ready Instruction*, meaning those students who received instruction grew more than those who did not.

ELA Score Gains for Students Receiving *i-Ready Instruction* Relative to Students Not Receiving *i-Ready Instruction*



In ELA, students receiving *i-Ready Instruction* experienced score gains 39% greater than those not receiving *i-Ready Instruction*. Across all grades, students receiving *i-Ready Instruction* experienced score gains 3% to 86% greater than those who did not receive *i-Ready Instruction*.

Mathematics Score Gains for Students Receiving *i-Ready Instruction* Relative to Students Not Receiving *i-Ready Instruction*



In mathematics, students receiving *i-Ready Instruction* experienced score gains 38% greater than those not receiving *i-Ready Instruction*. Across all grades, students receiving *i-Ready Instruction* experienced score gains 25% to 61% greater than those who did not receive *i-Ready Instruction*.

Effect Sizes

In general, students who received *i-Ready Instruction* during the 2016–2017 school year experienced greater learning gains than students who did not receive *i-Ready Instruction*. Overall, the effect sizes from the research meet or exceed the standard for “large” with an overall effect size of .36 in ELA and an overall effect size of .43 in mathematics. *Please see the explanation below for more information about effect sizes.*

The standard for a large effect size is met for kindergarten in ELA; in mathematics, the standard is met for every grade.

Effect Sizes for Differences in Means Using Cohen’s *d* by Grade (ELA)

Effect Size	Overall	K	1	2	3	4	5	6	7	8
Cohen’s <i>d</i>	.36*	.36*	.05	.06	.17	.19	.20	.21	.19	.18

Effect Sizes for Differences in Means Using Cohen’s *d* by Grade (Mathematics)

Effect Size	Overall	K	1	2	3	4	5	6	7	8
Cohen’s <i>d</i>	.43*	.52*	.41*	.44*	.39*	.41*	.35*	.34*	.25*	.27*

*Effect size met or exceeded Lipsey’s (2012) criteria for being considered “large.”

Effect Sizes in Education Research

Effect sizes are a common way of measuring the strength of an educational intervention. While there are many ways to quantify effect sizes, Cohen’s *d* is a widely used method for quantifying the differences in the means or averages between two groups, measured in standard deviations. Larger effect sizes indicate a greater effect. Because the outcomes are more challenging to influence with interventions, the average effect sizes in research fields such as education, medicine, and economics are smaller than in other fields of research. Specifically, interventions in education research with an effect size of .25 or greater are considered “large” (Lipsey et al., 2012).

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***i-Ready* and ESSA**

ESSA defines four categories of research evidence for an effective intervention. Under ESSA, a promising intervention should be supported by at least one correlational study that controls for selection bias. Hence, another goal of the research was to understand the impact of *i-Ready Instruction*, while controlling for selection bias, and validate that *i-Ready* meets the Level 3 ESSA criteria.

To examine the significance of the findings, the Curriculum Associates research team conducted an ANCOVA analysis and corrected for selection bias using students' prior *i-Ready Diagnostic* scores. Researchers studied *i-Ready* data from the 2016–2017 school year, but limited the data to only those students who had *i-Ready Diagnostic* scores from the prior academic year, which excluded kindergarteners from the analysis. Using the resulting sample of over 270,000 ELA students and over 250,000 mathematics students, the research showed that under statistical controls for prior test scores, students receiving *i-Ready Instruction* demonstrated greater gains on the spring *i-Ready Diagnostic* than students who did not receive *i-Ready Instruction*.

The results of this study were statistically significant at the $p < .05$ level for all grades and subjects, and all but one of the results—grade 2 ELA—were significant at the $p < .0001$ level. Based on the results of this analysis, *i-Ready Instruction* shows evidence of promoting greater student learning gains. The significance of the findings provides support for *i-Ready* as a program that meets the criteria for ESSA Level 3: Promising Evidence.

***i-Ready* Correlation with Controls Results by Grade (ELA)**

Control	Overall	1	2	3	4	5	6	7	8
F Statistic	F(1,273674) =2515.56	F(1,26983) =105.19	F(1,34421) =6.45	F(1,38839) =150.19	F(1,40569) =296.22	F(1,41129) =371.19	F(1,27624) =220.54	F(1,30108) =94.85	F(1,31424) =56.40
p-value	$p < .0001$	$p < .0001$	$p = .01$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$

***i-Ready* Correlation with Controls Results by Grade (Mathematics)**

Control	Overall	1	2	3	4	5	6	7	8
F Statistic	F(1,252040) =9131.96	F(1,19913) =720.15	F(1,28567) =1153.19	F(1,33139) =1122.66	F(1,38767) =1186.61	F(1,39110) =986.68	F(1,29130) =690.71	F(1,31040) =181.29	F(1,30547) =234.65
p-value	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$

Understanding p-values

p-values help support interpretation of the significance of a research result. Here *p*-values indicate the probability that the differences in average score gains between students receiving *i-Ready Instruction* and not receiving *i-Ready Instruction* were due to chance. A *p*-value of less than .0001 can also be understood as a .01% chance or a 1 in 10,000 chance.

Sample Sizes

The following tables show the samples sizes of students included in the ANCOVA analysis. The sample sizes for this analysis are smaller than the sample size of the overall effect analysis presented earlier, and exclude kindergarten. This is because only students who had a prior *i-Ready Diagnostic* score from spring of their prior year were included in the analysis. Adding the condition of prior-score availability also ensures that students included in this analysis are from a more mature implementation of the *i-Ready* program.

Number of Students Included in ANCOVA Analysis Receiving and Not Receiving *i-Ready* Instruction by Grade (ELA)

ELA	Overall	1	2	3	4	5	6	7	8
No Instruction	187,790	13,120	17,752	23,439	26,944	29,176	22,511	26,174	28,674
Received Instruction	86,404	14,183	17,016	15,761	14,020	12,367	5,514	4,354	3,189

Number of Students Included in ANCOVA Analysis Receiving and Not Receiving *i-Ready* Instruction by Grade (Mathematics)

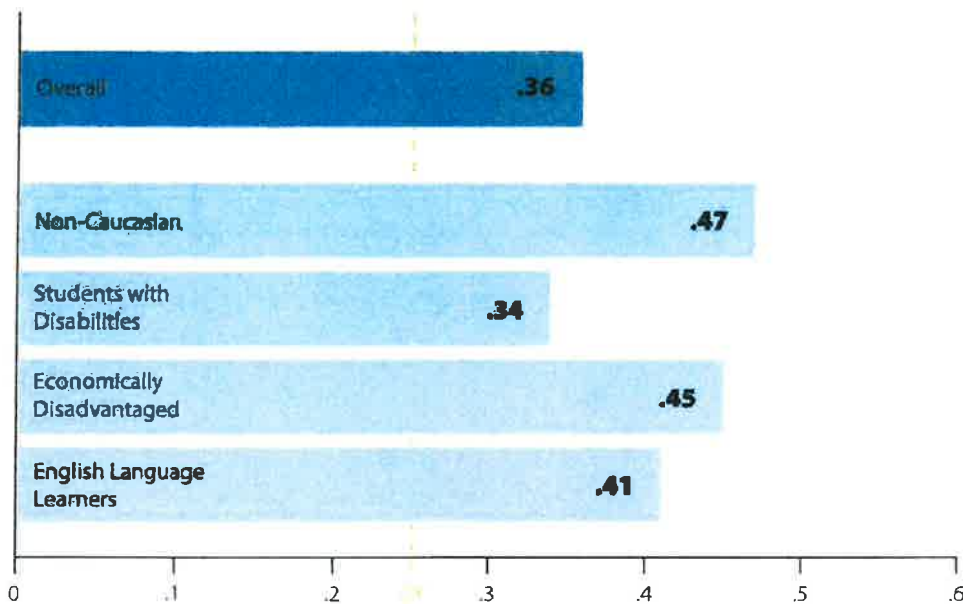
Mathematics	Overall	1	2	3	4	5	6	7	8
No Instruction	179,518	12,951	18,869	20,657	26,132	26,732	22,777	25,391	26,009
Received Instruction	72,905	7,213	9,957	12,757	12,899	12,667	6,631	5,943	4,838

Subgroup Analysis

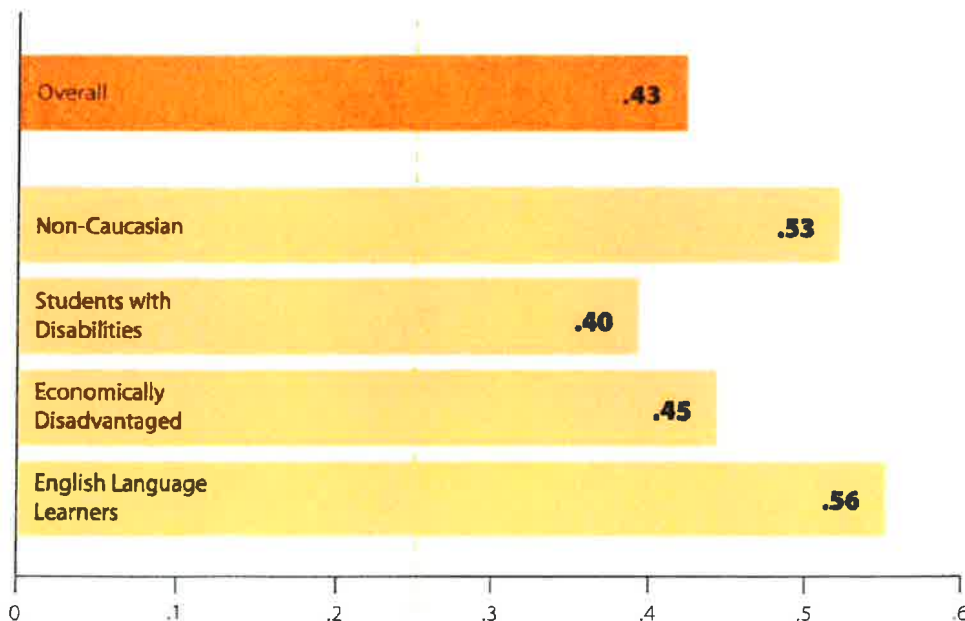
The *i-Ready* study data was also analyzed by using four subgroups: non-Caucasian students, students with disabilities, economically disadvantaged students, and English language learners. Overall, the students in these subgroups receiving *i-Ready Instruction* experienced greater learning gains than students in the same subgroup who did not receive *i-Ready Instruction*. This indicates that in general, *i-Ready Instruction* can enhance learning gains for students in these subgroups.

Due to sample limitations, the ANCOVA analyses were not performed for the subgroup analysis. These analyses will be performed and expanded upon in future research.

ELA Effect Sizes Overall and by Subgroup



Mathematics Effect Sizes Overall and by Subgroup



*Interventions in education research with an effect size of .25 and greater are considered "large." See note on p. 5

Samples Sizes for These Analyses

Samples for the subgroup analyses were based on assessment data collected through the *i-Ready Diagnostic* and student demographic data collected from participating schools and districts. Study sample sizes for the subgroup analysis are smaller than the sample size of the overall analysis due to differences in available demographic and categorical data.

Number of Students Receiving and Not Receiving *i-Ready Instruction* by Grade (ELA)*

Subgroup	K	1	2	3	4	5	6	7	8
Overall									
No Instruction	36,184	44,999	48,824	54,270	61,178	63,457	60,521	61,982	64,514
Received Instruction	19,941	31,310	34,365	34,902	27,186	24,216	12,885	8,638	6,594
Non-Caucasian									
No Instruction	6,978	7,545	7,763	9,581	13,175	14,190	13,442	15,078	16,069
Received Instruction	10,536	14,635	16,277	16,528	13,470	11,776	4,219	2,986	2,350
Students with Disabilities									
No Instruction	1,336	1,844	2,153	2,597	3,524	4,039	3,517	3,635	3,659
Received Instruction	1,359	1,724	2,143	2,945	1,992	1,777	635	433	312
Economically Disadvantaged									
No Instruction	1,726	2,759	3,226	3,901	6,232	7,082	5,917	6,509	7,054
Received Instruction	2,422	4,401	5,039	5,485	3,900	3,480	1,350	756	566
English Language Learners									
No Instruction	2,565	2,227	2,391	2,421	2,825	2,806	2,291	2,545	2,248
Received Instruction	2,570	4,124	5,541	5,121	2,844	2,522	640	430	348

Number of Students Receiving and Not Receiving *i-Ready Instruction* by Grade (Mathematics)*

Subgroup	K	1	2	3	4	5	6	7	8
Overall									
No Instruction	34,528	50,739	55,139	57,187	60,581	63,272	60,282	60,212	61,042
Received Instruction	9,251	15,887	21,028	26,864	25,748	24,147	15,918	11,604	9,314
Non-Caucasian									
No Instruction	9,019	12,416	13,767	14,951	16,343	17,031	15,102	16,030	16,390
Received Instruction	4,545	6,989	9,062	11,596	10,823	9,808	4,969	3,894	3,310
Students with Disabilities									
No Instruction	1,320	2,199	2,670	3,378	3,800	3,972	3,347	3,240	3,250
Received Instruction	626	845	1,237	1,803	1,666	1,648	775	621	499
Economically Disadvantaged									
No Instruction	3,213	4,908	6,335	7,300	8,195	8,484	6,250	6,980	7,304
Received Instruction	526	1,627	2,791	3,754	3,516	3,367	1,627	1,038	964
English Language Learners									
No Instruction	2,968	3,295	3,979	4,207	3,434	3,464	2,489	2,518	2,349
Received Instruction	1,125	1,924	3,041	3,789	2,506	2,071	769	595	567

*Providing demographic data to Curriculum Associates is optional for educators, so the number of students listed in the rows for "Non-Caucasian," "Students with Disabilities," "Economically Disadvantaged," and "English Language Learners" does not add up to the number of students listed under "Overall!"

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Findings from the Research

The research was undertaken with the goal of answering two key research questions:

- How does annual score growth for students receiving *i-Ready Instruction* compare to students who did not receive *i-Ready Instruction*?
- Are the differences in score growth statistically significant, after controlling for selection bias?

Curriculum Associates' research team conducted two analyses to answer the above questions. In the first analysis, descriptive statistics and effect sizes were analyzed. Mean score gains were calculated for the treatment (students receiving *i-Ready Instruction*) and control groups (students who did not receive *i-Ready Instruction*) and were then compared. To show the magnitude of the differences, the Cohen's *d* effect size using the pooled standard deviation of the groups was calculated for each grade. A subgroup analysis was also performed, and Cohen's *d* effect sizes were also calculated for the following subgroups of students: non-Caucasian students, students with disabilities, economically disadvantaged students, and English language learners.

The second analysis involved evaluating the score gains controlling for selection bias, as assignment to the treatment and control groups was nonrandom. An ANCOVA analysis was performed for each grade (1–8) and subject (ELA and mathematics) to examine the effect of *i-Ready Instruction* on student score gains. Prior test scores (i.e., *i-Ready Diagnostic* spring scores from the prior year) were included as the covariate to control for selection bias. Since kindergarten students do not have a prior spring test score, those students were removed from the analysis. Results are considered statistically significant by What Works Clearinghouse if the *p*-value is less than five percent ($p < .05$). All calculated *p*-values for this analysis were significant at the $p < .05$ level for all grades and subjects, and were significant for nearly all grades and subjects at the $p < .0001$ level.

Findings from these analyses support positive answers to both research questions:

Students receiving *i-Ready Instruction* showed greater learning gains than students who did not. Effect sizes across subjects and grades were positive and generally strong. These effects were also observed for subgroups.

The differences in student score growth at grades 1–8 were statistically significant after controlling for selection bias.

About the *i-Ready* Program

Curriculum Associates' *i-Ready Assessments* and *i-Ready Instruction* combine valid and reliable assessments with sophisticated instructional resources targeted to each student's specific academic needs. The program also provides a system of comprehensive, actionable reports to guide decision-making at the student, class, school, and district levels.

i-Ready is designed to accelerate student growth and ultimately help students reach proficiency. The *i-Ready Diagnostic* uses advanced technology to provide a detailed, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's K–8 experience. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the *i-Ready Diagnostic* to more accurately and more efficiently pinpoint students' needs than traditional fixed-form tests. Instantly available reports based on diagnostic results help teachers better understand their students' individual needs and adjust instruction accordingly.

Based on the results of *i-Ready Diagnostic*, students are automatically placed into personalized learning paths customized to their *i-Ready* placement levels. *i-Ready Instruction* builds a unique lesson plan consisting of online instructional lessons based on assessment performance, with a personalized starting point for every student. These online lessons are designed to build conceptual understanding while engaging learners of all levels. They follow a natural developmental progression: skills that students learn in earlier lessons build the foundation for later lessons. Throughout *i-Ready Instruction*, students receive immediate corrective feedback that is specific and purposeful.

References

Hovey, M.W., Pardo, K., Yull, C., Rebert, N.A., Steinkamp-Fry, K., Cole, M.W., et al. (2017). Translating the statistics: Representation of the Effects of Education Interventions into *i-Ready* Interpretable Forms. (NCSER 2017-2000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the IES website at <https://ies.ed.gov/nces/>

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Trish Douglas, Department of Educational Services
Additional contact(s)/originator Leia Swiggett & Megan Furniss
Document Title 2019- 2022 District English Language Learners (ELL) Plan

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval 2019 - 2022 District English Language Learners (ELL) Plan

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

The District ELL Plan outlines the procedures and processes that Citrus County follows to ensure compliance with ESOL requirements and legislation.

This plan is updated and submitted every three years

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: None

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy Walker

(Form Board Approved 7/10/07)

2019-2022 Citrus County District English Language Learners (ELL) Plan

Contact Person: Trish Douglas
LEA: Citrus
Email: DouglasT@citrus.k12.fl.us
Phone: (352) 726-1931 EXT. 2227

Rule 6A-6.0905
Form ESOL 100
(May 2017)

Original signatures on Signature Pages are to be submitted to:
 Bureau of Student Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turflington Building
 Tallahassee, Florida 32399-0400

Date Received by FDOE

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT: Citrus County Schools
(2) CONTACT NAME/TITLE: Trish Douglas/Director of Elementary Education
(3) CONTACT PHONE NO (EXT.):
EMAIL ADDRESS: douglast@citrus.k12.fl.us 352-726-1931 ext 2227

(4) MAILING ADDRESS: 1007 W. Main St. Inverness, FL 34450
(5) PREPARED BY: (if different from contact person)
 First: Leia
 Last Name: Swiggett
 Mailing Address: 1007 W. Main St., Inverness, FL 34450
 Phone No: 352-726-1931 ext 2247

(6) CERTIFICATION BY SCHOOL DISTRICT
 The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

I, Sandra "Sam" Himmel, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

Signature of Superintendent or Authorized Agency Head _____ Date Signed _____ Date of Governing Board Approval _____

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)
 Name of Chairperson representing the District ELL PLC: Mayol Gutierrez

Contact Information for District PLC Chairperson:
 Mailing address: 150 W Citrus Springs Blvd, Citrus Springs, FL 34434
 E-mail Address: GutierrezM@citrus.k12.fl.us Phone Number: 352-344-2244

Date final plan was discussed with PLC: February 13, 2019
 Signature of the Chairperson of the District PLC _____ Date Signed by PLC Chairperson Feb 19th 2019

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN ASSURANCES AND CERTIFICATION

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in *Castañeda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Plyler v. DOE*, 1982;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Sandra "Sam" Himmel, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

How do LEA procedures compare to those followed for non-ELLs?

- The Home Language Survey (HLS) is included on each school's registration form and is a required part of the procedure for all PK12 students entering the Citrus County School District. Registration for all students is completed at the home school by personnel such as, the registrar, guidance counselor, receptionist, etc. If necessary, school personnel will obtain assistance from someone with the ability to communicate with the parent if language is a barrier in the registration process.
- All families registering to attend any school in the district are asked to complete the registration documentation by the individual (s) who handle this process at the home school. Our district HLS is embedded into the school registration form.

Into what languages are the HLS translated?

- Yes. Spanish

How does the LEA assist parents and students who do not speak English in the registration process?

- School personnel will obtain assistance from someone with the ability to communicate with the parents and students at the time of registration if language is a barrier in the registration process, if necessary and feasible.

How do you identify immigrant students?

- The Home Language Survey is included on each school's registration form and is a required part of the procedure for all PK-12 students entering the Citrus County School District. Registration for all students is completed at the home school by personnel such as, the registrar, guidance counselor, receptionist, etc. If necessary, school personnel will obtain assistance from someone with the ability to communicate with the parent if language is a barrier in the registration process. The ESOL contact, principal, assistant principal, or registrar at each school will review registration forms that had affirmative answers on the HLS and ensure assessment takes place within the required timelines. The ESOL contact, principal, assistant principal, or registrar at each school will also review the Date of Entry into a US School (DEUSS) and records of academic history to determine whether a student meets the criteria for immigrant status or has completed their three full academic years as an immigrant student.

How is Date Entered US School (DEUSS) obtained in the registration process?

- The Date Entered US School (DEUSS) is included on the district's registration form. If the parent or guardian does not provide the DEUSS upon registration, the ESOL contact, principal, assistant principal, registrar, and district program specialists review academic records, contact prior schools, and/or interview parents to obtain the DEUSS.

Please include a link to your HLS.

- http://www.citruseducation.com/news/Registration_Form.pdf

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- Registrar
- ESOL Coordinator/Administrator
- Other (Specify)

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA and procedures followed to determine if a K-12 student is an ELL.

- Kindergarten: W-APT Screener
- Grades 1-12: WIDA Screener (paper-based)

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

- Within twenty days of enrollment, the student's English language speaking and listening comprehension skills shall be determined with appropriate testing, i.e. the W-APT Screener or the WIDA Screener (the school ESOL contact will arrange for testing). The ESOL contact, principal, assistant principal, or registrar at each school will review registration forms with affirmative answers on the HLS and ensure assessment takes place as required.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA and procedures followed to determine if a student is an ELL in grades 3-12.

- At grades 3-12, the WIDA screener will be used to determine reading and writing proficiency.

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

- If the student is not proficient, he/she qualifies for ESOL services. The "Parent Notification of Initial Placement in ESOL" is sent home to alert the parent(s)/guardian(s) of eligibility. The "Parent Invitation to the ELL Committee" is sent home as the parent is encouraged to participate in developing the ELL Plan. If the parent cannot attend, the school must document that the results of the ELL committee meeting were shared with the parent(s)/guardian(s).
- The ELL committee may determine a student to be an ELL or not to be an ELL according to consideration of at least two (2) of the following criteria in addition to the previously mentioned norm-referenced tests results:
 - Extent and nature of prior educational and social experience and student interview;
 - Written recommendation/observation by current and previous instructional and supportive services personnel;
 - Level of mastery of basic competencies of skills of English and/or home language according to appropriate local, state, and national criterion referenced standards;
 - Grades from current or previous years;
 - Test results other than norm-referenced test used to determine placement or non-placement.

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

- Programmatic assessment of each ELL student will occur to ensure that instruction that is comprehensible and commensurate to his/her achievement in each subject area is provided, irrespective of the student's English proficiency. This review will include an analysis of the student's transcripts/records, previous courses taken, grades earned, etc. and is completed by the guidance counselor, curriculum specialist, classroom teacher, ELL committee and/or other appropriately designated personnel at the school when a student is registered to insure appropriate academic placement. The W-APT Screener, the WIDA Screener, and review of cumulative file will take place to collect additional information regarding the ELL student's academic knowledge and abilities. For students with limited or no prior school experience (s), parent/student interviews will be conducted to determine prior school experience. Teacher-made assessments to determine prior academic knowledge will be given. With no prior academic records, students in grades K-8 will be placed age accordingly.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

- In grades 9-12, students will be placed age accordingly. Programmatic review of each ELL student will occur to ensure that instruction comprehensible and commensurate to his/her achievement in each subject area is provided, irrespective of the student's English proficiency. This review will include an analysis of the student's transcripts/records, previous courses taken, grades earned, interview of the student, etc. and is completed by the guidance counselor, curriculum specialist, classroom teacher or ELL committee and/or other appropriately designated personnel at the school when a student is registered to insure appropriate academic placement. With no prior academic records, the student will be provided the most feasible course schedule to ensure their ability to graduate with their cohort.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

- In order to apply credits earned for courses completed outside of the United States, discipline specific assessments may be given to the student in order to determine proficiency within the course.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

- A guidance counselor will be responsible for evaluating foreign transcripts. The guidance counselor will be provided resources such as course code directories with which to evaluate foreign transcripts. If questions arise, the district program specialist may be consulted for further clarification or assistance in the transcript evaluation. The guidance counselor works closely with the school data secretary to ensure that proper documentation of credits earned via foreign transcripts is maintained.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Moving from one Florida LEA to another:

The ELL who withdrew from the district and attended another school in Florida does not have to be reassessed. There will be a seamless continuation of ESOL services.

Moving from another state to Florida LEA:

A new English language proficiency assessment will be administered if the ELL who withdrew from a Citrus County school and attended a school in another state is re-enrolling in a new school year. If these students are re-enrolled within the same school year, they will be re-entered into the ESOL program; no assessment is necessary.

Moving from another country to Florida LEA:

A new English language proficiency assessment will be administered if the ELL who withdrew from a Citrus County school and attended a school in another country is re-enrolling in a new school year. If these students are re-enrolled within the same school year, they will be re-entered into the ESOL program; no assessment is necessary.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

- Each school will establish an LEP Committee to assist in the development of an educational plan for each LEP student. The membership of the LEP committee shall be as follows:
 - ESOL teacher or teachers
 - Administrators or designee
 - Other appropriate educators who are representative of guidance or curriculum
 - Parent or guardian
- The Student ELL Plan will be reviewed and updated to reflect the student's current needs on an annual basis. The LEP Committee will review student performance on ACCESS for ELLs, student performance on state assessments, classroom grades, and other records to determine which services the student needs. At least three staff members must be present to proceed with the ELL Committee meeting.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

- The Student ELL Plan will consist of:
 - Student Demographic Information
 - Date of ESOL Entry
 - Date of Student Plan
 - Assessment Data
 - Progress Monitoring Data
 - Instructional Placement and/or Strategies
 - Accommodations
 - ELL Committee Notes
 - ELL Committee Members

- The teacher will serve as a ELL committee member and provide feedback on student performance in class. Teacher's observational data will contribute to the development of the instructional strategies that will best support the ELL student.

Please include a link to the ELL Student Plan.

https://www.citruschools.org/UserFiles/Servers/Server_737617/Image/Student%20ELL%20Plan.pdf

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

- The Mainstream-Inclusion Core/Basic Subject Areas instructional model are implemented in each ESOL classroom where the student's teacher will be fluent in English and document use of appropriate instructional strategies in their plan book and/or student files noting student progression. The school site administrator will monitor the fidelity of the implementation of the Mainstream-Inclusion Core/Subject Areas.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

- The Citrus County Student Progression Plan outlines procedures for the annual progression of all students. Through report cards and interim reports provided by teachers, parents and faculty can monitor the academic achievement of ELL students to ensure that they are mastering the benchmarks of the Florida Standards. ELL students are provided equal access to all programs.

How does the LEA determine if the instructional models are positively affecting student performance?

- ESOL School Coordinators as well administrative staff review teacher lesson plans as well as observe through classroom walkthroughs to ensure that teachers serving ELLs are including appropriate ESOL strategies in their instruction. This information is reported to the district contact. School teams engage in regularly scheduled data days to analyze assessment data and review the effectiveness of the instructional models.
- District Program Specialists attend monthly assistant principal meetings to share data on ELL student performance, as well as deliver training on best practices that will support student achievement.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

- Each ELL student enrolled in any program in Citrus County is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement, and special needs. If a student is believed to be in need of another program's services and the language barrier may result in the student not testing out as such, alternative testing measures (e.g., native language assessment, alternative psychological evaluations, etc.) will be used to determine placement or non-placement into the program. The goals, objectives, eligibility, criteria, identification, appropriate placement, programmatic assessment

and monitoring delineated in each program plan/manual will be equitable applied to ELL students as well as their non-ELL peers.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

- ESOL School Coordinators as well administrative staff review teacher lesson plans as well as observe through classroom walkthroughs to ensure that teachers serving ELLs are including appropriate ESOL strategies in their instruction. This information is reported to the district contact.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

- Each ELL student enrolled in any program in Citrus County is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement, and special needs. If a student is believed to be in need of another program's services and the language barrier may result in the student not testing out as such, alternative testing measures (e.g., native language assessment, alternative psychological evaluations, etc.) will be used to determine placement or non-placement into the program. The goals, objectives, eligibility, criteria, identification, appropriate placement, programmatic assessment and monitoring delineated in each program plan/manual will be equitable applied to ELL students as well as their non-ELL peers. District and school level administrators are responsible for ensuring comprehensible instruction for all learners.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

X Student Portfolios

Other Criterion Referenced Test (Specify) _____

Native Language Assessment (Specify) _____

X LEA/school-wide assessments (Specify) FastBridge (K-5), Citrus Formatives (6-12)

X Other (Specify) FSA Assessments, ACCESS for ELLs, Classroom Assessments/Course Grades, Rosetta Stone Courses

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

X Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.

http://www.citrus.k12.fl.us/UserFiles/Servers/Server_737617/File/District/2018-19%20Pupil%20Progression%20Plan.pdf

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No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States are eligible for Good Cause.
- The student's teacher must submit documentation to the school principal that indicates promotion of a student for Good Cause is appropriate and based on the student's academic record. Documentation for ELLs should include: academic records showing DEUSS, entry date into ESOL, proof that student has received less than 2 years of instruction in the US.
- The school principal shall review and discuss such recommendations with the teacher and, if appropriate, the Problem Solving Team/ LEP Committee, and make the determination as to whether the student shall be promoted for Good Cause or retained. If the school principal determines that the student should be promoted for Good Cause, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent must accept or reject the school principal's recommendation in writing.
- In all promotions for Good Cause cases, parents must be notified formally in writing that their child is being "Promoted for Good Cause". This notification is to include the category being used to promote for Good Cause. The Good Cause Documentation and Recommendation Form must be placed in the cumulative folder and considered as a class A document, not to be purged. Those students who are promoted for Good Cause using the portfolio option must file work papers within the Good Cause folder. This folder is to be kept with the cumulative folder. ELLs promoted to Grade 4 with Good Cause are invited to participate in Summer Reading Camp to promote their continued academic achievement and language acquisition.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

- The school-based committee, with approval of the principal, will consider promotion of non-English speaking students on an individual basis. School personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement. However, the final decision as to grade placement is the responsibility of the principal. Students enrolled in the English for Speakers of Other Languages (ESOL) program may only be retained based on lack of academic skills, not English language deficiency.
 - Each student's progression from one grade to another is determined, in part, by successful performance of grade level standards in language arts, mathematics, social studies, and science as assessed by classroom work, portfolios, teacher/staff observation, teacher assessments, and data from district and state assessments.
- The following are considered when retention of a student is a possibility:
 - Statewide standardized assessment (when available)
 - SAT 10 scores (when available)
 - The Progress Monitoring Plan
 - Progress Monitoring Assessments
 - FastBridge Assessment Results
 - Report card
 - Exceptional Student Education (ESE) services
 - English Language Learner services (ELL)
 - 504 plan
 - Prior retentions
 - Attendance

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

Statewide content area assessments:

- The Research and Accountability department and/or the school testing coordinator is responsible for training staff to administer and maintain documentation of the statewide content area assessments.
- District and School ESOL coordinators, along with the testing coordinator, are responsible for ensuring that ELL students are assessed and participate in state-wide assessment. ELLs are provided appropriate accommodations as stated in the ELL's student plan.

ACCESS for ELLs assessment programs:

- District program specialists are responsible for training school ESOL coordinators and appropriate staff to administer and maintain documentation of the ACCESS for ELLs assessment.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

- The ESOL School Coordinator is responsible for listing the appropriate accommodations in the student's ELL Plan.

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

- Parents of ELLs are notified of assessments and testing accommodations through participation in the ELL Committee meetings. The testing accommodations are documented in the student ELL plan. Parents must sign the student ELL plan. Parent resources from the FSA Portal are shared with parents to help them understand the statewide assessment policies, mandates, and student outcomes. FSA Parent Letters are sent home in advance of statewide assessment windows.
- FSA Parent Letter:
[https://www.citruschools.org/departments/citrus es o l/translated letters](https://www.citruschools.org/departments/citrus%20esol/translated%20letters)
- ELL Student Plan:
https://www.citruschools.org/UserFiles/Servers/Server_737617/Image/Student%20ELL%20Plan.pdf

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

- English proficiency shall be determined by student performance on the ACCESS for ELLs Assessment and FSA ELA Assessment. A student must earn a minimum of 4.0 the reading domain and a minimum overall composite score of 4.0 and at least a level 3 on the FSA ELA assessment or a graduation concordant score (grades 11-12). The ESOL coordinator at each school works closely with school data secretary to ensure proper reporting of ELL student status change.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- School/LEA based testing administrator
 ESOL Teacher/Coordinator
 Other (Specify) _____

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

The ELL committee may be convened to make exit decisions if both parties determine that the ELL student is still in need of ESOL services. ELL students with an active IEP may be better served under the provisions outlined in the IEP. If the student met eligibility for ESE services but did not pass ESOL language proficiency assessment criteria, the committee may exit the student, based on review of grade reports, teacher recommendations, parental requests, and other relevant assessment data, that proves the student's academic performance is due to a disability rather than limited English proficiency. For students who missed one ESOL exit criteria, the ELL committee may meet to determine if ESOL services still benefit the student and may choose to exit the ELL student at this meeting. The ELL committee will determine the instructional program that best meets the student's needs.

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

- The student who meets exit qualifications in the middle of a grading period will be exited accordingly with the former ELL's performance review taking place at the student's first report card and semi-annually during the first year after exiting the program and at the end of the second year. If a teacher, administrator or other stakeholder believes the ELL should exit the ESOL program in the middle of a student grading period, the appropriate W-APT or WIDA Screener assessments will be administered and an ELL committee re-convened at least 30 days after the assessment is administered to determine the instructional program that best meets the student's needs.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs? ELL Committee

Updating the student ELL plan? ELL Committee

Reclassification of ELL status in data reporting systems? School data secretary

What documentation is used to monitor the student's progress? (Check all that apply)

Report Cards

Test Scores

Classroom Performance

Teacher Input

Other (Specify) _____

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

- At any time during the first or second year after program exit, the student may be referred to the ELL Committee for reconsideration or reclassification back into the ESOL program. Special weight will be given to a serious decline in grades and/or assessment performance after reclassification and to parental preference. The parent will be invited to participate in the meeting. Grades, statewide assessment data, FastBridge data and teacher observations will be shared to determine the need for reclassification into the ESOL program.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

- On a quarterly basis, school ESOL Coordinators must submit compliance documentation to district program specialists for review. District program specialists work closely with personnel from the information services department to ensure accurate reporting of data elements for ELL students. District program specialists also conduct mock audits by visiting the school sites to review ELL student records and documentation housed in the cum folders.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

- The approved District ELL Plan will be posted to the district website for parents and stakeholders to access. The plan will be shared with school sites and ESOL contacts at the beginning of each school year. The district program specialists will answer any questions or concerns about the district ELL plan.

How does the LEA ensure that schools are implementing the District ELL Plan?

- District Program Specialists for ESOL provide an annual review of the District ELL Plan with all ESOL School Coordinators. All schools provide updated compliance reports throughout the school year which captures placement and program services to ELLs. District Program Specialists for ESOL provide quarterly review of ELL student files. District Program Specialists for ESOL meet with ESOL coordinators monthly to ensure the District ELL Plan is being implemented at each school site.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
 2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
 7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
 8. information pertaining to parental rights that includes written guidance—
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.
- Upon initial placement of a student into the ESOL program, the parent notification will be sent home. Each subsequent year that the student is eligible for ESOL services, a continuing placement notification will be sent home within the first month of school.

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

- School personnel provide assistance to parents/guardians of ELLs in their home language as feasible through translated documents and translators. District program specialists support schools (as needed) with translation requests by scheduling interpreters and reaching out to other districts for exchange of translated documents/resources. Schools with 15 or more students speaking the same native language have the support of a bilingual aide.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

- Citrus County provides outreach and information related to programs and resources to parents of ESOL students through the Parent Leadership Council meetings which provide a portion of each agenda with information about enrichment and academic programs and resources to assist in increasingly English proficiency and to encourage parent involvement in their student's academic achievement. These meetings will take place at schools during the year.
- District program specialists maintain a Citrus County Schools ESOL website to share resources with ESOL families. The website link is shared via school newsletters to increased awareness and promote communication.
- District program specialists share information about the ESOL program at community sponsored parent involvement school events such as the School House Hustle.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

- X Results of language proficiency assessment: <https://www.wida.us/membership/states/Florida.aspx>
- Program placement
- Program delivery model option(s)
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs
- X State and/or LEA testing: <https://www.wida.us/membership/states/Florida.aspx>
- Accommodations for testing (flexible setting)
- X Annual testing for language development: <https://www.wida.us/membership/states/Florida.aspx>
- X Growth in language proficiency (Listening, Speaking, Reading, Writing):
<https://www.wida.us/membership/states/Florida.aspx>
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- X Free/reduced price lunch <https://sfsonlinemealapp.citrus.k12.fl.us/>
- Parental choice options, school improvement status, and teacher out-of-field notices
- X Registration forms and requirements
https://www.citruschools.org/UserFiles/Servers/Server_737617/Image/Student%20Registration%20and%20Information%20Forms%20-%20Spanish.pdf
- Disciplinary forms
- X Information about the Florida Standards and the English Language Development (ELD) Standards:
<https://www.wida.us/downloadlibrary.aspx> & <http://www.fsassessments.org/>
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*
- Other (Specify) _____

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

LEA Level

School Level

Please address the functions and composition of the PLC:

- The district PLC is a group comprised of parents of ELL students from across the district as well as community leaders. The group will have the opportunity to revise the District ELL Plan and participate in other school and district events such as PTA and SAEC to facilitate awareness. Items the district PLC may discuss include:
- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

- Citrus County PLC does comply with this rule.

How does the LEA involve the PLC in other LEA committees?

- Parents of ELLs are invited to all meetings that concern the Title III/ESOL program.

How is the LEA PLC involved in the development of the District ELL Plan?

- The Citrus County PLC is involved in district/school committees through district newsletters, school newsletters, and letter of invites to participate in the PLC meetings, PTA, PTSA, SAEC, and district board meetings. Information is provided in a language that ELL parents can understand, unless clearly not feasible.

Does the LEA PLC approve of the District ELL Plan? Yes No

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

- ESOL coursework leading to an endorsement/certification is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with teachers via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

- ESOL coursework that meets the compliance requirement of 60 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with teachers via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

- ESOL coursework that meets the compliance requirement of 18 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with teachers via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

- Per state rule, reading teachers and language arts teachers are required to obtain full English for Speakers of Other Languages certification or endorsement to teach reading to an English Language Learner student. If they fail to do so, they are considered out-of-field. Teachers who teach ESOL to students identified as ELLs, and who are complying with the requirements of rules and statutes and court orders but do not have coverage yet, are in compliance but out-of-field. Similarly, individuals teaching reading to ELLs, who are in the process of obtaining coverage, and who are complying with the requirements of rules and statutes and court orders but do not have coverage yet, are in compliance but out-of-field. When a teacher is reported as out of field, their name is listed in their school newsletter at least once during the school year, as well in compliance documents that are submitted to district ESOL staff quarterly.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

- ESOL coursework that meets the compliance requirement of 60 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the

course schedule with school-based administrators via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

- ESOL coursework that meets the compliance requirement of 60 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with guidance counselors via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

- District program specialists will conduct training in the ELD standards at the beginning of each year via a train-the-trainer module. The audience of the training will be a grade level/subject area representative from each school.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

- Instruction in languages other than English is not provided.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

- This paraprofessional is a full time ESOL instructional aide who collaborates with teachers to deliver appropriate student assistance and home language support at a school site having 15 or more ELLs who speak the same language.
- The bilingual paraprofessional job description and qualifications are outlined here: <http://www.citrus.k12.fl.us/common/pages/DisplayFile.aspx?itemId=1195098>

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

- The district bilingual paraprofessional attends ESOL conferences and district level trainings with the ESOL school site contacts. Attendance of trainings is maintained through a district electronic registrar.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

- The bilingual paraprofessional's proficiency is determined through an interactive interview process where knowledge, skills, abilities, and qualifications are discussed as specified on county job description form.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

- For ELL students who complete three calendar years from the Date of Entry into US Schools in an ESOL program, school ESOL coordinators will convene an ELL Committee meeting to determine if the ELL qualifies for an extension of instruction in ESOL. The ELL committee reviews current progress in academic achievement and English proficiency, reviews annual assessment data, and collects feedback from teachers in order to determine if an extension of instruction would best fit the needs of the student. The decisions of the ELL committee are recorded in the student's ELL Plan and is updated every year until student is exited from ESOL.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

- ACCESS for ELLs and/or the WIDA screener will be used to determine if a student is in need of an extension of services.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

- ACCESS for ELLs and/or the WIDA screener will be used to determine if a student is in need of an extension of services.



SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS

*"Where Learning is the Expectation
And Caring is a Commitment"*

THOMAS KENNEDY
DISTRICT 1

VIRGINIA BRYANT
DISTRICT 2

DOUGLAS A. DODD
DISTRICT 3

SANDRA COUNTS
DISTRICT 4

LINDA B. POWERS
DISTRICT 5

February 15, 2019

To Whom It May Concern,

This serves as assurance that Citrus County Schools in in compliance with all ESOL Training Requirements. The district offers all required trainings for Category I-IV as outlined in the Meta Consent Decree.

Sincerely,

A handwritten signature in cursive script that reads 'Sandra Himmel'.

Sandra "Sam" Himmel
Superintendent of Schools

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting
Requested by Trish Douglas, Department of Educational Services
Additional contact(s)/originator _____
Document Title Strategic Planning Presentation

Board Action Required:

Presentation/Recognition _____ Information Presentation
Consideration/Approval _____

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached _____ available in district office _____ other _____

Executive Summary / Highlights:

Trish Douglas to review Strategic Planning Retreat Information- The Strategic Planning will be June 10, July 22nd and July 23rd.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.

Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: None _____

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: _____

(Form Board Approved 7/10/07)

Sammy Wilson



Summer Strategic Planning Retreat



June 10th- CHS - 7:00 AM - 5:00 PM

July 22nd - School Site: 7:00 AM - 11:30PM CHS - 1:00 PM - 5:00 PM

July 23rd - CHS - 7:00 AM - 5:00 PM

Prior to Retreat

Complete Guiding Questions:

- Surveys
- Discipline
- EOTs
- Citrus Assessments
- Supplemental Programs
- Students' grades
- Walk-through/Observation data (school and district)
- Guiding questions and graphic organizers relate to success and achievement gaps

Monday, June 10th

7:00 AM- 11:30 AM- School Improvement Plan Process

- 7:00 AM – 7:30 AM – (Sign Up Sheet for Breakfast) (Mrs. Himmel?)
- Florida DOE will guide us through the State School Improvement Plan process as well as the philosophy behind the template

11:30 AM- 1:00 PM - LUNCH

1:00 - 5:00- Elementary:

- iReady Training (Room TBD)

Secondary:

- Analysis of school based data (sub group analysis) (Room TBD)

Monday, July 22nd

7:00 AM – 11:30 AM - School Based Teams Analyze Data (At Home Schools)

- Teams include: parents, SAEC, staff members, school board member, and administration
- Schools will analyze recently released data to determine areas of need as well as sub groups below the 40% threshold

11:30 AM – 1:00 PM – Lunch

1:00 PM – 2:30 PM (Cafeteria)

(Mrs. Himmel?)

- Mental Health (Kit, Lynne and Jennifer)

2:30 PM – 3:30 PM

- Overall District Data Analysis and Discussion (1 hour) (Crowell)

3:30 PM – 5:00 PM

- Collaboration/Completing School Improvement Plan Template with School Teams

Monday, July 23rd

7:00 AM – 11:30 PM (Cafeteria)

- **7:00 AM – 7:30 AM** – Breakfast Provided by District
- Department Share Outs (District Departments Share Relevant Information and Dates)

1:00 PM – 5:00 PM (Cafeteria)

- Collaboration/Completing School Improvement Plan Template with School Teams /SIP Share Outs



REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Kit Humbaugh Department of District Student Services
Additional contact(s)/originator [Signature]

Document Title Interagency Agreement for Information Sharing Regarding Select Juveniles [Signature]

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____

Request approval for the Interagency Agreement for Information Sharing regarding select Juveniles by and between The School Board of Citrus County Florida; Florida Department of Juvenile Justice, Circuit 5 & Mike Prendergast, Sheriff of Citrus County, Florida.

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached available in district office _____ other _____

Executive Summary/Highlights:

Sections 1002.22(2) and 1002.221, Florida Statutes, provide that rights of students and their parents with respect to education records created, maintained, or used by public educational institutions and agencies shall be protected in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s. 1232g, the implementing regulations issued pursuant thereto; and Section 1002.221 permits a public school, center institution, or other entity that is part of Florida's education system to release a student's education records without written consent of the student or parent to parties to an interagency agreement among the Department of Juvenile Justice, the school, law enforcement authorities, and other signatory agencies.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District:

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: [Signature]

(Form Board Approved 7/10/07)

**INTERAGENCY AGREEMENT
FOR
INFORMATION SHARING
REGARDING
SELECT JUVENILES**

THIS INTERAGENCY AGREEMENT [hereinafter referred to as “Agreement”] is made and entered into on the last date signed below, by and between the following:

THE SCHOOL BOARD OF CITRUS COUNTY, FLORIDA
[hereinafter referred to as “CCSB or DISTRICT”]
a political subdivision of the State of Florida and
a body of corporate pursuant to §1001.40, Florida Statutes
whose principal place of business is
1007 West Main Street, Inverness, Florida, 34450

and

FLORIDA DEPARTMENT OF JUVENILE JUSTICE, CIRCUIT 5
[hereinafter referred to as “DJJ”]
whose principal place of business is
21 North Magnolia Avenue-2nd Floor, Ocala, FL 34475

and

MIKE PRENDERGAST, SHERIFF OF CITRUS COUNTY, FLORIDA
[hereinafter referred to as “SHERIFF”]
whose principal place of business is
1 Dr. Martin Luther King Drive, Inverness, Florida 34450

Collectively the “Parties”

WITNESSETH:

WHEREAS, Sections 1002.22(2) and 1002.221, Florida Statutes, provide that rights of students and their parents with respect to education records created, maintained, or used by public educational institutions and agencies shall be protected in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s. 1232g, the implementing regulations issued pursuant thereto; and Section 1002.221 permits a public school, center,

institution, or other entity that is part of Florida’s education system to release a student’s education records without written consent of the student or parent to parties to an interagency agreement among the Department of Juvenile Justice, the school, law enforcement authorities, and other signatory agencies; and

WHEREAS, Title 34 CFR Sections 99.31(a)(5)(i)(B) and 99.38(a) and (b) permit an educational agency or institution to disclose personally identifiable information from an educational record of a student without written consent of the parent or eligible student if the disclosure is to state and local officials or authorities to whom this information is specifically allowed to be reported or disclosed pursuant to a state statute adopted after November 19, 1974, and concerns the juvenile justice systems and the system’s ability to effectively serve, prior to adjudication, the student whose records are released; and

WHEREAS, Section 985.04(1), Florida Statutes, requires the sheriff, the chiefs of police, the district school superintendent, and the department shall enter into an interagency agreement for the purpose of sharing information about juvenile offenders among all parties, to specify the conditions under which “**Summary Criminal History Information**” is to be made available to appropriate school personnel, and the conditions under which school records are to be made available to appropriate department personnel, and to require notification to any classroom teacher of assignment to the teacher’s classroom of a juvenile who has been placed in a probation or commitment program for a felony offense; and

WHEREAS, Section 1003.53(6), Florida Statutes, addresses the exchange of information and/or coordination of services between school districts and social service, law enforcement, prosecutorial, and juvenile justice agencies and juvenile assessment centers in the school district; and

WHEREAS, Section 1006.13(4), Florida Statutes, requires each district school board shall enter into agreements with the county sheriff’s office and local police department specifying guidelines for ensuring that acts that pose a serious threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency, and addressing the role of school resource officers, if applicable, in handling reported incidents, circumstances in which school officials may handle incidents without filing a report with a law enforcement agency, and a procedure for ensuring that school personnel properly report appropriate delinquent acts and crimes, and ensure that all school personnel are properly informed as to their responsibilities regarding crime reporting, that appropriate delinquent acts and crimes are properly reported, and that actions taken in cases with special circumstances are properly taken and documented; while creating zero tolerance policies that do not require the reporting of petty acts of misconduct and misdemeanors to a law enforcement agency except if a student commits more than one misdemeanor the threat assessment team must consult with law enforcement to determine if the act should be reported to law enforcement; and

WHEREAS, Section 1006.13(6)(b), Florida Statutes, provides that district school board shall adopt a cooperative agreement with the Department of Juvenile Justice which establishes guidelines for ensuring that any no contact order entered by a court is reported and enforced and that all the necessary steps are taken to protect the victim of the offense; and

WHEREAS, Section 1012.797(1), Florida Statutes requires law enforcement agencies to provide the district with the name and address of any employee of the district who is charged with a felony or with a misdemeanor involving the abuse of a minor child or the sale of possession of a controlled substance, to include the specific charge; and

WHEREAS, Citrus County, Florida is a single county within the jurisdiction of DDJ; and

WHEREAS, the Parties recognize that a combined and coordinated effort is necessary to share information about juvenile offenders and to fulfill the objectives of Title 34 CFR Sections 99.31(a)(5)(i)(B) and 99.38(a) and (b); and Sections 985.04(4) and 1006.13(4)(a) and (b) and (6)(b), Florida Statutes; and

WHEREAS, criminal justice agencies are restricted by Florida Statute § 943.0525, other state and federal law, and “user agreements” with the State of Florida Department of Law Enforcement regarding the disclosure of some criminal historical information to non-criminal justice agencies; and

WHEREAS, the Parties have developed this Agreement to encourage cooperation and collaboration among those agencies providing service to youth in Citrus County, Florida; and

WHEREAS, the purpose of this Agreement is the sharing of information about juvenile offenders among all parties, to specify the conditions under which summary criminal history information is to be made available to appropriate school personnel, to specify the conditions under which school records are to be made available to appropriate department personnel, and to provide for notification to any classroom teacher of assignment to the teacher’s classroom of a juvenile who has been placed in a probation or commitment program for a felony offense.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements herein contained, receipt of which is hereby acknowledged, the Parties hereto agree as follows:

1. **Incorporation of Recitals.** The forgoing recitals (WHEREAS CLAUSES) are true and correct and are incorporated herein by reference.

2. **Definitions:**

- a. **“Child”** or **“Juvenile”** shall mean a person under the age of 18 years.
- b. **“Crime of Violence”** includes, but is not limited to, any assault, aggravated assault, battery, affray, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury or death, by a person against another person.
- c. **“District”** shall mean the Citrus County School District.
- d. **“Domestic Violence”** means any assault, aggravated assault, battery, affray, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury or death of one family or household member by another family or household member.
- e. **“Employee”** shall mean any person employed by the School Board of Citrus County, Florida.
- f. **“Summary Criminal History Information”** means the following information, to the extent such information is contained in a Probable Cause Affidavit:
 - i. Allegations of the time, date, location and the statutory name of a felony crim or crime of violence; and
 - ii. the names and dates of birth of the alleged offenders; and
 - iii. the names, dates of birth, and the Citrus County Schools attended, if known, of the alleged victims of such crimes; provided, however, that in cases alleging any sexual offense, offense of child abuse, stalking, harassment, or any crim of domestic violence, only the name of the Citrus County Schools attended by the victims, if know, shall be provided.
- g. **“Student”** shall mean any juvenile or adult student enrolled in the Citrus County School District.
- h. **“Superintendent”** shall mean the Superintendent of Schools for Citrus County, Florida; or his/her designee.
- i. **“Taken into Custody”** shall mean the status of a person when temporary physical control over the person is attained by a person authorized by law,

pending the person's release, detention, placement or other disposition authorized by law, but excludes those instances when said detention terminates with the issuance of a "Notice to Appear."

3. **Compliance with State and Federal Law.** The Parties mutually agree to comply with all applicable State and Federal and administrative rules, including but not limited to:
 - a. Section 1002.22(2), Florida Statutes – Education records and reports of K-12 students; rights of parents and students; notification; penalty;
 - b. Section 1002.221, Florida Statutes – K-12 Education Records; public records exemption;
 - c. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232(g);
 - d. Title 34 CFR Part 99 – Family Educational Rights and Privacy Act Regulations;
 - e. Section 943.0525, Florida Statutes – Criminal Justice information systems; use by state and local agencies;
 - f. Section 985.04(1), (4) (a), (b), (c) and (d), Florida Statutes – Oaths, records and confidential information;
 - g. Section 1003.13(4) (a) (b) (c), (6) (a) (b), Florida Statutes – Policy of zero tolerance for crime and victimization
 - h. Section 1003.53(6), Florida Statutes – Dropout prevention and academic intervention.
4. **Term of Agreement.** The term of this Agreement shall commence upon the execution by all parties and shall continue until June 31, 2019. Unless terminated earlier pursuant to paragraph 5 below, this Agreement shall automatically renew for successive one (1) year periods beginning July 1, 2019.
5. **Termination of Agreement.** This Agreement may be terminated by (i) any party without cause upon delivery of written notice of such intent to terminate this Agreement not less than 30 days' prior to the effective date of such termination; (ii) written agreement executed by both all the Parties; or (iii) by any Party, at any time for cause, if any other Party fails to perform their duties hereunder or breaches any of the covenants contained herein.

6. **Scope of Duties:**

- a. The Parties shall comply with Florida Statute § 943.0525 and maintain the confidentiality of information that is not exempt from § 119.071(1), *Fla. Stat.*, or as otherwise provided by law.
- b. The SHERIFF shall, when a child of any age is taken into custody by law enforcement for an offense that would have been a felony if committed by an adult, or a crime of violence, notify the Superintendent that the child is alleged to have committed the delinquent act.
- c. The SHERIFF shall, pursuant to Section 1012.797, Florida Statutes, notify within 48 hours the Superintendent of the name and address of any employee at the District who is charged with a felony or a misdemeanor involving the abuse of a minor child or the sale or possession of a controlled substance. The notification shall include the specific charge for which the employee of the District was arrested.
- d. The SHERIFF shall provide the District with Summary Criminal History Information in the form of a Probable Cause Affidavit ("PCA") for any student arrested for an offense that would be felony if committed by an adult or a crime of violence, or a district employee arrested for any felony or a misdemeanor involving the abuse of a minor child or in the sale of possession of a controlled substance, scanned and forwarded to the District via email to Kit Humbaugh or via facsimile number (352) 249.2145, to the attention of Kit Humbaugh when sending by email is not an option. Prior to forwarding Summary Criminal History Information to the District, the SHERIFF is responsible for ensuring that any information exempt from public records as provided in Chapter 119, Florida Statutes, is redacted. Upon receipt of the Summary Criminal History Information pursuant to this agreement, the District shall notify any classroom teacher of assignment to the teacher's classroom of a juvenile who has been placed in a probation or commitment program for a felony offense.
- e. DJJ shall disclose to the Superintendent the presence of any child in the care and custody or under the jurisdiction or supervision of the department who has a known history of criminal sexual behavior with other juveniles; is alleged to have committed juvenile sexual abuse as defined in Section 39.01, Florida Statutes; or has pled guilty or nolo contendere to, or has been found to have committed a violation of Chapter 794, Chapter 796, Chapter 800, Section 827.071, or Section 847.0133, regardless of adjudication.

- f. All parties recognize the need of the District to receive sufficient, timely information in order to make an informed decision as to the need for an immediate transfer of such student or victim or the removal of such employee as may be appropriate. The district may need more information beyond the information contained in the PCA. To that end, and to the extent information is not made confidential or exempt by Florida or federal law, the SHERIFF will endeavor to promptly provide the District with additional requested information to enable the District to make an informed decision. In those instances where the information identifying the victim of a crime is redacted pursuant to this agreement or applicable law, and the victim is identified as student in any district school, the school attended by the victim, if known shall be provided to the District.
- g. The CCSB and SHERIFF recognize there will be instances where the release of information involving ongoing investigations of students or district employees could interfere with a successful investigation and ultimate prosecution. It is understood that these instances will be considered on a case by case basis, taking into consideration the potential harm to students, in determining the extent of any disclosure to the district. Communications between the parties is important; however, the ultimate decision on disclosure remains with the SHERIFF's office.
- h. The CCSB agrees, unless prohibited by federal law or court order, to make school records of, and reports concerning students available to the Parties at reasonable times and under reasonable circumstances.
- i. Criminal justice agencies to this agreement agree to share, for criminal justice purposes, criminal justice information concerning juveniles while all other criminal justice agency parties to this agreement. Criminal justice agency parties to this agreement agree, upon request by non-criminal justice agency to this agreement, to the extent permitted by law and consistent with the terms of this agreement, and any other agreement(s) into which they have entered, concerning access, disclosure, transmission or security of criminal justice information, to make information about juvenile offenders available to such requesting non-criminal justice agency or party.
- j. The SHERIFF and DJJ shall provide information to the Superintendent or his or her designee concerning those students who meet the statutory definition under Florida Statute 874.03(2), as a criminal gang member.
- k. All agencies shall ensure that information disseminated pursuant to this agreement carries an appropriate warning regarding the reliability,

confidentiality and control of further dissemination. Such warning shall be in accordance with the Florida Department of Law Enforcement and criminal justice information system user agreement requirements.

7. **Miscellaneous Provisions.**

- a. **Descriptive Headings.** The headings used herein are descriptive only and for the convenience of identifying provisions and are not determinative of the meaning or effect of any such provision.
- b. **Entire Agreement.** This Agreement constitutes and contains the entire agreement and understanding between the Parties with respect to the subject matter herein and supersedes and replaces all prior negotiations and proposed agreements, written or oral. The Parties acknowledge that no representations, inducements, promises, or agreements have been made by or on behalf of any Party, except those covenants and agreements embodied in this written Agreement. Any amendment or modification of this Agreement, or any waiver of its terms, in order to be binding, must be written and signed by the Parties hereto.
- c. **Opportunity to Consult with Counsel.** The Parties acknowledge that they have had an opportunity to consult with counsel of their own choice, that they have read this Agreement, that they are fully aware of the contents of this Agreement and of its legal effect and fully understand and agree to each and every provision hereof without reservation, and that they have executed this Agreement in reliance on their own judgment and free from any coercion, duress or undue influence.
- d. **Execution and Binding on Successors and Assigns.** This Agreement may be executed in counterparts (including by facsimile or other electronic imaging), any one of which shall be deemed an original and all of which collectively shall be deemed a single instrument. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective officers, directors, agents, employees, administrators, trustees, executors, receivers, successors, assignees and legal representatives, whether a signatory hereto or not.

Notices. All notices, consents, demands, or other communications required or permitted to be given pursuant to this Agreement shall be in writing by e-mail and hard copy, and shall be deemed sufficiently given and received on: (i) the day on which delivered personally or via facsimile transfer during a business day to the appropriate location(s) listed below; (ii) one (1) business day after delivered to a nationally recognized overnight delivery service such as Federal Express or

Airborne Express for overnight delivery to the appropriate location(s) listed below; or (iii) three (3) business days after the posting thereof by United States registered or certified first class mail, return receipt requested with postage and fees prepaid and addressed contained above. Any party may change his, her or its address and/or the address of the entity copied on his, her or its behalf upon written notice to all other Parties.

- e. **No Presumption/Severability**. The Parties acknowledge that they and their attorneys have participated in the preparation, negotiations and drafting of this Agreement. The terms in this Agreement shall be construed in accordance with their fair meaning and there shall be no presumption applied against any Party for having drafted or participated in the drafting of any such terms. The terms of this Agreement shall be severable such that, if any term herein is illegal, invalid, or unenforceable, such holding shall not affect the viability of any of the other provisions of the Agreement, unless the severing of such term would defeat the purpose of this Agreement.
- f. **Waiver**. No delay or failure on the part of any Party hereto in exercising any right, power or privilege under this Agreement shall impair any such right, power or privilege or be construed as a waiver or acquiescence thereto; nor shall any single or partial exercise of any right, power or privilege preclude any other or further exercise thereof or the exercise of any other right, power or privilege. No waiver shall be valid against any Party, unless made in writing and signed by the Party against whom enforcement of such waiver is sought and then only to the extent expressly specified therein.
- g. **Governing Law and Venue**. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Citrus County, Florida (hereinafter the "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, and agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court. Each of the Parties consents to the jurisdiction of the Court, acknowledges that the Court has jurisdiction over this Agreement, and that the Court shall retain jurisdiction for the purposes of implementing and enforcing the terms of this Agreement.
- h. **Waiver of Jury Trial**. In any action or proceeding arising herefrom, the parties hereto consent to trial without a jury in any action, proceeding or counterclaim brought by any party hereto or its successors against any other party hereto or

its successors in respect of any matter arising out of or in connection with this agreement, regardless of the form of action or proceeding.

- i. **Third Party Beneficiaries.** Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.
- j. **Indemnification.** The Parties acknowledge the waiver of sovereign immunity for liability in tort contained in Florida Statutes Section 768.28, the State of Florida's partial waiver of sovereign immunity, and acknowledge that such statute permits actions at law to recover damages in tort for money damages up to the limits set forth in such statute for death, personal injury or damage to property caused by the negligent or wrongful acts or omissions of an employee acting within the scope of the employee's office or employment. The Parties agree to be responsible for all such claims and damages, to the extent and limits provided in Florida Statutes Section 768.28, arising from the actions of their respective employees. The Parties acknowledge that the foregoing shall not constitute an agreement by any party to indemnify the other, nor a waiver of sovereign immunity, nor a waiver of any defense the parties may have under such statute, nor as consent to be sued by third parties.
- k. **Student Records.** Notwithstanding any provision to the contrary contained in this agreement; SHERIFF and DJJ and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of the Family Education Rights and Privacy Act, § 1002.22 and §1002.221, Fla. Stat. or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, SHERIFF and DJJ for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the CCSB and its officers and employees harmless for any violation of this covenant, including but not limited to defending the CCSB and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the CCSB, or payment of any and all cost(s), damage(s), judgment(s), or loss(es) incurred by or imposed upon CCSB arising out of the breach of this covenant by the vendor, or an officer, employee, agent, representative, contractor, or sub-contractor of the vendor to the extent and only to the extent that the vendor or an officer, employee, agent, representative, contractor, or sub-contractors of the vendor shall either intentionally or negligently violate the provisions of this covenant or the Family Education Rights and Privacy Act, § 1002.22 and §1002.221, Fla. Stats. This provision

shall survive the termination of or completion of all performance or obligations under this agreement and shall be fully binding upon SHERIFF and DJJ until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

- l. **Execution in Counterparts.** This Agreement may be executed in counterpart. Faxed or 'pdf' signatures will be acceptable in place of originals.

- m. **Authority to Execute Agreement.** Each person signing this Agreement on behalf of either Party individually warrants that he or she has full legal power to execute this Agreement on behalf of the Party for whom he or she is signing, and to bind and obligate such Party with respect to all provisions contained in this Agreement.

THE PARTIES REPRESENT THAT THEY HAVE THOROUGHLY DISCUSSED ALL ASPECTS OF THIS AGREEMENT WITH THEIR RESPECTIVE ATTORNEY(S), THAT THEY FULLY UNDERSTAND ALL OF ITS PROVISIONS, AND THAT THEY ARE VOLUNTARILY ENTERING INTO THIS AGREEMENT WITH THE FULL KNOWLEDGE OF ITS LEGAL SIGNIFICANCE AND WITH THE INTENT TO BE LEGALLY BOUND BY ITS TERMS.

ATTEST:

THE SCHOOL BOARD OF CITRUS COUNTY, FLORIDA

Sandra Himmel, Superintendent and Ex-Officio Secretary

Thomas Kennedy, Chairman

Date: _____

Date: _____

WITNESS:

CITRUS COUNTY SHERIFF'S OFFICE

Print Name: _____

Mike Prendergast, Sheriff

Date: _____

Date: _____

ATTEST:

Department of Juvenile Justice, Circuit 5

Randy Reynolds, Chief Probation Officer

Date: _____

Date: _____

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting

Requested by: Eric Stokes & Tina Moser
Department of Facilities, Construction & Maintenance

Additional contact(s)/originator Jonny Bishop Department of School Support Services

Document Title Pre-Qualification of Contractors for Educational Facilities Construction

Board Action Required:

Presentation/Recognition _____ Information _____

Consideration/Approval Approve Pre-Qualification of Contractors for Educational Facilities

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

Information reviewed by the pre-qualification committee is available in Facilities and Construction. The pre-qualification review is ongoing.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy White

(Form Board Approved 7/10/07)

March 2019

Assessment of Applications for Pre-qualification of Contractors

There are no new applications for pre-qualification of contractors for consideration.

Assessment of Applications for Renewal of Pre-qualification Certificate

NAME OF COMPANY	LETTER OF INTENT FROM SURETY COMPANY	AUDITED FINANCIAL INFORMATION	COMMITTEE RECOMMENDATION	PRE-QUALIFIED TO BID ON OR QUALIFY FOR THIS TYPE OF PROJECT	TOTAL DOLLAR VALUE OF WORK NOT TO EXCEED	MAXIMUM DOLLAR VALUE OF EACH INDIVIDUAL PROJECT	EXPIRATION DATE
BANDES CONSTRUCTION COMPANY, INC. 1368 Spalding Road, Suite C, Dunedin, FL, 34698	A++	N/A	Approve	General Construction Contractor	\$200,000,000	\$31,320,938	3/10/2020
ELECTRIC SERVICES, INC. 1746 US Highway 441, Leesburg, FL, 34748	A++	N/A	Approve	Electrical/Fire Alarm Systems Contractor	\$50,000,000	\$22,364,830	3/10/2020
MARK CONSTRUCTION CO. 421 Gold Medal Court, Longwood, FL, 32750	A++	N/A	Approve	General Construction Contractor	\$100,000,000	\$29,974,000	3/10/2020
MAROLF ENVIRONMENTAL, INC. 4430 Erie Drive, New Port Richey, FL, 34652	A++	N/A	Approve	General Construction Contractor	\$3,000,000	\$1,500,000	3/10/2020
R. F. LUSA & SONS SHEETMETAL, INC. 1724 Fairbanks Street, Lakeland, FL, 33805	A+	N/A	Approve	Roofing Contractor	\$20,000,000	\$8,872,500	3/10/2020
SOUTHERN ROOFING COMPANY, INC. 1727 W. Cypress Street, Tampa, FL, 33606	A+	N/A	Approve	Roofing Contractor	\$6,000,000	\$3,000,000	3/10/2020
THE WATAUGA COMPANY 4275 Capron Road, Titusville, FL, 32780	A	N/A	Approve	General Construction Contractor	\$4,000,000	\$3,000,000	3/10/2020
WELBRO BUILDING CORPORATION 2301 Maitland Center Pkwy, Suite 250, Maitland, FL, 32751	A++	N/A	Approve	General Construction Contractor Construction Management at Risk	\$360,000,000	\$100,000,000 \$62,540,000	3/10/2020

Assessment of Applications for Amended Pre-qualification Certificates

There are no firms requesting an amended pre-qualification certificate.

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting

Requested by: Eric Stokes and Tina Moser
Department of Facilities, Construction & Maintenance

Additional contact(s)/originator Jonny Bishop Department of School Support Services

Document Title 2019 Certification of Facilities Data

Board Action Required:

Presentation/Recognition _____ Information _____

Consideration/Approval Approve the 2019 Certification of Facilities Data

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

The Department of Education requires and annual Certification of Facilities Data. A summary of the annual update of the Citrus County Schools Florida Inventory of School Houses (FISH) is provided.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.

Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of work force;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy White

(Form Board Approved 7/10/07)

Updating the Facilities Inventory of School Houses (FISH)

The State Requirements for Educational Facilities (SREF) definition of the Florida Inventory of School Houses (FISH) is: *The numbering system used by the Department for parcels, buildings, and rooms in public educational facilities (includes references, processes, and procedures identified in the FISH User's Manual).*

As required by Florida State Statute and SREF, the Facilities and Construction Department updates the FISH information for Citrus County Schools on an annual basis. The update is initiated in November to ensure that information is as accurate as possible for the creation of class schedules for the next school year.

Current copies of the FISH Inventory are emailed to each school/facility. The school/facility contact is asked to review the information and provide new information, corrections, and/or deletions OR indicate that no change is necessary. A deadline is given for the return of the information to Facilities and Construction.

Upon receiving the information, the Construction Strategies Facilitator reviews and inputs the appropriate information on the Department of Education Educational Facilities Information System (EFIS). Changes are made to the floor plans if required.

Changes to the inventory are sent to the Technology Resource Center for updates to the appropriate programs used by the schools/facilities. Certain changes are sent to the appropriate personnel for consideration in insurance coverage and property control.

FISH information is updated throughout the year as follows:

1. Facilities and Construction projects can be added when a construction contract is issued.
2. Maintenance projects can be added when substantial completion is achieved.
3. Other information can be added as it becomes available.

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting
Requested by Eric Stokes, Department of Facilities, Construction & Maintenance
Additional contact(s)/originator Jonny Bishop Department of School Support Services
Document Title Change Order #1 for the Withlacoochee Technical College Caf  & Serving Area Renovation.

Board Action Required

Presentation/Recognition _____ Information _____

Consideration/Approval: Approval of Change Order #1 for the Withlacoochee Technical College Caf  & Serving Area Renovation.

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights: This change order addresses multiple items discovered during construction. See attached for list of specific items.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of work force;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: \$5,722.21

Amount Budgeted \$323,922 Additional Amount Requested \$5,722.21

Funding Source: Capital Fund – Project 45670
reimbursed from WTC Capital Fees – Project 34520

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Williams
(Form Board Approved 7/10/07)

**CITRUS COUNTY SCHOOL BOARD, DEPARTMENT OF FACILITIES AND CONSTRUCTION
CHANGE ORDER**



SEND THREE SIGNED AND SEALED COPIES TO:

Citrus County School Board
Facilities and Construction Department
1007 W. Main Street
Inverness, FL 34450

F&C USE ONLY

RE: CHANGE ORDER NUMBER 4567-01 3074-01 OEF Assigned Project Number
Citrus County (School District)
Withlacoochee Technical College (School Name)
10 (School Code Number)
Cafeteria and Serving Line Renovation Description of Project

OWNER:(SCHOOL BOARD) <u>Citrus County School Board</u>			
Address: <u>1007 West Main Street</u>	<u>Inverness</u>	<u>Florida</u>	<u>34450</u>
Street/P O Box	City	State	Zip
(<input checked="" type="checkbox"/> ARCHITECT <input type="checkbox"/> ENGINEER) FIRM NAME: <u>Donnelly Architecture Inc.</u>			
Address: <u>1384 North Citrus Avenue</u>	<u>Crystal River</u>	<u>Florida</u>	<u>34428</u>
Street/P O Box	City	State	Zip
CONTRACTOR FIRM NAME: <u>Ryman Construction of Florida Inc.</u>			
Address: <u>36413 State Road 54</u>	<u>Zephyrhills</u>	<u>Florida</u>	<u>33541</u>
Street/P O Box	City	State	Zip

- THE OWNER AUTHORIZED THE CONTRACTOR TO MAKE THE FOLLOWING CHANGE(S) IN THE CONTRACT DATED November 13, 2018
- ORIGINAL CONTRACT AMOUNT: \$ 323,922.00
- REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ _____
- CHANGE(S) AND REASON(S) FOR THIS CHANGE ORDER: See Page 2

Use space provided on back of page if more space is required

- ADDITIONAL TIME NEEDED FOR THIS CHANGE ORDER IS Two (2) Days CALENDAR DAYS
- FOR THESE CHANGES: (ADD TO DEDUCT FROM) THE CONTRACT, IN ACCORDANCE WITH THE CONDITIONS OF THE CONTRACT, THE SUM OF Five Thousand Seven-Hundred Twenty-Two Dollars and Twenty-One Cents

	CURRENT CONTRACT AMOUNT:	\$	<u>323,922.00</u>
STATUS OF	ADDITION TO CONTRACT:	\$	<u>5,722.21</u>
THE ACCOUNT	DEDUCTIONS TO CONTRACT:	\$	_____
	REVISED CONTRACT AMOUNT	\$	<u>329,644.21</u>

(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: [Signature] Date: 2.25.2019

ACCEPTED Signature: [Signature] KEVIN RYMAN Date: 2/25/19
 (CONTRACTOR)

APPROVED: Owner: _____ Date: _____
 (SUPERINTENDENT)

USE THIS SPACE FOR ADDITIONAL INFORMATION:

This change order is for an addition of \$5,722.21 for the following scope:

Work included is as follows:

- 1.) Repair wallpapered walls with level 5 finish.
- 2.) Cabinet and countertop modifications to adjust for construction.
- 3.) Delete data ports in café area. (credit)
- 4.) Various wall modifications.

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting
Requested by: Eric Stokes, Department of Facilities, Construction & Maintenance
Additional contact(s)/originator Jonny Bishop Department of School Support Services
Document Title: Project Acceptance for the Withlacoochee Technical College Café & Serving Area Renovation

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval: Approve acceptance of the Withlacoochee Technical College Café & Serving Area Renovation.

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached _____ available in district office X other _____

Executive Summary / Highlights: Approves acceptance of the Withlacoochee Technical College Café & Serving Area project as required by F.S. 1013.50

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of work force;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____
Pay grade/level _____
Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy White
(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting
Requested by: Eric Stokes, Department of Facilities, Construction & Maintenance
Additional contact(s)/originator Jonny Bishop Department of School Support Services
Document Title Design Update for the Roger Weaver Educational Complex Evacuation Route.

Board Action Required:

Presentation: Design Update for the Roger Weaver Complex Evacuation Route.
Information _____ Consideration/Approval: _____

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached _____ available in district office _____ other X

Executive Summary / Highlights: Consultant will present an update of the design for the Roger Weaver Educational Complex Evacuation Route.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jonny Bishop

(Form Board Approved 7/10/07)

**PERSONNEL INFORMATION
(INSTRUCTIONAL)
SCHOOL BOARD MEETING March 12, 2019**

APPOINTMENTS FOR 2018-2019:

Walter Melton III-WTC- Part Time Law Enforcement Academy

APPOINTMENTS FOR 2019-2020:

RECOMMENDATIONS FOR OUT-OF-FIELD TEACHERS 2018-2019:

	Certification Area	Out-of-Field Assignment
Amanda Willis CRP	Pending	1 st Grade

LEAVE OF ABSENCE REQUESTS FOR 2018-2019:

RESIGNATIONS FOR 2018-2019:

Dana Dowling-FCE-Teacher	05/31/19
Dawn Terrell-LHS-Teacher	05/31/19

RESIGNATIONS FROM DROP 2018-2019:

Suzanne Sheffield-LHS-Teacher	05/31/19
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RETIREMENTS FOR 2018-2019:

Denise Kresch-LHS-Teacher	05/31/19
Leia Swiggett-ED Services-Teacher on Special Assignment	04/01/19

RETIREMENTS TO DROP 2018-2019:

SUPPLEMENTS (ATHLETIC AND OTHER) 2018-2019:

Crystal River Middle:
Pedro Williams-Paraprofessional-Boys' Basketball Coach

SUSPENSIONS/TERMINATIONS 2018-2019:

LINE OF DUTY:

ADDITIONAL DAYS:

**PERSONNEL INFORMATION
(SUPPORT)
SCHOOL BOARD MEETING March 12, 2019**

APPOINTMENTS FOR 2018-2019

Peter Fecteau-Maint.-Maint. Worker-Change to Maint.- Maint. Helper	02/25/19
Madison Lambert-CRM-Teacher Aide- TERM	03/01/19
Amaya Morales-ESE-Occupational Therapist (R)	03/18/19
Leslie Rayner-PGE-Health room Attendant (R)	02/26/19
Michael Weedman-LEC Trans.-Bus Operator (R)	02/25/19

LEAVE OF ABSENCE REQUESTS FOR 2018-2019:

RESIGNATIONS FOR 2018-2019:

Clyde Niles-FCE-Custodian	03/01/19
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RESIGNATIONS FROM DROP 2018-2019:

RETIREMENTS FOR 2018-2019:

Deborah Ervin-CRH-On-Site Helper	03/08/19
----------------------------------	----------

RETIREMENTS TO DROP 2018-2019:

SUSPENSIONS/TERMINATIONS 2018-2019:

LINE OF DUTY:

ADDITIONAL DAYS:

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Suzanne Swain, Department of Human Resources
Additional contact(s)/originator Jonny Bishop
Document Title New Job Description for School Safety Guardian

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval Approve the new job description for School Safety Guardian
(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached _____ available in district office _____ other _____

Executive Summary / Highlights:

The School Safety Guardian is a new job description to increase safety and security at school sites. This position will be a 217 day position and the pay code will be NCL01. Performance responsibilities include but not limited to: use whatever force is necessary to prevent or abate an active assailant incident, immediately responds to and engages to stop the threat of an active assailant and monitoring students within a variety of school environments, e.g. schoolgrounds, hallways, library, cafeteria, parking lots, etc., for the purpose of ensuring the safety and welfare of students.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.

Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: \$30,466.80 + \$11,814.73 benefits = \$42,281.53

Amount Budgeted \$0 Additional Amount Requested \$0

Funding Source: General Fund

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilu

(Form Board Approved 7/10/07-original)

SCHOOL DISTRICT OF CITRUS COUNTY JOB DESCRIPTION

School Safety Guardian

QUALIFICATIONS:

- (1) High School Diploma or Equivalent.
- (2) Experience or training in security related field or any equivalent combination of education and experience is preferred.
- (3) First Aid and CPR/AED certification preferred.
- (4) Must be 21 years or older.
- (5) Must obtain a State of Florida (s 790.06 Florida Statutes) concealed weapons permit and must maintain the permit throughout employment in this position. Must be able to successfully complete ongoing trainings, and firearm proficiency test as outlined in the Marjory Stoneman High School Public Safety Act.
- (6) Must meet all local Law Enforcement requirements to attain a School Safety Guardian appointment pursuant to the Marjory Stoneman Douglas High School Public Safety Act. Must obtain and maintain the Guardian appointment throughout employment in this position. Must successfully complete a 144-hour comprehensive firearms safety proficiency training during a Criminal Justice Standards and Training Commission certified course mandated by Law Enforcement and pursuant to Florida Statutes as outlined below:
 - 80 hours of firearms training
 - 16 hours of instruction in precision pistol
 - 8 hours of discretionary shooting instruction using approved simulator exercises
 - 8 hours of instruction in defensive tactics
 - 8 hours of instruction in active shooter or assailant scenarios
 - 12 hours of instruction in legal issues
 - Must pass a psychological evaluation
 - Must complete at least 12 hours of a certified nationally recognized diversity training program
 - Must submit to and pass an initial drug test and subsequent random screenings
 - Must successfully pass a comprehensive employment background check, psychological evaluation, and drug screening.
 - A valid Florida Driver's license is required prior to appointment and must be maintained during employment in this position.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of standard security procedures and best practices. Strong oral, written, and interpersonal communications skills. Basic word processing and spreadsheet skills. Ability to acquire knowledge of School Board policies and applicable Citrus County School District security personnel procedures. Ability to read, write, speak and understand standard English. Ability to effectively communicate with the students, school personnel, and the community. Ability to apply standard security procedures and best practices. Ability to work with a wide variety of students from diverse backgrounds. Ability to pass required physical, psychiatric, and drug tests. Ability to exercise good judgment under potentially dangerous conditions. Ability to control sudden violent or extreme physical acts of others. Ability to exhibit rapid mental and muscular coordination simultaneously. Ability to work well with school administrators, youth, and adults. Ability to prepare and maintain technical records and state/district required reports. Ability to safely use a firearm or other law enforcement related equipment.

REPORTS TO:

CCSB Chief of Police

JOB GOAL

To ensure the safety, security and welfare of all students, faculty, staff, and visitors in the assigned school. To assist the administrative staff with applying policies and procedures for safe and orderly schools at the building level. Responsible for maintaining calm, deterring crime, and examining preliminary inquiries into violations of school board policies, on school property or at school-sponsored events. **This position is an armed School Safety Guardian; however, there shall be no law enforcement authority except to the extent necessary to prevent or abate an active assailant incident on school property.**

School Safety Guardian (Continued):**SUPERVISES:**

N/A

PERFORMANCE RESPONSIBILITIES:

- (1) Uses whatever force is necessary to prevent or abate an active assailant incident. *
- (2) Immediately responds to and engages to stop the threat of an active assailant. *
- (3) Conducts perimeter and inner school checks to ensure premises are secure. *
- (4) Analyzes information and situations regarding activities that may be in violation of school policies and or an indication of possible criminal activity for the purpose of determining immediate actions and or making recommendations to ensure safety of students, staff, and the public. *
- (5) Collaborates with other school and district personnel, assigned Citrus County School Resource Officer, and representatives of local agencies for the purpose of preliminary inquiries into violations of school board policies and/or taking action for the safety and security of school site. *
- (6) Communicates school policies and procedures to personnel, parents, and visitors for the purpose of ensuring their understanding of the potential consequences of a violation. *
- (7) Investigates unusual incidents, e.g. unauthorized visitors, violent threats against students, etc., for the purpose of assisting responding law enforcement personnel, developing information necessary to assist in determining appropriate action, and or providing documentation for future reference. *
- (8) Monitors students within a variety of school environments, e.g. rest rooms, grounds, hallways, library, cafeteria, parking lots, etc., for the purpose of ensuring the safety and welfare of students. *
- (9) Prepares a variety of documents, e.g. security logs, memos, letters, procedures, etc., for the purpose of documenting/reporting activities, providing written reference, and or conveying information. *
- (10) Reads and responds to email communication. *
- (11) Participates in AED/CPR training and maintain certification. *
- (12) Participates in security risk assessment meetings with school administration and public safety agencies who are the first responders to a school as defined in state statute. *
- (13) Recommends policies, procedures and or actions to school administration for the purpose of providing information and or direction that ensure efficient provision of campus security. *
- (14) Participates in the training programs offered to enhance the individual skills and proficiency related to the job responsibilities, which include trainings offered on effective interaction with ESE and special needs students. *
- (15) Successfully complete ongoing training, weapon inspection, and fireman qualification on at least an annual basis. *
- (16) Refers observation and incidents, e.g. injuries, altercations, suspicious activities, inappropriate social behavior, violations of rules, etc., for the purpose of communicating information to appropriate instructional and or administrative personnel, and or law enforcement for follow-up action. *
- (17) Utilizes and monitors surveillance technology. *
- (18) Conducts appropriate searches when directed to do so. *
- (19) Provides support in school and district emergency situations and participates in all school emergency drills, e.g. fire, ALICE, active shooter, tornado, etc.*
- (20) Performs other incidental tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Requires working indoors and outdoors in various weather-related conditions. Requires sitting, standing and moving about during the day, and the ability to lift, carry, and move and/or position objects infrequently weighting up to 50 pounds. Requires travel to schools and work sites within the District.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

*Essential Performance Responsibilities

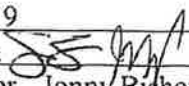
CITRUS COUNTY SCHOOL BOARD
Classified Salary Schedule
Non-Union
2018-2019

STEP	NCL01-0	NCL02-0	NCL03-0	NCL04-0	NCL05-0	NCL06-0	NCL07-0	NCL08-0	NCL09-0	NCL10-0	NCL11-0	NCL12-0	NCL13-0	NCL14-0	NCL15-0	NCL16-0	NCL17-0	NCL18-0	NCL19-0	NCL20-0
0	\$17.55	\$16.83	\$16.14	\$15.43	\$14.70	\$14.02	\$13.35	\$12.67	\$12.42	\$12.19	\$11.95	\$11.70	\$11.49	\$11.26	\$11.02	\$10.78	\$10.54	\$10.30	\$10.07	\$9.43
1	\$17.88	\$17.18	\$16.47	\$15.75	\$15.06	\$14.36	\$13.64	\$12.95	\$12.71	\$12.47	\$12.23	\$11.99	\$11.78	\$11.53	\$11.30	\$11.07	\$10.82	\$10.58	\$10.35	\$9.70
2	\$18.24	\$17.53	\$16.82	\$16.12	\$15.42	\$14.69	\$13.94	\$13.24	\$13.00	\$12.76	\$12.52	\$12.28	\$12.06	\$11.84	\$11.59	\$11.35	\$11.12	\$10.87	\$10.63	\$9.99
3	\$18.59	\$17.88	\$17.18	\$16.47	\$15.75	\$15.06	\$14.23	\$13.53	\$13.29	\$13.05	\$12.83	\$12.59	\$12.35	\$12.13	\$11.89	\$11.64	\$11.40	\$11.17	\$10.95	\$10.29
4	\$18.94	\$18.24	\$17.53	\$16.82	\$16.12	\$15.42	\$14.84	\$14.11	\$13.89	\$13.64	\$13.40	\$13.19	\$12.95	\$12.66	\$12.41	\$11.94	\$11.69	\$11.47	\$11.25	\$10.58
5	\$19.30	\$18.59	\$17.88	\$17.18	\$16.47	\$15.75	\$15.13	\$14.41	\$14.16	\$13.94	\$13.72	\$13.47	\$13.24	\$13.00	\$12.47	\$12.23	\$11.99	\$11.78	\$11.53	\$10.87
6	\$19.65	\$18.94	\$18.24	\$17.53	\$16.82	\$16.12	\$15.42	\$14.69	\$14.46	\$14.23	\$14.01	\$13.77	\$13.53	\$13.29	\$13.05	\$12.52	\$12.28	\$12.06	\$11.84	\$11.17
7	\$20.01	\$19.30	\$18.59	\$17.88	\$17.18	\$16.47	\$15.75	\$15.06	\$14.75	\$14.52	\$14.31	\$14.06	\$13.83	\$13.59	\$13.34	\$12.83	\$12.59	\$12.35	\$12.13	\$11.47
8	\$20.35	\$19.65	\$18.94	\$18.24	\$17.53	\$16.82	\$16.02	\$15.29	\$14.95	\$14.72	\$14.51	\$14.26	\$14.03	\$13.79	\$13.54	\$13.10	\$12.86	\$12.62	\$12.40	\$11.78
9	\$20.72	\$20.01	\$19.30	\$18.59	\$17.88	\$17.18	\$16.47	\$15.75	\$15.42	\$15.19	\$14.96	\$14.73	\$14.50	\$14.27	\$14.04	\$13.40	\$13.16	\$12.92	\$12.70	\$12.06
10	\$21.06	\$20.35	\$19.65	\$18.94	\$18.24	\$17.53	\$16.77	\$16.02	\$15.69	\$15.46	\$15.23	\$15.00	\$14.77	\$14.54	\$14.31	\$13.72	\$13.48	\$13.24	\$13.02	\$12.35
11	\$21.40	\$20.72	\$20.01	\$19.30	\$18.59	\$17.88	\$17.18	\$16.47	\$16.14	\$15.91	\$15.68	\$15.45	\$15.22	\$15.00	\$14.77	\$14.18	\$13.94	\$13.70	\$13.48	\$12.66
12	\$21.77	\$21.06	\$20.35	\$19.65	\$18.94	\$18.24	\$17.48	\$16.77	\$16.44	\$16.21	\$15.98	\$15.75	\$15.52	\$15.29	\$15.06	\$14.47	\$14.23	\$13.99	\$13.77	\$12.95
13	\$22.12	\$21.40	\$20.72	\$20.01	\$19.30	\$18.59	\$17.88	\$17.18	\$16.85	\$16.62	\$16.39	\$16.16	\$15.93	\$15.70	\$15.47	\$14.88	\$14.64	\$14.40	\$14.18	\$13.36
14	\$22.47	\$21.77	\$21.06	\$20.35	\$19.65	\$18.94	\$18.18	\$17.47	\$17.14	\$16.91	\$16.68	\$16.45	\$16.22	\$15.99	\$15.76	\$15.17	\$14.93	\$14.69	\$14.47	\$13.65
15	\$22.81	\$22.12	\$21.40	\$20.72	\$20.01	\$19.30	\$18.54	\$17.83	\$17.50	\$17.27	\$17.04	\$16.81	\$16.58	\$16.35	\$16.12	\$15.53	\$15.29	\$15.05	\$14.83	\$14.01
16	\$23.18	\$22.47	\$21.77	\$21.06	\$20.35	\$19.65	\$18.89	\$18.18	\$17.85	\$17.62	\$17.39	\$17.16	\$16.93	\$16.70	\$16.47	\$15.88	\$15.64	\$15.40	\$15.18	\$14.36
17	\$23.53	\$22.81	\$22.12	\$21.40	\$20.72	\$20.01	\$19.25	\$18.54	\$18.21	\$17.98	\$17.75	\$17.52	\$17.29	\$17.06	\$16.83	\$16.24	\$16.00	\$15.76	\$15.54	\$14.72
18	\$23.86	\$23.16	\$22.46	\$21.74	\$21.05	\$20.33	\$19.57	\$18.86	\$18.53	\$18.30	\$18.07	\$17.84	\$17.61	\$17.38	\$17.15	\$16.56	\$16.32	\$16.08	\$15.86	\$15.04
19	\$24.61	\$23.87	\$23.14	\$22.42	\$21.70	\$20.95	\$19.26	\$18.53	\$18.31	\$18.05	\$17.81	\$17.56	\$17.33	\$17.08	\$16.85	\$16.60	\$16.34	\$16.12	\$15.87	\$15.20

Board Approved: 01/08/2019

CLASSIFIED NON-UNION

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Suzanne Swain , Department of Human Resources
Additional contact(s)/originator Jonny Bishop
Document Title Approval of the Affiliation Agreement between Saint Leo University and School Board of Citrus County- Social Work Interns

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval X

Approval of the Affiliation Agreement with Saint Leo University Social Work Internship
(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

Request to approve and sign the Affiliation Agreement between Saint Leo University and The School Board of Citrus County, Florida. This agreement outlines the responsibilities of Saint Leo University and The School Board of Citrus County to provide internship experiences for Saint Leo students in the University's Department of Undergraduate Social Work.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.

Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: \$0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilson
(Form Board Approved 7/10/07-original)

AFFILIATION AGREEMENT
BETWEEN
THE SCHOOL BOARD OF CITRUS COUNTY, FLORIDA
AND
SAINT LEO UNIVERSITY

THIS AGREEMENT is entered into by and between The School Board of Citrus County, Florida, a political subdivision of the State of Florida and a body corporate pursuant to §1001.40, Florida Statutes, whose address is 1007 West Main Street, Inverness, Florida, 34450, hereinafter referred to as “School Board” and Saint Leo University, whose principal address is 33701 State Road 52, Saint Leo, Florida 33474-6665, hereinafter referred to as “University;” (collectively the “Parties”).

WHEREAS, University wishes to provide internship experiences for its students in University’s Department of Undergraduate Social Work, and

WHEREAS, the School Board agrees to accept said students for internships in accordance with the terms of this Agreement.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements herein contained, receipt of which is hereby acknowledged, the Parties hereto agree as follows:

1. **Incorporation of Recitals.** The forgoing recitals (WHEREAS CLAUSES) are true and correct and are incorporated herein by reference.
2. **Responsibilities of University.**
 - 2.1. Identify students who meet its qualifications / criteria for participation in its program including, where applicable, the criteria in §1004.04.
 - 2.2. Designate in writing a staff / faculty member to serve as a liaison to the School Board in matters relating to field instruction. This shall include (1) maintaining continuous contact with students and Agency; (2) providing Agency with course outlines, field work evaluations, and other pertinent material; and (3) ensuring compliance with field expectations for student learning. The faculty liaison will schedule a minimum of two visits to the agency to review students’ progress and consult with the placement supervisor in the beginning and mid-

semester. Also, the faculty liaison will be available to the Agency supervisor for immediate consultation, if, and when needed.

2.3.

2.4. At the request of the School Board, immediately withdraw any students from his or her placement with the School Board where their conduct or practices are not in accordance with the School Board's policies and standards of conduct as determined by the Superintendent or his / her designee. University may also withdraw students from the program whose progress, conduct, or performance does not meet its standards.

2.5. To notify the School Board of its planned schedule of student assignments. The University will identify the student availability for placement and involve the Agency in the final selection decision.

3. **Responsibilities of School Board.**

3.1. Provide internship opportunities as appropriate and, in its sole discretion, determine the interns work location and assignment.

3.2. Notify University of any students whose conduct or practice is not in accordance with the School Board's policies and standards of conduct.

3.3. Provide input / feedback to University regarding each intern's participation in the program and cooperate with it in evaluating the student.

3.4. Designate in writing a staff / faculty member to serve as a liaison to University who is a Bachelor of Social Work (BSW), Master of Social Work (MSW) or Licensed Clinical Social Worker (LCSW). In the case there is no supervisor mentioned above, the Agency will assign a task supervisor. The task supervisor will report on the students' progress to an appointed field supervisor who is assigned by the University. The field or task supervisor shall oversee the student's field experience by providing opportunities for the students to learn and demonstrate their skills. This includes but not limited to the following:

3.4.1. Select clients and groups with whom the students can utilize and integrate knowledge, theory, and practice skills.

3.4.2. Provide students with opportunities to become involved with assessment and research when appropriate.

- 3.4.3. Allow students to attend any community functions on behalf of the Agency or other learning experiences that are deemed appropriate.
- 3.4.4. Evaluate the performance of assigned students on a regular basis using the evaluation forms supplied by the University. Evaluations should be reviewed with the students to allow them the opportunity to add their own comments if they so desire.
- 3.4.5. Provide a one-hour weekly supervisory conference with the student to review work in progress and instruction.
- 3.5. To provide students with appropriate workspace and office equipment, supplies, and physical facilities to encourage the students to participate in the Agency to the greatest extent possible. This shall include giving students access to records and maximizing student's participation in the Agency staff meetings, case conferences, and other appropriate organization resources.
- 3.6. To ensure supervision of students and guarantee that students will not transport clients at any time.
- 3.7. To advise the University of any changes in its personnel, operation or policies which may affect the student field experience.
- 3.8. To review and adhere to the University Field Education Manual and supervisory training.
- 3.9. To provide input to the University regarding the program's strengths and weaknesses and make suggestions for improvement to the program.

4. **General Provisions.**

- 4.1. University and School Board agree to cooperate with each other in the implementation of the program.
- 4.2. University and School Board agree that the student / interns will be supervised by both University and School Board and that the student / intern's participation in the program will end upon their conclusion of their educational program with University
- 4.3. University and School Board agree that placement of student / interns shall depend on the availability of positions at the School Board, said availability being at the School Board's sole discretion.

- 4.4. Students shall be fingerprinted at the School Board offices and undergo a Level II criminal background screening at the students' cost. Any University personnel coming onto School Board property shall likewise be screened pursuant to School Board policy.
- 4.5. No University student / intern or University staff, agent, servant, contractor, or employee shall be deemed an agent, servant, contractor, or employee of the School Board for purposes of compensation, benefits, workers' compensation, minimum wage, income tax, social security or any other purpose by virtue of this Agreement or the placement of a University student with the School Board. The duties performed by interns are not performed as employees, but in fulfillment of academic requirements and are performed under supervision. For the same reasons, students / interns are not deemed to be agents of University. At no time shall interns replace or substitute for an employee of the School Board.
- 4.6. Students shall abide by all of the School Board's and University's applicable policies and procedures. Failure to do so shall be grounds for the students' immediate removal from the program and the School Board's property.
- 4.7. In accordance with FERPA regulations and Florida Statute, University and student interns shall keep confidential any and all information and/or documents received as a result of their participation in the program. Any documents or other material acquired during the internship related to specific School Board students shall be returned to the School Board at the conclusion of the interns program.
- 4.8. This Agreement shall automatically renew each school year but may be terminated by either Party in accordance with paragraph 5.21.
- 4.9. Each Party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

5. **Miscellaneous Provisions.**

- 5.1. **Descriptive Headings.** The headings used herein are descriptive only and for the convenience of identifying provisions and are not determinative of the meaning or effect of any such provision.
- 5.2. **Entire Agreement.** This Agreement constitutes and contains the entire agreement and understanding between the Parties with respect to the subject

matter herein and supersedes and replaces all prior negotiations and proposed agreements, written or oral. The Parties acknowledge that no representations, inducements, promises, or agreements have been made by or on behalf of any Party, except those covenants and agreements embodied in this written Agreement. Any amendment or modification of this Agreement, or any waiver of its terms, in order to be binding, must be written and signed by the Parties hereto.

- 5.3. **Opportunity to Consult with Counsel.** The Parties acknowledge that they have had an opportunity to consult with counsel of their own choice, that they have read this Agreement, that they are fully aware of the contents of this Agreement and of its legal effect and fully understand and agree to each and every provision hereof without reservation, and that they have executed this Agreement in reliance on their own judgment and free from any coercion, duress or undue influence.
- 5.4. **Execution and Binding on Successors and Assigns.** This Agreement may be executed in counterparts (including by facsimile or other electronic imaging), any one of which shall be deemed an original and all of which collectively shall be deemed a single instrument. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective officers, directors, agents, employees, administrators, trustees, executors, receivers, successors, assignees and legal representatives, whether a signatory hereto or not.
- 5.5. **Notices.** All notices, consents, demands, or other communications required or permitted to be given pursuant to this Agreement shall be in writing by e-mail and hard copy, and shall be deemed sufficiently given and received on: (i) the day on which delivered personally or via facsimile transfer during a business day to the appropriate location(s) listed below; (ii) one (1) business day after delivered to a nationally recognized overnight delivery service such as Federal Express or Airborne Express for overnight delivery to the appropriate location(s) listed below; or (iii) three (3) business days after the posting thereof by United States registered or certified first class mail, return receipt requested with postage and fees prepaid and addressed as follows:

If to School Board:	Superintendent of Schools 1007 West Main Street Inverness, Florida 34450
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If to University: Department of Undergraduate Social Work
Saint Leo University
P. O. Box 6665 MC-2067
33701 State Road 52
Saint Leo, Florida 33574-6665

Any party may change his, her or its address and/or the address of the entity copied on his, her or its behalf upon written notice to all other Parties.

- 5.6. **No Presumption/Severability.** The Parties acknowledge that they and their attorneys have participated in the preparation, negotiations and drafting of this Agreement. The terms in this Agreement shall be construed in accordance with their fair meaning and there shall be no presumption applied against any Party for having drafted or participated in the drafting of any such terms. The terms of this Agreement shall be severable such that, if any term herein is illegal, invalid, or unenforceable, such holding shall not affect the viability of any of the other provisions of the Agreement, unless the severing of such term would defeat the purpose of this Agreement.
- 5.7. **Waiver.** No delay or failure on the part of any Party hereto in exercising any right, power or privilege under this Agreement shall impair any such right, power or privilege or be construed as a waiver or acquiescence thereto; nor shall any single or partial exercise of any right, power or privilege preclude any other or further exercise thereof or the exercise of any other right, power or privilege. No waiver shall be valid against any Party, unless made in writing and signed by the Party against whom enforcement of such waiver is sought and then only to the extent expressly specified therein.
- 5.8. **Governing Law and Venue.** This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Citrus County, Florida (hereinafter the "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, and agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court. Each of the Parties consents to the jurisdiction of the Court, acknowledges that the Court has jurisdiction over this Agreement, and that the Court shall retain jurisdiction for the purposes of implementing and enforcing the terms of this Agreement.

5.9. **Waiver of Jury Trial.** In any action or proceeding arising herefrom, the parties hereto consent to trial without a jury in any action, proceeding or counterclaim brought by any party hereto or its successors against any other party hereto or its successors in respect of any matter arising out of or in connection with this agreement, regardless of the form of action or proceeding.

5.10. **PUBLIC RECORDS NOTICE (MUST BE IN 14 POINT BOLD TYPE)**

IF UNIVERSITY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE UNIVERSITY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS, THE DIRECTOR OF RISK MANAGEMENT, EMAIL ADDRESS: CERNICH@CITRUS.K12.FL.US; TELEPHONE NUMBER: 352-726-1931 ext. 2270, ADDRESS: 1007 W. MAIN STREET, INVERNESS, FLORIDA 34450.

5.10.1. University is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of its duties under this contract and will specifically:

5.10.1.1. Keep and maintain public records required by the School Board to perform the service.

5.10.1.2. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statutes or as otherwise provided by law.

5.10.1.3. 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 Agreement if the University does not transfer the records to the School Board.

5.10.1.4. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of University or keep and maintain public records required by the School

Board to perform the service. If University transfers all public records to the School Board upon completion of the contract, University shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If University keeps and maintains public records upon completion of the contract, University shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request of the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

- 5.10.1.5. The failure of the University to comply with the provisions set forth herein shall constitute a default and material breach of this Agreement, which may result in immediate termination, with no penalty to the School Board.
- 5.11. **No Assignment.** No assignment of this Agreement or of any rights or obligations hereunder shall be made by University (by operation of law or otherwise) without the prior written consent School Board and any attempted assignment without the required consent shall be void.
- 5.12. **Non-Discrimination.** The Parties shall not unlawfully discriminate against any individual on the basis of his or her race, age, religion, ancestry, color, ethnicity, gender, national origin, marital status, familial status, disability, sexual orientation, genetic information, or gender identity or expression with respect to any activity occurring or under this Agreement.
- 5.13. **Attorney Fees and Costs.** In the event of a dispute arising under this Agreement, whether or not a lawsuit or other proceeding is filed, the prevailing party shall be entitled to recover its reasonable attorneys' fees and costs, including attorneys' fees and costs incurred in litigating entitlement to attorneys' fees and costs, as well as in determining or quantifying the amount of recoverable attorneys' fees and costs. The reasonable costs to which the prevailing party is entitled shall include costs that are taxable under any applicable statute, rule or guideline, as well as non-taxable costs: including, but not limited to, costs of investigation, copying costs, electronic discovery costs, telephone charges, mailing and delivery charges, information technology support charges, consultant and expert witness fees, travel expenses, court

reporter fees, and mediator fees, regardless of whether such costs are otherwise taxable.

- 5.14. **Indemnification by School Board.** The School Board of Citrus County, Florida agrees to indemnify University to the extent and only to the extent of the limits set forth in §768.28(5), Fla. Stat. and then only for the negligent or wrongful act or omission of any officer or employee acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by §768.28(9), Fla. Stat.
- 5.15. **Sovereign Immunity.** Notwithstanding the foregoing paragraph, the School Board intends to avail itself of the benefits of Section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of \$200,000 per person or \$300,000 per occurrence. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.
- 5.16. **Indemnification by University.** University for itself and its officers, employees, agents, representatives, contractors, sub-contractors and/or student / interns, shall fully indemnify and hold the School Board and its officers and employees harmless for any from any claim, loss, damage or liability caused by negligence, misfeasance or malfeasance by the University, its employees, appointees or agents, in the performance of or relating to the performance of the duties imposed upon the University by this Agreement and any covenant or provision hereof, including but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon School Board, or payment of any and all cost(s), damage(s), judgment(s), or loss(es) incurred by or imposed upon the School Board. The University shall immediately give the School Board written notice of any and all claims asserted against the University and the School Board shall have the right but not the obligation to participate in any defense.

- 5.17. **Insurance by University.** The University shall maintain, throughout the term of this Agreement and any renewals, general liability insurance in an amount of not less than \$1,000,000.00 per occurrence, \$2,000,000.00 aggregate covering its activities pursuant to this Agreement. The policy shall be obtained from a liability insurance written by a carrier that has and maintains a rating of “A” or better and a financial size category of “VII” or better according to A.M. Best Company, and is licensed in the State of Florida, under a policy approved for use in the State of Florida. The policy shall contain an evidence/endorsement providing physical and sexual abuse and molestation coverage. The University shall provide the School Board with a Certificate of Insurance naming “The School Board Of Citrus County, Florida, its officers, employees, and agents” as included in an additional insured endorsement to the general liability policy it as an additional insured under the University’s policy and unconditionally entitling the School Board to thirty days’ notice of cancellation of such policy or any of the coverages provided by such policy.
- 5.18. **Additional Insurance by University.** Where services to be performed under this Agreement are in the presence of students, an additional insured endorsement indicating sexual harassment and sexual molestation coverage shall be required of University. Proof of such coverage shall be provided to the School Board’s Director of Risk Management prior to University’s commencement of the services required herein.
- 5.19. **Level II Background Screening.** University represents and warrants to the School Board that the University has read and is familiar with Florida Statute Sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 regarding background investigations. University covenants to comply with all requirements of the above cited statutes and shall provide School Board with proof of compliance upon request. University agrees to indemnify and hold harmless the School Board, its officers, agents and employees from any liability in the form of physical injury, death, or property damage resulting from the University’s failure to comply with the requirements of this paragraph or Florida Statute Sections 1012.32, 1012.321, 1012.465, 1012.467 and 1012.468.
- 5.20. **Student Records.** Notwithstanding any provision to the contrary contained in this agreement between University and School Board; University and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of the Family Education Rights and Privacy Act, § 1002.22 and §1002.221, Fla. Stat. or any other law or regulation, either federal or State of Florida, regarding confidentiality of student

information and records. Further, University for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including but not limited to defending the School and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board, or payment of any and all cost(s), damage(s), judgment(s), or loss(es) incurred by or imposed upon School Board arising out of the breach of this covenant by the vendor, or an officer, employee, agent, representative, contractor, or sub-contractor of the vendor to the extent and only to the extent that the vendor or an officer, employee, agent, representative, contractor, or sub-contractors of the vendor shall either intentionally or negligently violate the provisions of this covenant or the Family Education Rights and Privacy Act, § 1002.22 and §1002.221, Fla. Stats. This provision shall survive the termination of or completion of all performance or obligations under this agreement and shall be fully binding upon University until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

- 5.21. **Termination.** This Agreement may be terminated by (i) either party without cause upon delivery of written notice of such intent to terminate this Agreement not less than 30 days' prior to the effective date of such termination; (ii) written agreement executed by both the University and School Board; or (iii) School Board, at any time, if University fails to perform University's duties hereunder or breaches any of University's covenants contained herein.
- 5.22. **Execution in Counterparts.** This Agreement may be executed in counterpart. Faxed or 'pdf' signatures will be acceptable in place of originals.
- 5.23. **Authority to Execute Agreement.** Each person signing this Agreement on behalf of either Party individually warrants that he or she has full legal power to execute this Agreement on behalf of the Party for whom he or she is signing, and to bind and obligate such Party with respect to all provisions contained in this Agreement.

THE PARTIES REPRESENT THAT THEY HAVE THOROUGHLY DISCUSSED ALL ASPECTS OF THIS AGREEMENT WITH THEIR RESPECTIVE ATTORNEY(S), THAT THEY FULLY UNDERSTAND ALL OF ITS PROVISIONS, AND THAT THEY ARE VOLUNTARILY ENTERING INTO THIS AGREEMENT WITH THE FULL KNOWLEDGE OF ITS LEGAL SIGNIFICANCE AND WITH THE INTENT TO BE LEGALLY BOUND BY ITS TERMS.

The School Board of Citrus County, Florida

Saint Leo University

Thomas Kennedy, Chairman

Signature:

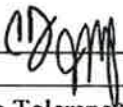
Date: _____

Print Name:

Title:

Date:

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting-
Planning & Growth
Requested by Chuck Dixon Department of Management
Additional contact(s)/originator 
Document Title 5.32 Zero Tolerance of School Related Crimes

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____

X Request to advertise for a Public Hearing at the May 14, 2019 School Board Meeting to approve the revision of Policy 5.32 Zero Tolerance of School Related Crimes

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached X available in district office _____ other _____

Request to set a Public Hearing to approve the revision of Policy 5.32 Zero Tolerance of School Related Crimes.

This matter was discussed by the Policy and Forms Committee on November 15, 2018 and presented at the February 26, 2019 School Board Workshop. The revisions adds consult with law enforcement.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems,
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce,
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: 

(Form Board Approved 7/10/07)

ZERO TOLERANCE FOR SCHOOL RELATED CRIMES AND VICTIMIZATION

5.32*

It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. One of the State Education goals is to provide an environment that is drug-free and protects students' health, safety, and civil rights. The goal emphasizes the personal responsibility of students and the necessity of involving all stakeholders, including parents, in achieving this goal. Although education and prevention are the preferred means of achieving safe schools, there must be a clear statement of policy that violence in schools will not be permitted. Zero tolerance shall be the rule on school related violence, crime, and the use of weapons as part of a comprehensive approach to reducing school violence and crime in the Citrus County School District. This is not to include petty acts of misconduct and misdemeanors including, but not limited to, minor fights or disturbances.

- I. This policy implements the State Board of Education's Zero Tolerance Policy as outlined in Florida Statutes, including:
 - A. Victimization of students;
 - B. Felony or misdemeanor as defined by Florida Statutes, Section 775.08;
 - C. Substance abuse which is defined in Section 984.03, Florida Statutes as "using, without medical reason, any psychoactive or mood-altering drug, including alcohol, in such a manner as to induce impairment resulting in dysfunctional social behavior."
- II. As part of a comprehensive approach to reducing school violence and crime, the School District will:
 - A. Invoke the most severe consequences provided for in the *Code of Student Conduct* in dealing with students who engage in violent criminal acts on school property, on school-sponsored transportation, or during school-sponsored activities;
 - B. Notify the School Resource Officer or a local law enforcement agency when an adult or a student commits a criminal offense ~~listed in Section IV.~~ on

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school property, on school-sponsored transportation, or at school-sponsored activities. Petty acts of misconduct and misdemeanors are not required to be reported to law enforcement, including disorderly conduct, disrupting a school function, simple assault or battery, affray, theft of less than \$300.00, trespassing, and vandalism of less than \$1,000.00;

- C. Facilitate active communication and cooperation between schools and law enforcement agencies and the Department of Juvenile Justice in sharing information that will help school officials make the best possible decisions regarding students' educational services and placement.
 - D. Consultation with law enforcement is required when a student commits more than one misdemeanor, to determine if the act should be reported.
- III. Students found to have committed the following offenses on school property, school-sponsored transportation, or during a school-sponsored activity shall receive the most severe consequences provided for by School Board Policy:
- A. Homicide (murder, manslaughter);
 - B. Sexual battery;
 - C. Armed robbery;
 - D. Aggravated battery;
 - E. Battery or aggravated battery on a teacher or other school personnel;
 - F. Kidnapping or abduction;
 - G. Arson;
 - H. Possession, use, or sale of any firearm or other weapon;
 - I. Possession, use, or sale of any explosive device;
 - J. Bomb threat or making a threat or false report as defined in Chapter 790, Florida Statutes section 790.162 and 790.163 respectively, involving school or school personnel's property, school transportation or a school sponsored activity.

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- IV. Prior to taking such action against any student, the School Board shall ensure that appropriate due process procedures are followed. If a student committing one of the offenses outlined in Section III. is identified as a student who has a disability and participating in a program for exceptional students, then school personnel shall follow procedures in SBER 6A-6.0331 FAC. This provision shall not remove a School Board's discretion in cases where mitigating circumstances may affect decisions on disciplinary action.
- V. The School District shall ensure that all students and their families are aware of this policy. Such communications to families shall be consistent with equal access provisions of SBER 6A-6.0908(2). The School Board will ensure that all school personnel are aware of the School Board's zero tolerance policy on school violence.
- VI. The School Board may assign more severe consequences than normally authorized for violations of the *Code of Student Conduct* when the offender appears motivated by, including but not limited to, hostility toward the victims' real or perceived race, religion, color, sexual orientation, ethnicity, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability.
- VII. School officials will ensure that local law enforcement authorities are notified as soon as possible when an offense occurs that this is listed in Section III is committed on school property, on school-sponsored transportation, or during a school-sponsored activity. Additionally, if the offense involves a victim, school officials shall notify the victim (and the victim's parents or legal guardian if the victim is a minor) of the offense and of the victim's right to press charges against the offender. School personnel shall cooperate in any investigation or other proceedings leading to the victim's exercise of rights as provided by law.
- VIII. The school principal shall monitor the administration of discipline of students to ensure that discipline is administered equitably without regard to real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability. Annually, the principal shall review school discipline data with the school

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advisory council in developing school improvement plans to maintain a safe and healthy school environment that protects the civil rights of all students.

- IX. The authority of the teacher and other instructional personnel to discipline violent and disruptive students shall be consistent with the provisions of the *Code of Ethics* (SBER 6B-1.001, FAC.) and the *Principles of Professional Conduct of the Education Profession in Florida* (SBER 6B-1006, FAC.), School District's *Code of Student Conduct*, and schools' policies.
- X. School administrators shall provide the following upon request by school personnel:
 - A. Information as to the disposition of their referrals to the administration for violation of classroom or school rules;
 - B. Assistance in behavior management if student(s) becomes uncontrollable or in case of emergency; and
 - C. Training and other assistance to improve skills in behavior management, violence prevention, conflict resolution, and related areas.
- XI. Upon receipt of notification from law enforcement, the Department of Juvenile Justice, the Office of the State Attorney, or the court system that a public school student has had certain types of conduct with the juvenile justice system, the Superintendent or designee, within twenty-four (24) hours of such notice, shall provide such information on the nature of the contact to the principal of the student's school of enrollment. The principal or designee, within twenty-four (24) hours of such notice, shall provide such information to student services personnel, school resource officers, and the student's immediate teachers. Immediate teachers are those in whose courses or classrooms the student in question is currently enrolled. The above notification is required if the public school student has:
 - A. Been taken into custody for a delinquent act, a violation of law which would be a felony if committed by an adult, or a crime of violence;
 - B. Been charged with a felony; or a delinquent act that would be a felony if committed by an adult;

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- C. Been adjudicated delinquent for an offense that would be a felony if committed by an adult;
 - D. Had adjudication withheld for a delinquent act that would be a felony if committed by an adult; or
 - E. Been found guilty of a felony.
- XII. The principal (and director of an off-site program in which the student may be assigned, if applicable) shall ensure that the information on that student does not become a part of the student's permanent record and is not shared with school personnel who do not have a need to know. In sharing the information, all school personnel shall adhere to confidentiality provisions contained in applicable state and federal laws and regulations.
- XIII. The principal or other authorized school official may use a student's juvenile justice information, in conjunction with other relevant information, to review a student's current educational placement and need for services, and to protect the safety of other students and school personnel. Such placement decisions shall be made in accordance with School Board policies and state laws and regulations governing the placement alternative.
- XIV. Following appropriate due process procedures, a student who has been charged with a delinquent act that would be a felony if committed by an adult, whether it occurred on or off the school property, may be assigned to an alternative program or receive alternative educational services. Such assignment may be made upon the determination that the student is eligible according to federal or state program criteria, and:
- A. The nature of the offense is such that the student poses a threat to the safety of the other students or personnel at the school;
 - B. The student's safety is at risk by remaining in school with other students; or an alternative educational placement will better meet the educational, emotional, and social needs of the student.
- XV. If a principal has reason to believe that a student may have a criminal record, the principal is authorized to request and receive information on the criminal history of

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a public school student from a local law enforcement agency. Procedures for the request, receipt, maintenance, retention, and use of such information shall be in accordance to Florida Statute and shall be included in a cooperative agreement with an appropriate local law enforcement agency.

- XVI. A student who possesses, uses, handles, or transmits a weapon, as defined by Florida Statutes, including, but not limited to a gun, starter pistol, knife, explosive, metallic knuckles, slungshot, tear gas gun, chemical weapon or device on the school grounds, in the school building, on a school bus, or in an automobile or vehicle parked on school grounds or adjacent thereto, shall be suspended or expelled from school, with or without continuing educational services.

STATUTORY AUTHORITY: 1006.13, 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 120.57(1), 775.08, 790.162, 790.163, 1001.42,
1001.43, 1001.54, 1003.31, 1006.08,
1006.09, 1006.13, 1012.28, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-6.03311

HISTORY: ADOPTED: 03/09/2004

REVISION DATE(S): 02/08/2005, 01/12/2010, xx/xx/xxxx

FORMERLY: 7.10(4), 7.53(1)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.

Requested by Chuck Dixon  Department of Planning & Growth Management

Additional contact(s)/originator _____

Document Title Policy 5.75 Verification of High School Diploma For Admission to WTC Post Secondary Programs

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____

X Request to advertise for a Public Hearing at the May 14, 2019 School Board Meeting to approve the revision of Policy 5.75 Verification of High School Diploma For Admission to WTC Post Secondary Programs

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached X available in district office _____ other _____

Request to set a Public Hearing to approve the revision of Policy 5.75 Verification of High School Diploma For Admission to WTC Post Secondary Programs.

This matter was discussed by the Policy and Forms Committee on November 15, 2018 and presented at the February 26, 2019 School Board Workshop.

During a review of the policy, it was noticed that it was stated as Withlacoochee Technical Institute instead of College. The revision is to correct this.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of work force;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations.
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy White

(Form Board Approved 7/10/07)

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VERIFICATION OF HIGH SCHOOL DIPLOMA FOR ADMISSION TO WITHLACOOCHEE TECHNICAL INSTITUTE COLLEGE POST- SECONDARY PROGRAMS

5.75+

- I. Verification of receipt of a high school diploma or equivalent shall be required for admission to post-secondary programs that include high school graduation or a diploma as a condition of acceptance into the program. Verification of a diploma must also be documented for receipt of financial student aid if required by the federal or state student aid program.
- II. Receipt of a high school diploma or equivalent may be verified by any of the following documents:
 - A. High school standard diploma from an accredited secondary institution;
 - B. Academic transcript from an accredited secondary institution;
 - C. Foreign diploma if equivalent to a U.S. high school diploma;
 - D. General Education Development Diploma;
 - E. Certificate verifying that the student has passed a state authorized examination that the state considers the equivalent of a high school diploma;
 - F. Academic transcript verifying completion of a two-year program that is acceptable for full credit toward a bachelor's degree; or
 - G. State issued secondary school completion certificate for home schooled students.
- III. The student shall be responsible for obtaining a verified translation of a diploma, transcript or other document if it is in a language other than English.
- IV. The School shall develop a checklist and procedures for documenting receipt of a high school diploma or equivalent. The procedures shall include but not be limited to the time period for providing documentation and acceptable accreditation agencies.

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STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1003.43, 1003.435, F.S.
34 CFR 600.2, 34 CFR 668.32, 34 CFR 668.53

HISTORY: ADOPTED: 01/08/2013
REVISION DATE(S): xx/xx/xxxx
FORMERLY: NEW

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Cheri Cernich, Department of: Risk Management
Additional contact(s)/originator _____
Document Title: Request Board approval of the criteria for the Volunteer Safety Guards.

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval

Approval of: Request Board approval of the criteria for the Volunteer Safety Guards.

Backup Materials: attached available in district office _____ other _____

Executive Summary / Highlights: Request Board approval of the criteria for the Volunteer Safety Guards.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: \$5,600.00
Amount Budgeted 0 Additional Amount Requested \$5,600.00

Funding Source: Project 38400 – Safe Schools

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____
Pay grade/level _____
Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilson

Volunteer School Safety Guard

- The purpose of the Volunteer Safety Guard is to enhance school safety. The Safety Guard will be highly visible on campus and responsibilities will include campus and perimeter security checks. The Safety Guard will work with school administration to ensure various safety measures are being utilized daily and will notify administration of any suspicious activity.

- **Criteria:**
 - Previous security /law enforcement/military experience preferred
 - Successfully complete District Volunteer Training
 - Successfully complete additional Safety Training
 - Pass Level II background check
 - Provide references, professional preferred

Mike Mull
 Digitally signed by Mike Mullen
 DN: cn=Mike Mullen, o, ou, email=Mullenr
 i@citrus.k12.fl.us, c=US
 Date: 2019.02.25 12:50:49 -05'00'

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
 Requested by Zachary Leonard Department Academy of Environmental Science
 Additional contact(s)/originator _____
 Document Title Out-of-State travel

Board Action Required:

Presentation/Recognition _____ Information _____
 Consideration/Approval for out-of-state travel request for 5 students and 3 staff members to Washington DC to compete in the 2019 National Ocean Bowl Competition.

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:
AES students traveling out-of-state to compete in National Ocean Bowl Competition

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems.
- Emphasis on at-risk and special groups of learners (including gifted).
- Staff development, recruitment, and retention of workforce.
- Data systems (technology).
- Allocation of resources (human, physical, technological, financial).
- Career preparation.
- Community Connections.

Financial Impact to the District: N/A
 Amount Budgeted _____ Additional Amount Requested _____

Funding Source: Internal Account

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____
 Pay grade/level _____
 Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilks
 (Form Board Approved 7/10/07-original)



ACADEMY OF ENVIRONMENTAL SCIENCE

12695 W. Fort Island Trail
Crystal River, FL 34429

February 22, 2019

Dear Mrs. Himmel,

It is with great pride that I share that the Academy of Environmental Science Ocean Bowl team won first place and has the chance to represent the state of Florida in the 2019 National Ocean Bowl Competition. The dates of the event are April 11th-14th and will consist of a tour of museums, marine field study experiences, and the national competition.

THE NOSB (National Ocean Science Bowl) Commission will be providing the funding and lodging for the students and staff attending the competition. Students and staff will be staying at

Liaison Washington Capitol Hill
415 New Jersey Avenue, NW
Washington D.C. 20001

The staff members attending the event are, Ward Cooper, Susannah Nendze, and Zachary Leonard. The students attending are David Laplante (10th grade), Charles McKee (11th grade CRHS), Hannah Ronk (9th grade), Sierra Creasy (9th grade), and Kendall Barker (9th grade).

There will be some local fundraising to help offset the costs of t-shirts and additional travel costs we may incur.

We are very proud of our students and teachers, and I feel their work represents the focus and determination that Citrus County Schools places on student achievement.

Respectfully,

Zachary Leonard
Academy of Environmental Science

Academy of Environmental Science

12695 West Fort Island Trail

Crystal River, Fl 34429

352-795-8793

Fax: 352-249-2100

To: The Parents/Guardians of _____

(student's name)

Re: NATIONAL OCEAN SCIENCE BOWL FIELD TRIP

This is to advise you that a field trip has been organized for your student to compete in the National Ocean Science Bowl. However, it is necessary to have your permission for him/her to participate in this activity. This permission slip must be signed and returned by April 1st since this is an **out-of-county, and overnight**, field trip.

DATE OF FIELD TRIP: Thursday, April 11th through Monday, April 15, 2019

DESTINATION: Liaison Washington Capitol Hill, Washington, D.C.
National Academy of the Sciences, Keck Center, Washington, D.C.

TIME OF DEPARTURE FROM CITRUS COUNTY: 4:00 a.m.

DATE & TIME OF RETURN: April 15, 2019 11:00 p.m.

PURPOSE OF TRIP: To participate in the National Ocean Science Bowl competition.

LUNCH: All meals provided (except two) **and** travel days.

SPECIAL REQUIREMENT: As pursuant to NOSB guidance and team briefings.

Parent/Guardian

Signature: _____

Date: _____



**2019 National Ocean Sciences Bowl Finals
Washington, DC April 11-14, 2019**



Tentative Team Event Schedule

Thursday, April 11 –

All day	Teams Arrive
5:00-7:00pm	Dinner – teams on their own
7:00-9:00pm	Speed Mentoring Career Event
7:30-9:00pm	Coach/RC Meeting
9:00-10:30pm	Teams are on their own

Friday, April 12 –

7:00-8:00am	Team Breakfast
8:00am-4:00pm	Field trips
6:00-9:00pm	Opening Ceremony and Dinner
9:00-10:30pm	Teams are on their own

Saturday, April 13 –

7:00-8:00am	Team Breakfast/All Hands Meeting
9:00-12:00pm	Round Robin Competitions & Science Expert Briefings
11:15-12:30pm	Lunch
12:45-2:15pm	Round Robin Competitions & Science Expert Briefings
2:20-2:50pm	All Hands Meeting / Activity
3:00-6:00pm	Afternoon Activities for Eliminated Teams
3:00-6:00pm	Double Elimination Competitions
6:30-10:30pm	Teams are on their own

Sunday, April 14 –

7:00-7:45am	Team Breakfast
8:00-8:50am	All Hands Meeting / Activity
9:00-10:45am	Activities for Eliminated Teams
9:00am-12:00pm	Double Elimination Competitions
12:00pm-1:30pm	Lunch
2:00-3:00pm	Awards Ceremony
3:00pm	Teams depart

CITRUS COUNTY SCHOOLS
Request for Temporary Duty Assignment

PLEASE SUBMIT THIS FORM AT LEAST TWO WEEKS PRIOR TO DEPARTURE

Date of Request: 2/22/2019

- 1 I hereby request a temporary duty assignment at: (indicate the city/street and add miles if necessary)
Academy of Environmental Science
Accompanying Students Yes No
- 2 For the purpose of National Ocean Science Bowl Competition
- 3 Expected date of departure 4/11/2019 Expected date of return 4/15/2019
Expected time of departure 4:00 AM Expected time of return 11:00 PM

Fund	Function	Object	Cost Center	Project #	Amount	Not to Exceed	Project Coordinator Approval (Approval is required prior to travel)
1002E	5100	7500	0215	00650 00000	18000		short term sub pay

- 4 Anticipated expenses (for prior approval)
- | | | |
|---|--|--------------------------|
| <u>Per Diem</u> | (or) | <u>Estimated Costs</u> |
| Registration Fee <u>N/A</u> | Registration Fee <u>N/A</u> | |
| <u>Qtrs @ \$20.00 = \$</u> | Hotel (add 15% to rate for taxes) _____ | Night(s) @ \$ _____ = \$ |
| Miles _____ (Show round trip miles using established rates) | Meal Supplement <u>2</u> Brkfst \$6 <u>2</u> Lunch \$11 <u>2</u> Dinner \$19 | |
| Tolls & Misc _____ | Tolls & Misc _____ | Miles _____ |
- (Show round trip miles using established rates.)

Substitute Needed Yes No Number of Days _____

Approved by
Principal/Supervisor _____ Date 2-22-19

Superintendent's Signature _____ Date _____
Superintendent's signature is only required for travel out-of-state.
Attach a letter indicating uniqueness of opportunity.

Ward Cooper
Employee Name _____

Signature of Employee _____
34693
Employee ID Number _____
0215
Cost Center _____

REQUEST FOR REIMBURSEMENT OF ALLOWABLE EXPENSES
(Complete for Processing Purposes)

Date	(From)	Destination	(To)	Time Left	Time Returned	Number of Miles	Per Diem Quarters	Meal Allowance
N/A								
						rate 44.5¢	\$20.00 per Qtr	
						\$	\$	

I hereby certify that this travel claim is true and correct in every material matter, that the expenses were actually incurred by the undersigned as necessary travel expenses in the performance of my official duties; and that the same conforms in every respect with the requirements of Florida Statute 112.061.

Signature of Employee _____ Date _____
Name of Substitute _____
Substitute's ID Number _____

For Office Use Only

RSN Code _____ Job # _____ Hrs/Days Worked _____

INCIDENTALS (LIST BELOW AND ATTACH RECEIPTS)

Registration N/A
Hotel _____
Meals _____
Mileage _____
Tolls _____
Per Diem _____
Other _____
Grand Total _____

CITRUS COUNTY SCHOOLS
Request for Temporary Duty Assignment

PLEASE SUBMIT THIS FORM AT LEAST TWO WEEKS PRIOR TO DEPARTURE

Date of Request: 2/22/2019

I hereby request a temporary duty assignment at: (indicate the city/street and add miles if necessary)

Academy of Environmental Science

Accompanying Students Yes No

2 For the purpose of National Ocean Science Bowl Competition

3 Expected date of departure 4/11/2019

Expected date of return 4/15/2019

Expected time of departure 4:00 AM

Expected time of return 11:00 PM

Fund	Function	Object	Cost Center	Project #	Amount	Not to Exceed	Project Coordinator Approval (Approval is required prior to travel)
1002E	5100	7500	0215	00650 00000	18000		short term sub pay

4 Anticipated expenses (for prior approval)

Per Diem

(or)

Estimated Costs

Registration Fee N/A

Registration Fee N/A

Qtrs @ \$20.00 = \$

Hotel (add 15% to rate for taxes)

Night(s) @ \$ = \$

Miles (Show round trip miles using established rates)

Meal Supplement 2 Brkfst \$6 2 Lunch \$11 2 Dinner \$19

Tolls & Misc

Tolls & Misc

Miles

(Show round trip miles using established rates.)

Substitute Needed Yes No Number of Days

Approved by
H. Carrie Olsen
Principal/Supervisor

2/22/2019
Date

Zachary Leonard

Employee Name

[Signature]
Signature of Employee

17740

Employee ID Number

0215

Cost Center

Superintendent's Signature _____ Date _____

Superintendent's signature is only required for travel out-of-state.
Attach a letter indicating uniqueness of opportunity.

REQUEST FOR REIMBURSEMENT OF ALLOWABLE EXPENSES
(Complete for Processing Purposes)

Date	(From)	Destination	(To)	Time Left	Time Returned	Number of Miles	Per Diem Quarters	Meal Allowance
N/A								
						at 41.5¢	\$20.00 per Qtr	
						\$	\$	

I hereby certify that this travel claim is true and correct in every material matter, that the expenses were actually incurred by the undersigned as necessary travel expenses in the performance of my official duties; and that the same conforms in every respect with the requirements of Florida Statute 112.061.

Signature of Employee _____ Date _____

Name of Substitute _____

Substitute's ID Number _____

INCIDENTALS (LIST BELOW AND ATTACH RECEIPTS)

Registration N/A

Hotel _____

Meals _____

Mileage _____

Tolls _____

Per Diem _____

Other _____

Grand Total _____

For Office Use Only

RSN Code _____

Job # _____

Hours Worked _____

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Deirdre LaBelle Department of Central Ridge Elementary
Additional contact(s)/originator Jennifer Julian (Bookkeeper) / Jessica Hicks (5th Grade Teacher)
Document Title Donation

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____

Approve donation of project called STEM Alert! Engineering is Elementary! in the amount of \$692.60 from Donors Choose.

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached X available in district office _____ other _____

Executive Summary/Highlights:

This donation will benefit Ms. Hick's 5th grade class. It teaches students problem solving techniques as well as how to think critically and come up with solutions and ideas.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: _____

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy Hicks

(Form Board Approved 7/10/07)

Donation Request Form

Website or Source of
Donation / Grant / Other: Donors Choose

Teacher: HICKS

Project Name: STEM Alert! Engineering is
Elementary!

Goal Amount: 693.00 Please attach a copy of the items requested for donation.

Is there any single item over \$500.00?

Items over \$500.00 must be approved
by the School Board.

Is there any single item over \$1,000.00

Items over \$1,000.00 must be approved
and reported as Fixed Assets.

Using the above indicated source, donations have been requested for items to be used in the classroom. By signing below, you acknowledge that any unconsumed materials will remain the property of Central Ridge Elementary should you no longer be employed with Central Ridge Elementary.

Teacher:

[Signature]

Date:

2/26/19

Approved by Principal:

[Signature]

Date:

2/26/19

***All Packing slips that accompany items related to this project must be turn in to Jennifer Julian.

Build momentum for your project. Share it with your friends and family!

Buttons for 'Share via email', 'Share on Facebook', and 'Share on Twitter'.

4 DONORS

\$693 GOAL

HOORAY! THIS PROJECT IS FULLY FUNDED

Keep the momentum going! Make a donation to Mrs. Hicks for her next project!

\$

Give

Upload a classroom photo.

STEM Alert! Engineering is Elementary!

Help me give my students Outbreak Alert: Engineering a Pandemic Response Kit to promote critical thinking and collaborative learning.

My Students

Students at my school are amazing, they come from diverse backgrounds but they still have positive outlooks. My goal as a teacher is to develop a lifetime love of learning. I hope that kids leave my class with a strong foundation in math and reading skills, but more than that I hope that they leave me with confidence that they are capable and that college can be a possibility for them. I hope that I can give them a positive 5th grade year, full of hands-on learning experiences.

My Project

My students enjoy learning beyond their textbooks. Academic engagement and success increases with hands-on learning opportunities. With this hands-on STEM kit, Outbreak Alert: Engineering a Pandemic Response Kit, my students will meet in groups to learn how to solve problems collaboratively, how to readjust their ideas when something goes wrong, and how to think critically to come up with solutions and ideas to stop an outbreak. Students will learn background information and role play in a potentially real world situation such as: "How can we prepare for and engineer an antiviral to stop a newly discovered virus from infecting a cell?"

Mrs. Hicks

Grades 3-5



Central Ridge Elementary School
Citrus Spgs, FL

More than half of students from low income households.



This classroom project was brought to life by Overdeck Family Foundation and 3 other donors.

View more projects matched by Overdeck Family Foundation.

4 donors have given to this project.

This project will reach 50 students.

Where Your Donation Goes

MATERIALS	COST	QUANTITY	TOTAL	
Outbreak Alert: Engineering a Pandemic Response • AKJ EDUCATION	\$550.45	1	\$550.45	Citrus Spgs, FL Grades 3-5
Materials cost			\$550.45	More than half of students from low-income households
Vendor shipping charges			FREE	Applied Sciences Health & Life Science
State sales tax			\$0.00	
3rd party payment processing fee			\$8.26	
Fulfillment labor & materials			\$30.00	
Total project cost			\$588.71	
Suggested donation to help DonorsChoose.org reach more classrooms			\$103.89	
Total project goal			\$692.60	
Still needed View calculation			\$0.00	

SHARE MRS. HICKS'S PROJECT



Our team works hard to negotiate the best pricing and selections available.

^
Show less

Project Activity

21 HOURS
AGO

Dot, a volunteer at DonorsChoose.org, purchased the **resources** for Mrs. Hicks's classroom and notified the school principal of delivery

21 HOURS
AGO

Mrs. Hicks posted an update

Thank you so much for supporting my classroom and students. Your generosity means the world to us! My students are thrilled to be able to engineer an antivirus in this hands-on STEM Challenge. Thank you for allowing me to take their learning beyond their textbooks and to really engage students in Science, Technology, Engineering, and Math.

With gratitude,
Mrs. Hicks

2 DAYS
AGO

Good news: Project fully funded!

2 DAYS
AGO

Janice Madrid from Greenwich, CT gave

Great project! All the best to you and your students, Mrs. Hicks.

Overdeck Family Foundation matched this donation

Overdeck Family Foundation is thrilled to help bring the Boston Museum of Science's best-in-class STEM kits to classrooms across the country, and help facilitate exciting outside-of-school learning experiences for your students.

Thank this donor

2 DAYS
AGO

Chris White from Wisconsin gave

Overdeck Family Foundation matched this donation

Overdeck Family Foundation is thrilled to help bring the Boston Museum of Science's best-in-class STEM kits to classrooms across the country, and help facilitate exciting outside-of-school learning experiences for your students.

Mrs. Hicks responded

Thank you for supporting my classroom!!

3 DAYS
AGO

Alicia Short from Florida gave

Overdeck Family Foundation matched this donation

Overdeck Family Foundation is thrilled to help bring the Boston Museum of Science's best-in-class STEM kits to classrooms across the country, and help facilitate exciting outside-of-school learning experiences for your students.

Mrs. Hicks responded

Thank you for supporting my classroom!!!

3 DAYS
AGO

Cassandra, a volunteer at DonorsChoose.org, verified the cost of the requested **resources** and posted this project

3 DAYS
AGO

Cassandra, a volunteer at DonorsChoose.org, reviewed the project essay and sent follow-up questions if needed

FEB 23

Mrs. Hicks submitted this project

Supporting teachers and students since 2000

DonorsChoose.org makes it easy for anyone to help a classroom in need. Public school teachers from every corner of America create classroom project requests, and you can give any amount to the project that inspires you.

3,632,769
SUPPORTERS

1,366,413
PROJECTS FUNDED

32,999,843
STUDENTS REACHED

About Us

- Mission
- Impact
- Finances
- Staff & Board
- Careers
- Web Accessibility

Ways to give

- Find a project
- Gift cards
- Partner with us
- Support us
- Volunteer with us
- Leave a legacy gift

Connect

- Help center
- Communities
- Media / Blog
- API & open data
- Contact us



We've earned the highest possible ratings from [Charity Watch](#), [Charity Navigator](#), and [GuideStar](#).

INFORMATION FOR TEACHERS, PRINCIPALS, AND DISTRICT LEADERS

Open to every public school in America thanks to our partners

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Vicki Lofton, Principal Department of Lecanto Primary School
Additional contact(s)/originator Dolores Ramos, Bookkeeper
Document Title Donation

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____
Accept the donation of \$500. from Exxon Mobile.

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached X available in district office _____ other _____

Executive Summary/Highlights:

To enhance student learning in STEM

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy White

(Form Board Approved 7/10/07)

Exxon Mobil Corporation
Educational Alliance Program
P.O. Box 7288
Princeton, New Jersey 08543-7288
855 282 4541 Toll Free
exxonmobil@easymatch.com

October 23, 2018



Ms. Vickie Lofton
Development Director
Lecanto Primary School
3790 W. Educational Path
Lecanto, Florida 34461 United States

Dear Ms. Lofton:

The Exxon Mobil Educational Alliance program has received a nomination for your school to receive a \$500 grant from the local Exxon/Mobil location. Please review the information below to ensure the request meets program guidelines, make corrections if necessary, and sign in the area indicated. If, for any reason, the gift is not acceptable, please supply an explanation on the line provided.

We are not able to complete the processing of this request until this confirmation is returned. The deadline to do so is February 28, 2019. Any certification letters received after that date will not be processed.

Please complete the request after you receive the grant by either:

1. Mailing completed form to:
ExxonMobil Educational Alliance
P.O. Box 7288
Princeton, NJ 08543-7288
2. Faxing completed form to: (609) 799-8019
3. Emailing as an attachment to: ExxonMobil@easymatch.com

Your confirmation below is needed in order for our Branded Wholesaler to receive credit for issuing your school the grant of \$500. Payments for the Exxon Mobil Educational Alliance program are made annually as outlined in our guidelines. Please call us at 1-855-282-4541 if you have any questions. Thanks for your participation in the 2018 Educational Alliance program.

Sincerely,
Exxon Mobil Educational Alliance Program

I certify that the gift described below has been received by this institution. I also certify that this gift will be used for the maintenance and support of this institution in the area of Math and/or Science and that this institution has not provided and will not provide any benefit of more than nominal value to the donor, to any member of the donor's family, or to any individual designated by the donor in return for, or as a result of, this gift.

Gift Amount: \$500

_____ If gift is **NOT** acceptable, please check and indicate the reason:

Signed:
Printed Name: Vickie Lofton

Date: 2/21/19
Title: Principal

CustomerID: 109339
Store #: 316338
Store Name: LECANTO MART
Address: 782 SOUTH ROWE TERRACE
LECANTO, FL 34461

Reference ID: 105M10114734

CITRUS COUNTY SCHOOL BOARD

FEES/MONIES COLLECTED FORM

COST CENTER NAME and NUMBER LPS / 0161

FILL IN ONE OF THE FOLLOWING:

AUCTION NET SALE - tax exempt \$ _____

FACILITY RENTAL CHARGE - tax exempt \$ _____

CUSTODIAL CHARGES \$ _____

CROWD CONTROL \$ _____

CLEANING SUPPLIES/PAPER PRODUCTS \$ _____

TRANSCRIPT REQUEST \$ _____

FIELD TRIPS \$ _____

OTHER: exxon donation \$ 500.00

Describe

Place in cost strip

1001 E 5100 5100 0161 10410

PLUS 6 % SALES TAX:

(If purchaser is Sales Tax Exempt,

Please attach a copy of tax exempt certificate.)

\$ _____

RECEIPT # (if any given to purchaser) _____

TOTAL CHECKS \$ 500.00

TOTAL MONEY ORDERS \$ _____

TOTAL CASH \$ 0

TOTAL MONEY COLLECTED: \$ 500.00

DATE SENT TO FINANCE DEPARTMENT: 2/21/19

COST CENTER REPRESENTATIVE: DRANDY

FOR DISTRICT USE ONLY

DATE RECEIVED: _____

RECEIPT NUMBER: _____

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Mason Department of CHS
Additional contact(s)/originator _____
Document Title Five hundred dollar donation from Mike Scott Plumbing

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____
Approve 500.00 donation from Mike Scott Plumbing

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached _____ available in district office _____ other _____

Executive Summary/Highlights:

funds to be used for CHS baseball program

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: 0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: *Jammy White*

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Mason Department of CHS
Additional contact(s)/originator _____
Document Title Five hundred dollar sponsorship from Mike Scott Plumbing

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____
Approve 500.00 sponsorship for advertisement

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached _____ available in district office _____ other _____

Executive Summary/Highlights:

funds to be used for CHS baseball program

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: 0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilk

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Mason Department of CHS
Additional contact(s)/originator _____
Document Title Five hundred dollar donation

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____
Approve 500.00 donation from Florida State Junior Thespians

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached _____ available in district office _____ other _____

Executive Summary/Highlights:

Funds to be used for CHS Drama Department to go to State competition.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: 0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilson

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Mason Department of CHS
Additional contact(s)/originator _____
Document Title Five hundred dollar sponsorship

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____
Approve 500.00 sponsorship from J.M. Gibson Mechanical for advertisement

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached _____ available in district office _____ other _____

Executive Summary/Highlights:

funds to be used for CHS Baseball program

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: 0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilson

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Mason Department of CHS
Additional contact(s)/originator _____
Document Title Five hundred dollar sponsorship from Local Engineering, Inc.

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____
Approve 500.00 sponsorship for advertisement

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached _____ available in district office _____ other _____

Executive Summary/Highlights:

funds to be used for CHS baseball program

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: 0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy Wilby

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Mason Department of CHS
Additional contact(s)/originator _____
Document Title Five hundred dollar sponsorship from Angelottis Pizza

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____
Approve 500.00 sponsorship for advertisement banner

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached _____ available in district office _____ other _____

Executive Summary/Highlights:

funds to be used for CHS baseball program

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

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- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: 0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy White

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Linda C. Connors *Linda C. Connors* Department of Crystal River High
Additional contact(s)/originator CWO5 Liz Rivera
Document Title Approve donation of \$500.00

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval _____
Approve \$500.00 donation to Crystal River High School NJROTC unit.

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached _____ available in district office _____ other _____

Executive Summary/Highlights:

Approve \$500.00 donation to Crystal River High School NJROTC unit from VFW Post 8189.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: 0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: *Sammy Wilks*

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Linda C. Connors *Linda C. Connors* Department of Crystal River High
Additional contact(s)/originator Anthony Mason
Document Title Approve donation of \$2000

Board Action Required:

Presentation/Recognition _____ Information _____

Consideration/Approval _____

Approve \$2000 donation to Crystal River High School Flag Football from Crystal Motor Car Co. Inc.

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached _____ available in district office _____ other _____

Executive Summary/Highlights:

Approve \$2000 donation to Crystal River High School Flag Football from Crystal Motor Car Co. Inc.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: 0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: *Sammy Wilts*

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for April 9, 2019 School Board Meeting.
Requested by Jason Koon Department of Lecanto High School
Additional contact(s)/originator _____
Document Title Donation

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval To approve a donation of a 2019 Diamond Cargo Trailer with Vinyl graphics from Robert and Polly Michaels.

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached available in district office _____ other _____

Executive Summary/Highlights:

Robert and Polly Michaels donated a 2019 Diamond Cargo Trailer with custom Vinyl graphics. The value of the trailer is 8,641.18 and the graphics were 3500.00 for a total of 12,141.18

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: 12,141.18

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jimmy Wilson

(Form: Board Approved 7/10/07)



Lecanto High School



*Kathy Androski, Assistant Principal
Shawyn Newman, Assistant Principal
Alex Stubenbort, Assistant Principal*


*Jason Koon
Principal*

*David Assumpcao, Dean of Students
Robert Thompson, Dean of Students
Darrick Buettner, IB Coordinator
Ron Allan, Activities Director*

MEMORANDUM

DATE: April 9, 2019

To: Mrs. Himmel
Superintendent

FROM: Jason Koon 
Principal

SUBJECT: Approve Donation

To approve a donation of a 2019 Diamond Cargo Trailer with vinyl graphics to the Lecanto High School Band from Robert and Polly Michaels.

Attachments

Lecanto High School will encourage students and staff to become active and lifelong learners and will provide a positive learning environment so that students and staff can develop to their full potential in order to meet the needs of, participate in and improve our global society.

3810 West Educational Path Lecanto, FL 34461 Phone: (352) 746-2334 Fax: (352) 249-2136

Trailer Donation to Lecanto High School Marching Band

2/19/2019

We, Polly and Robert Michaels of 2721 West Yuletide Ct, Homosassa, are thrilled to donate this 2019 Diamond Cargo Trailer 8.5*30, VIN 53NBE3026K1070018 (hereinafter referred to as "The trailer") to the Lecanto High School Marching Band (hereinafter referred to as "The band.")

As a part of this donation,:

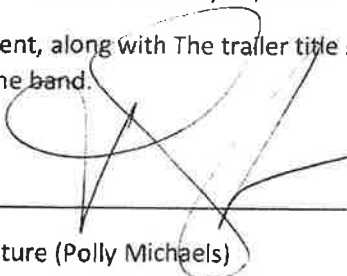
- The trailer is to be used for The band and its functions only.
- There are to be no advertisements, sponsors, corporate or business logos, slogans, ads, etc. on any part of The trailer in perpetuity. The only graphics/artwork/wordage on The trailer will be school or band logo or band performance related.

The total donation for the trailer is \$8641.18.


The total donation for the vinyl graphics is \$3500.00.

The donation date is: February 22, 2019.

This document, along with The trailer title shall serve as proof of this donation, received by Mr. Bobby Crane for The band.



Donor signature (Polly Michaels)



Donor Signature (Robert Michaels)





Receiving for Lecanto High School Band (Print, then sign)

**PRIDE OF LECANTO
MARCHING BAND**



REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Earnie Olsen, Department of Marine Science Station
Additional contact(s)/originator _____
Document Title Donation of \$600.00 from the City of Crystal River

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval Approve a donation of \$600.00 for Coastal Camp Citrus from the City of Crystal River

Backup Materials: attached _____ available in district office _____ other _____

Executive Summary / Highlights:

A donation of \$600.00 for Coastal Camp Citrus Scholarships in 2019 from the City of Crystal River

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy Walker
(Form Board Approved 7/10/07-original)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Gloria Bishop, Director Department of Withlacoochee Technical College
Additional contact(s)/originator Karen Davis
Document Title Donation of \$2,000.00 from Women of Sugarmill Woods, Inc.

Board Action Required:

Presentation/Recognition _____
 Consideration/Approval Requesting approval of \$2,000.00 donation from Women of Sugarmill Woods, Inc.
(This wording should be your actual motion to appear on the agenda)

Backup Materials: -attached available in district office _____ other _____

Executive Summary / Highlights:

We are requesting approval for a donation of \$2,000.00 from Women of Sugarmill Woods, Inc. This donation will be used to fund scholarships, fees, and supplies for WTC Practical Nursing students, Kristina Hintz and Lauralyn Hollis.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: No Financial Impact

Amount Budgeted _____ Additional Amount Requested _____

Funding Source _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy White
(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Gloria Bishop, Director Department of Withlacoochee Technical College
Additional contact(s)/originator Karen Davis
Document Title Donation of \$15, 000.00 from the Black Diamond Foundation, Inc.

Board Action Required:

Presentation/Recognition _____
✓ Consideration/Approval Requesting approval of \$15, 000.00 donation from the Black Diamond Foundation, Inc
(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached available in district office _____ other _____

Executive Summary / Highlights:

We would like to request approval for a donation of \$15, 000.00 from the Black Diamond Foundation, Inc. This donation will be used to assist students by providing scholarships, obtaining instructional materials and equipment, and by paying for school fees, tests or other certifications.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: No Financial Impact

Amount Budgeted _____ Additional Amount Requested _____

Funding Source _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Jammy White
(Form Board Approved 7/10/07)



February 5, 2019

Ms. Gloria Bishop
Director, Withlacoochee Technical College
1201 West Main Street
Inverness, FL 34459

RE: Black Diamond Foundation, Inc. 2019 Grant

Dear Ms. Bishop:

Thank you for attending yesterday's meeting of the Black Diamond Foundation, Inc. We appreciated the update on the work done by Withlacoochee Technical College (WTC) to assist those persons seeking to advance their skills. At the meeting, the Board voted unanimously to provide WTC with a grant in the amount of \$15,000.00 to support Citrus County students in need.

As with past grants, the Board did not restrict the grant, instead asking that the funds be added to the general scholarship fund, to be used as WTC see fit to enable students to meet their educational goals by providing student scholarships, helping to obtain instructional materials and equipment, or paying for fees or other industry testing and certifications.

Foundation check number 2012 in the amount of \$15,000.00 is enclosed.

We wish you continued success.

Sincerely,

A handwritten signature in cursive script that reads "Susan B. Savard".

Susan B. Savard
Treasurer

enclosure

MM

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for the March 12, 2019 School Board Meeting.

Requested by Tammy Wilson, Finance Director

Additional contact(s)/originator Barbara Leritz, Senior Finance Accountant

Document Title: Active Surplus Property List

Board Action Required:

Presentation/Recognition _____ Information _____

Consideration/Approval: Disposal of Active Surplus Property

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

Items on this list are no longer useful to the District. They will be disposed of in accordance with approved procedures.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District:

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by:

(Form Board Approved 7/10/07)

Tammy Wilson

SURPLUS FOR MARCH 12, 2019 BOARD MEETING

Tag Number	Serial Number	Item Description	Location	Reason	Date Purchased	Purchase Price	Current Value
040998	3806662	Dell Latitude E6410	AES	Broken/Outdated/Used for parts	8/14/2015	390.66	162.78
041174	3852584	Dell Latitude E6410	AES	Broken/Outdated/Used for parts	8/14/2015	390.66	162.78
041176	3852630	Dell Latitude E6410	AES	Broken/Outdated/Used for parts	8/14/2015	390.66	162.78
041177	3852633	Dell Latitude E6410	AES	Broken/Outdated/Used for parts	8/14/2015	390.66	162.78
062029	5DM8SK1	Dell Latitude E6400 Laptop	AES	Broken/Outdated/Used for parts	9/17/2012	467.07	0.00
063132	HND3SK1	Dell Latitude E6400 Laptop	AES	Broken/Outdated/Used for parts	9/14/2009	1,001.00	0.00
071327	1G6NBK1	Dell Latitude E6400 Laptop	AES	Broken/Outdated/Used for parts	9/17/2012	467.07	0.00
071333	DCQSSK1	Dell Latitude E6400 Laptop	AES	Broken/Outdated/Used for parts	9/17/2012	467.07	0.00
071335	F1XJGM1	Dell Latitude E6400 Laptop	AES	Broken/Outdated/Used for parts	9/17/2012	467.07	0.00
071341	9J83VK1	Dell Latitude E6400 Laptop	AES	Broken/Outdated/Used for parts	9/17/2012	467.07	0.00
071351	FG4B0L1	Dell Latitude E6400 Laptop	AES	Broken/Outdated/Used for parts	9/17/2012	467.07	0.00
071844	3083383	Dell Latitude E6410	AES	Broken/Outdated/Used for parts	4/14/2014	400.68	60.09
071853	3083418	Dell Latitude E6410	AES	Broken/Outdated/Used for parts	4/14/2014	400.68	60.09
071858	3132566	Dell Latitude E6410 Laptop	AES	Broken/Outdated/Used for parts	4/14/2014	400.68	60.09
085391	F69RXN1	Dell Latitude E6510 Laptop	AES	Broken/Outdated/Used for parts	9/15/2011	1,478.62	0.00
Academy of Environmental Science Sub Total							831.39
061355	None	32 RFC Clicker Response Sys.	Bus. Svcs.	Outdated	9/14/2011	1,127.00	26.83
063054	None	24 NXT Response System	Bus. Svcs.	Outdated	8/12/2011	1,328.00	15.84
Business Services Sub Total							42.67
056776	CNRXK63431	HP Laserjet 1200 DPI Printer	CHS	Broken/Not cost effective to repair	6/28/2007	1,075.00	0.00
061034	3D98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
061035	4D98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
061036	JC98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
061037	1D98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
061038	2D98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
061039	7D98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
061040	8D98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
061042	FC98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
061046	DC98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
061047	6D98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
063389	HC98SQL	Dell Latitude 2120 Notebook	CHS	Obsolete/Used for Parts	9/14/2011	722.39	0.00
063390	N/A	Dell Latitude Docking Cart	CHS	Obsolete/Used for Parts	9/14/2011	2,342.39	0.00

SURPLUS FOR MARCH 12, 2019 BOARD MEETING

Tag	Number	Serial Number	Item Description	Location	Reason	Date Purchased	Purchase Price	Current Value
045984	940400029474		Water Testing Equipment	MSS	Equipment non-functional/Chemicals are expired	6/30/1994	3,195.00	0.00
064863	1M5DNNMV20D1N00095		Murray Magic Tilt Boat Trailer	MSS	Scrapped due to poor condition	1/24/1984	1,785.11	0.00
					Marine Science Sub Total		4,980.11	0.00
080041	188Z8P1		Dell Optiplex 780 Desktop	Student Srv	Outdated /used for parts	3/10/2011	946.34	0.00
					Student Services Sub Total		946.34	0.00
040732	061006-0071		Redcat All In One	TRC	Outdated/Unable to be updated	11/21/2006	1,141.00	0.00
054692	SG615JZ00L		HP Procurve 5308xl Chassis	TRC	End of Life	5/22/2006	3,638.00	0.00
055016	SG523JZOGI		HP Procurve 5372XL Switch	TRC	Outdated/Unable to be updated	6/28/2005	6,000.00	0.00
055019	SG523JZO1N		HP Procurve 5308XL	TRC	Outdated/Unable to be updated	6/28/2005	4,986.00	0.00
055094	SG523JZOHQ		HP Procurve 5308xl Chasiss	TRC	End of Life	9/27/2005	9,663.00	0.00
056222	401397		Coolsfan 5000 ED Film Scanner	TRC	Outdated/Unable to be used	6/12/2006	1,011.36	0.00
056894	RX8500705020702		Lightspeed 850iR AMP	TRC	Not cost effective to repair	6/30/2007	1,071.00	0.00
057487	RX850-070502-0159		Lightspeed 850iR AMP	TRC	Not cost effective to repair	6/30/2007	1,071.00	0.00
057616	SG713XS09J		HP Procurve 10/100 Switch	TRC	Outdated/Unable to be updated	6/12/2007	1,249.00	0.00
057621	SG713XSOAY		HP Procurve 10/100 Switch	TRC	Outdated/Unable to be updated	6/12/2007	1,249.00	0.00
057630	SG713XS090		HP J4820B 10/100xl Module	TRC	End of Life	6/12/2007	1,249.00	0.00
057634	SG713XSOKA		HP J4820B 10/100xl Module	TRC	End of Life	6/12/2007	1,249.00	0.00
057635	SG713XSOKY		HP J4820B 10/100xl Module	TRC	End of Life	6/12/2007	1,249.00	0.00
057851	RX8500705020642		Lightspeed 850iR AMP	TRC	Not cost effective to repair	6/30/2007	1,071.00	0.00
057968	RE060526-4-0265		Lightspeed 850iR AMP	TRC	Not cost effective to repair	6/30/2007	1,071.00	0.00
059113	BBRKJH1		Dell Server Power Edge 2950	TRC	Cost too much to repair	10/28/2008	4,668.10	0.00
059492	7F8M5M1		Dell 780 Desktop	TRC	Old/Not cost effective to repair	4/14/2010	961.64	0.00
059957	9MXR4M1		Dell Server Power Edge R710	TRC	Cost too much to repair	4/14/2010	7,564.21	0.00
059958	JMXR4M1		Dell Server Power Edge R710	TRC	Cost too much to repair	4/14/2010	7,564.21	0.00
059960	CMXR4M1		Dell Server Power Edge R710	TRC	Cost too much to repair	4/14/2010	7,564.21	0.00
059961	BMXR4M1		Dell Server Power Edge R710	TRC	Too costly to repair	4/14/2010	7,564.21	0.00
059963	INXR4M1		Dell Server Power Edge R710	TRC	Too costly to repair	4/14/2010	7,564.21	0.00
059964	DMXR4M1		Dell Server Power Edge R710	TRC	Too costly to repair	4/14/2010	7,564.21	0.00
059965	446R4M1		Dell Powervault MD3000I	TRC	Too costly to repair	4/14/2010	7,564.21	0.00
060055	3V2LOM1		Dell E6500 Laptop	TRC	Too costly to repair	4/14/2010	11,207.31	1,961.29
061992	None		Kindle Fire WiFi 7"	TRC	Old/Not cost effective to repair	6/30/2018	1,074.00	0.00
063652	DMRKQ5BMF182		Apple iPad WiFi 16GB Black	TRC	Outdated technology, unable to be updated	6/15/2012	192.15	0.00
071418	9X66XV1		Dell Equallogic PS4100E	TRC	Broken beyond repair	7/15/2013	479.00	0.00
071441	RX8501002100107		Lightspeed 850iR AMP	TRC	Too costly to repair	12/14/2012	13,782.30	6,087.18
071629	5F3WGX1		Dell Server Power Edge R720	TRC	Not cost effective to repair	6/30/2007	1,071.00	0.00
					Cost too much to repair	6/30/2013	6,997.97	3,440.65

SURPLUS FOR MARCH 12, 2019 BOARD MEETING

Tag	Number	Serial Number	Item Description	Location	Reason	Date Purchased	Purchase Price	Current Value
	074683	DMPMWM1F182	Apple iPad 4th Gen WiFi 16GB	TRC	Was at PGE/surplused for newer model	9/11/2014	379.00	88.43
	080102	115TXN1	Dell E6510 Laptop	TRC	Old/Not cost effective to repair	3/10/2011	1,478.62	0.00
	080887	7P5TXN1	Dell E6510 Laptop	TRC	Old/Not cost effective to repair	4/11/2011	1,478.62	0.00
	081899	6MQ39P1	Dell 780 Desktop	TRC	Old/Not cost effective to repair	5/10/2011	1,015.66	0.00
	081980	1V5D9P1	Dell 780 Desktop	TRC	Not cost effective to repair	5/10/2011	1,015.66	0.00
	082743	FQZXXN1	Dell E6510 Laptop	TRC	Old/Not cost effective to repair	8/10/2011	1,478.62	0.00
	082994	9VYSXN1	Dell E6510 Laptop	TRC	Old/Not cost effective to repair	10/6/2011	1,478.62	0.00
	083846	1B529P1	Dell Optiplex 780 Desktop	TRC	Was at IMS/used for parts	8/10/2011	946.34	0.00
	084423	GQOTXN1	Dell E6510 Laptop	TRC	Old/Not cost effective to repair	8/10/2011	1,478.62	0.00
	084642	2JC89P1	Dell Optiplex 780 Desktop	TRC	Old/Not cost effective to repair	8/10/2011	1,478.62	0.00
	084711	3HFRXN1	Dell E6510 Laptop	TRC	Was at CRP/used for parts	8/10/2011	1,015.66	0.00
	084712	5KOTXN1	Dell E6510 Laptop	TRC	Old/Not cost effective to repair	8/10/2011	1,478.62	0.00
	084795	2J329P1	Dell 780 Desktop	TRC	Old/Not cost effective to repair	8/10/2011	1,478.62	0.00
	086379	6J559P1	Dell 780 Desktop	TRC	Was at CRM Not functional used for parts	8/10/2011	1,015.66	0.00
	087686	DMRKQ4YKF182	Apple iPad WiFi 16GB Black	TRC	Old/Not cost effective to repair	6/8/2011	1,015.66	0.00
	088780	DMRKQSEYF182	Apple iPad WiFi 16GB Black	TRC	Broken beyond repair	7/15/2013	479.00	0.00
	088787	DMRKQ5NTF182	Apple iPad WiFi 16GB Black	TRC	Broken beyond repair	7/15/2011	479.00	0.00
	094789	GG7WV5B6JF8J	Apple iPad Gen 6 32GB	TRC	Broken beyond repair	7/15/2013	479.00	0.00
					Was at IMS/Broken beyond repair	7/1/2018	298.00	298.00
TRC Sub Total							141,276.07	11,875.55
080036	18839P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	3/10/2011	946.34	0.00
080038	19XZ8P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	3/10/2011	946.34	0.00
081375	1BLO9P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	3/10/2011	946.34	0.00
081382	1BJ49P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	3/10/2011	946.34	0.00
081407	19W59P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	3/10/2011	946.34	0.00
081417	19SY8P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	3/10/2011	946.34	0.00
081435	18M79P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	3/10/2011	946.34	0.00
081436	18L39P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	3/10/2011	946.34	0.00
082354	1BU09P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
082355	1BN29P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
082361	1BH29P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
082368	1BJ29P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
083096	17Z69P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
083097	18289P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
083099	18059P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
083100	18119P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
083101	17Z59P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
083102	18419P1		Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00

SURPLUS FOR MARCH 12, 2019 BOARD MEETING

Tag Number	Serial Number	Item Description	Location	Reason	Date Purchased	Purchase Price	Current Value
083538	17Z49P1	Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	5/10/2011	946.34	0.00
084265	1B7Z8P1	Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
084463	1B5Z8P1	Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
084764	19Z39P1	Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
084776	1B059P1	Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	8/10/2011	946.34	0.00
085445	18M69P1	Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	9/15/2011	946.34	0.00
086068	18G69P1	Dell OptiPlex 780 Desktop	WTC	Obsolete/No longer useable/Used for Parts	6/8/2011	946.34	0.00
Withlacochee Tech Sub Total						23,658.50	0.00
Grand Total						\$210,625.97	\$13,787.85

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Tammy Wilson, Director of Finance Department of Finance
Additional contact(s)/originator Eric Stokes, Director of Facilities, Construction and Maintenance
Document Title BID 2019-15 Floral City Elementary cafeteria HVAC replacement, Bldg 2

Board Action Required:

Presentation/Recognition _____ Information _____
✓ Consideration/Approval Approve Award of BID 2019-15 Floral City Elementary cafeteria HVAC replacement, Bldg 2 to Horne Construction, Inc.
(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached available in district office _____ other _____

Executive Summary / Highlights:
Replace FCE cafeteria HVAC, bldg 2
Contract Period: Effective 03/12/2019 through 03/11/2020
260 Bids solicited
3 Bids received
0 "No Bids" received
0 Bids rejected

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: \$ 108,635.47

Amount Budgeted \$ 205,585.00 Additional Amount Requested _____

Funding Source Project 45710

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____
Pay grade/level _____
Benefits _____ Terms of Position _____

Financial Impact reviewed by: Tammy Wilson

(Form Board Approved 7/10/07)

Verrando Engineering Co., Inc.

1111 NE 25th Avenue, Suite 401
Ocala, Florida 34470
C.A. Lic. No: 5846

February 20, 2018
Phone: (352) 274-9360
Email: email@vengco.com

Citrus County School Board
Attn: Mr. Jim Gerlach
1007 W. Main Street
Inverness, Florida 34450

15480804

Phone: (352) 726-1931 Ext 2289
Email: GerlachJ@citrus.k12.fl.us

RE: Floral City Elementary School Cafeteria HVAC Replacement Project (Bid No. 2019-15)
Bid Recommendation.

Dear Mr. Gerlach:

Our Firm reviewed the bid documents submitted by the three qualified bidders for the Citrus County School System – Floral City Elementary School Cafeteria HVAC Replacement Project. The lowest bid by any Firm was for the Base Bid System Configuration by Horne Construction, Inc. The base bid submitted by Horne Construction, Inc, for a value of One Hundred and Four Thousand, Thirty Five Dollars and 00/100ths (\$104,035.00) is 35.7% less than the project budget of \$162,000.00.

On Thursday, February 14th at 2:00 P.M., bids were received from Air Mechanical & Service Corp, Horne Construction, Inc, and Johnson Controls, Inc for the Citrus County School System – Floral City Elementary School Cafeteria HVAC Replacement Project. The bids were opened, inventoried and read aloud with the amounts listed on the attached Bid Tabulation Sheet. The lowest bidder Horne Construction, Inc, submitted a complete bid package and took no exceptions with the bid documents.

Alternate Number 2 is for an additional four years of warrantee on the HVAC Compressors, Rooftop Air Conditioner Unit, Blower, Fans, Coils, Refrigerant Piping and Refrigerant and the Bi-Polar Ionization Unit, for an additional \$4,577.00. The combined base bid and Alternate 2 price is \$108,635.47 and is 32.9% less than the project budget.

We are recommending that the Citrus County School System – Floral City Elementary School Cafeteria HVAC Replacement Project be awarded to the lowest qualified bidder, Horne Construction, Inc for a contract amount of \$108,635.47 for the Base Bid and Alternate Number Two.

Sincerely,

Matthew R. Verrando

2/20/18

Matthew R. Verrando, President
P.E. No: 39664

(Date)

Attachments

1. Bid Tabulation Sheet.



SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS

*"Where Learning is the Expectation
And Caring is a Commitment"*

*Purchasing Department
Christine Jernigan, Purchasing Manager*

- THOMAS KENNEDY
DISTRICT 1
- VIRGINIA BRYANT
DISTRICT 2
- DOUGLAS A. DODD
DISTRICT 3
- SANDRA COUNTS
DISTRICT 4
- LINDA B. POWERS
DISTRICT 5

February 22, 2019

Horne Construction, Inc.
 PO Box 1480
 338 Commerce Court
 Winter Haven, FL 33880
 Email: tim@horneconstructionfl.com
 Phone: (863) 298-8090
 Fax: (863) 298-8109

ATTN: Boyce B. Horne Jr.

Re: 2019-15 Floral City Elementary cafeteria HVAC Bldg 2

Dear Boyce B. Horne Jr.;

In regard to the above referenced Bid, please accept this letter as notification of **Intent to Award** your company the above bid, 2019-15 Floral City Elementary cafeteria HVAC Bldg 2; anticipated Board Approval date for this bid is **March 12, 2019**. A copy of the Tabulation Sheet is attached and is also available for viewing on VendorLink @ www.myvendorlink.com

We look forward to a positive business relationship with your company.


 Sincerely,
Teresa Gerlach
 Buyer, Purchasing Dept
 1007 West Main Street – Bldg. 200
 Inverness, FL 34450-4625

CC: Facilities

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Tammy Wilson, Director of Finance Department of Finance
Additional contact(s)/originator Eric Stokes, Director of Facilities, Construction and Maintenance
Document Title BID 2019-16 Floral City Elementary Intercom Upgrade

Board Action Required:

Presentation/Recognition _____ Information _____
✓ Consideration/Approval Approve Award of BID 2019-16 Floral City Elementary Intercom Upgrade to
JSC Systems dba Jacksonville Sound & Communication
(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached available in district office _____ other _____

Executive Summary / Highlights:

Floral City Elementary school Intercom Project

Contract Period: Effective 03/11/2019 through 03/10/2020

2,109 Bids solicited

3 Bids received

0 "No Bids" received

0 Bids rejected

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: \$ 108,635.47

Amount Budgeted \$ 138,021.00 Additional Amount Requested _____

Funding Source Project 45720

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Tammy Wilson

(Form Board Approved 7/10/07)

Verrando Engineering Co., Inc.

1111 NE 25th Avenue, Suite 401
Ocala, Florida 34470
C.A. Lic. No: 5846

February 20, 2018
Phone: (352) 274-9360
Email: email@vengco.com

Citrus County School Board
Attn: Mr. Jim Gerlach
1007 W. Main Street
Inverness, Florida 34450

15470804

Phone: (352) 726-1931 Ext 2289
Email: GerlachJ@citrus.k12.fl.us

RE: Floral City Elementary School Intercom Replacement Project (Bid No. 2019-16)
Bid Recommendation.

Dear Mr. Gerlach:

Our Firm reviewed the bid documents submitted by the three qualified bidders for the Citrus County School System – Floral City Elementary School Intercom Replacement Project. The lowest bid by any Firm was for the Base Bid System Configuration by JSC Systems. The base bid submitted by JSC Systems, for a value of ninety-nine thousand, nine hundred dollars and 00/100ths (\$99,900.00) is 8% less than the project budget of \$108,691.00.

On Thursday, February 14th at 2:30 P.M., bids were received from JSC Systems, Alarm & Communication Sys, Inc. (ACSi), and Mid State Electric of Ocala, Inc for the Citrus County School System – Floral City Elementary School Intercom Replacement Project. The bids were opened, inventoried and read aloud with the amounts listed on the attached Bid Tabulation Sheet. The lowest bidder JSC Systems, submitted a complete bid package and took no exceptions with the bid documents.

We are recommending that the Citrus County School System – Floral City Elementary School Intercom Replacement Project be awarded to the lowest qualified bidder, JSC Systems for a contract amount of \$99,900.00 for the Base Bid and no other Alternates.

Sincerely,

Matthew R. Verrando 2/20/18

Matthew R. Verrando, President (Date)
P.E. No: 39664

Attachments

1. Bid Tabulation Sheet.

ITB 2019-16
 FCE Intercom Upgrade
 Open Thursday, February 14, 2019 @ 2:30pm

	JSC Systems c.anchor@jscsystems.net		Alarms & Communications, Inc. (ACSI) GregT@arsysys.com		Mid State Electric of Ocala, Inc. yvwoiffo@midstateelectric.net	
BOND	✓		✓		✓	
Pre-qualification certificate	✓		✓		✓	
Trench safety statement	✓		✓		✓	
Current Florida Contractor's License as required by law	✓		✓		✓	
Base	✓	99,900.00				
Alternate 1			✓	160,250.00	✓	343,750.00
Alternate 2	✓	19,500.00	✓	10,600.00		170,850.00
Alternate 3	✓	2,000.00				
Alternate 4						
Alternate 5						
VE Alt 1, Option 1 (ASCI)			✓	151,900.00		
VE Alt 1, Option 2 (ASCI)			✓	137,900.00		

2.109 Vendors notified
 3 Bids received
 0 No bids received

It is the intent of the Purchasing Department to recommend Award of 2019-16 Floral City Elementary Intercom Upgrade to **JSC Systems** as indicated as the most responsive, responsible bidders
 Posted: 02/22/2019
 Failure to file a protest within the time prescribed in section 120.57(3), Florida Statutes or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under chapter 120, Florida Statutes.



SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS

*"Where Learning is the Expectation
And Caring is a Commitment"*

*Purchasing Department
Christine Ferrigan, Purchasing Manager*

THOMAS KENNEDY
DISTRICT 1

VIRGINIA BRYANT
DISTRICT 2

DOUGLAS A. DODD
DISTRICT 3

SANDRA COUNTS
DISTRICT 4

LINDA B. POWERS
DISTRICT 5

February 22, 2019

JSC Systems dba Jacksonville Sound & Communications

5021 Stepp Avenue

Jacksonville, FL 32216

Email: c.anchors@jscsystems.net

Phone: (904) 737-3512

Fax: (904) 737-8553


ATTN: Mark Engstrom

Re: **BID Floral City Elementary School Intercom Upgrade**

Dear Mark Engstrom;

In regard to the above referenced Bid, please accept this letter as notification of **Intent to Award** your company the above bid, BID Floral City Elementary School Intercom Upgrade; anticipated Board Approval date for this bid is **March 12, 2019**. A copy of the Tabulation Sheet is attached and is also available for viewing on VendorLink @ www.myvendorlink.com

We look forward to a positive business relationship with your company.


Sincerely,

Teresa Gerlach

Buyer, Purchasing Dept

1007 West Main Street – Bldg. 200

Inverness, FL 34450-4625

CC: Facilities

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Tammy Wilson, Director of Finance Department Finance
Additional contact(s)/originator Eric Stokes, Director of Facilities, Construction and Maintenance
Document Title BID 2019-14 Lecanto Primary School Replace Fire Alarm System

Board Action Required:

Presentation/Recognition _____ Information _____

✓ Consideration/Approval To Reject Bid 2019-14 Lecanto Primary School- Replace Fire Alarm System

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached ✓ available in district office _____ other _____

Executive Summary / Highlights:

Bid 2019-14 Lecanto Primary School – Replace Fire Alarm System is being rejected according to: SBE Rule 6A-1.012, (8)

The district school board shall have the authority to reject any or all proposals submitted in response to any competitive solicitation and request new proposals or purchase the required commodities or contractual services in any other manner authorized by this section.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District:

Amount Budgeted _____ Additional Amount Requested _____

Funding Source _____

Personnel:

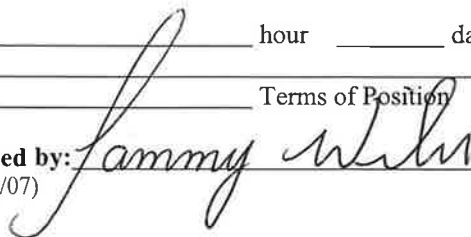
Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by:

(Form Board Approved 7/10/07)



AGI Anston-Greenlees, Inc.
Mechanical & Electrical Consulting Engineers

February 26, 2019

Mr. Eric Stokes
Citrus County School Board - Facilities and Construction
1007 West Main Street
Inverness, Florida 34450-4698

**Lecanto Primary School – Replace Fire Alarm System – Bid No. 2019-14
Review of Bids and Recommendation**

Dear Eric:

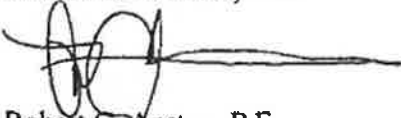
I have reviewed the bid proposal that was received by the Citrus County School Board Purchasing Department, on February 19, 2019, from Mid State Electric of Ocala, Inc.

The bid amount was \$549,125.00. Alternate No. 1 was bid in the amount of \$66,700.00, and Alternate No. 2 was bid in the amount of \$5,750.00.

This bid proposal amount far exceeds our opinion of the potential construction cost for the Base Bid at \$290,273; Alternate No. 1 at \$20,130; and Alternate No. 2 at \$3,716. In addition, in spite of the fact that three bidders attended the mandatory pre-bid meeting, the Mid State Electric bid proposal was the only bid received.

Therefore, we are recommending that the bid be rejected, and the project be scheduled for a re-bid. Should you have any questions, please do not hesitate to call.

Anston-Greenlees, Inc.



Robert C. Anston, P.E.
Managing Principal
Principal Electrical Engineer

xc: file

I:\BREV\18054\001\CORRES\2019-02-26 Lecanto Fire Alarm Replace - Bid Recommendation.docx



MM

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Kathy Androski, Department of Educational Technology
Additional contact(s)/originator _____
Document Title Approve Siteimprove Subscription Agreement

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval Approve Siteimprove Subscription Agreement

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

Siteimprove reviews our Websites for quality and accessibility. It enables us to locate and fix accessibility issues and quality errors that could potentially damage the visitor experience, kill conversions, and compromise our reputation.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.

X Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: \$9,050.00
Amount Budgeted \$0 Additional Amount Requested \$9,050.00

Funding Source: Project 49710 - Enterprice Software

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____
Pay grade/level _____
Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy White
(Form Board Approved 7/10/07-original)

Request for Taxpayer Identification Number and Certification

**Give Form to the
requester. Do not
send to the IRS.**

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Siteimprove, Inc.		
	2 Business name/disregarded entity name, if different from above		
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.		4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
	<input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ▶ _____		
	5 Address (number, street, and apt. or suite no.) See instructions. 7807 CreekrIDGE Circle		Requester's name and address (optional)
	6 City, state, and ZIP code Minneapolis, MN 55439		
	7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number	
[] [] [] - [] [] - [] [] [] []	
or	
Employer identification number	
2 0 - 3 4 2 5 0 0 9	

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ▶	Date ▶ <u>12/03/2018</u>
------------------	----------------------------	--------------------------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

**ADDENDUM
TO
SOFTWARE-AS-A-SERVICE AGREEMENT
BETWEEN THE
THE SCHOOL BOARD OF CITRUS COUNTY, FLORIDA
AND
SITEIMPROVE, INC.**

This Addendum ("Addendum") supplements and modifies that certain Software-as-a-Service ("Agreement") by and between and **THE SCHOOL BOARD OF CITRUS COUNTY, FLORIDA** ("BOARD") and **SITEIMPROVE, A CALIFORNIA CORPORATION**, ("SITEIMPROVE"), dated March 1st, 2019. It is the intent of the parties that this Addendum shall control as to any conflicting terms or conditions set forth in the Agreement.

1. PUBLIC RECORDS NOTICE:

IF SITEIMPROVE HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE MGM'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS, THE DIRECTOR OF RISK MANAGEMENT, AT 352-726-1931 ext. 2270, CERNICHC@CITRUS.K12.FL.US; 1007 W. MAIN STREET, INVERNESS, FLORIDA 34450.

SITEIMPROVE is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of its duties under this contract and will specifically:

- a. Keep and maintain public records required by the BOARD to perform the service.
- b. Upon request from the BOARD's custodian of public records, provide the BOARD with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the 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 Agreement if the SITEIMPROVE does not transfer the records to the School Board.

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

e. The failure of the SITEIMPROVE to comply with the provisions set forth in this shall constitute a default and material breach of this Agreement, which may result in immediate termination, with no penalty to the BOARD.

2. **CONFIDENTIAL AND TRADEMARK INFORMATION:** The Parties recognize that the BOARD is subject to the provisions of the Florida Public Records Law, as codified in Chapter 119, Florida Statutes. Any claim by SITEIMPROVE that its records or work is confidential, or a trade secret must be made in compliance with s. 812.081 and s. 815.045, Florida Statutes. In the event that School Board is served with a request to disclose any or all of SITEIMPROVE's Confidential Information or Trade Secret Information pursuant to the requirements of applicable law, a judicial or governmental request, requirement or order or otherwise, BOARD will promptly notify SITEIMPROVE in order to provide SITEIMPROVE sufficient time to object to such request and pursue a court order protecting the disclosure of such information at SITEIMPROVE sole costs and expense. SITEIMPROVE shall notify BOARD, in writing, of its intent to seek protection of the Confidential Information within 10 days of receipt of BOARD's notification. SITEIMPROVE failure to notify BOARD of its intent to seek protection shall authorize the disclosure of the requested information and shall authorize School Board to comply with the disclosure request. If SITEIMPROVE notifies BOARD of its intent to seek a court order protecting the disclosure of the information, then BOARD will take reasonable steps to cooperate with SITEIMPROVE in contesting such request, requirement or order or in otherwise protecting SITEIMPROVE rights prior to disclosure.

3. **GOVERNING LAW AND VENUE.** This Agreement shall be governed by and construed in accordance with the laws of the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Citrus County, Florida (hereinafter the "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, and agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court. Each of the Parties consents to the jurisdiction of the Court, acknowledges that the Court has jurisdiction

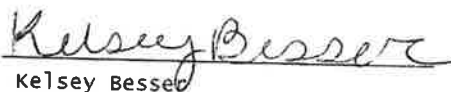
over this Agreement, and that the Court shall retain jurisdiction for the purposes of implementing and enforcing the terms of this Agreement.

4. **AMBIGUITY.** In the event of any ambiguity, conflict or inconsistency between this Addendum and the Agreement, the terms and conditions of this Addendum shall prevail and control.

The School Board of Citrus County, Florida

SITEIMPROVE, a California Corp.

Thomas Kennedy, Chairman


Kelsey Besse

Date

Printed or Typed Name of
Authorized Representative

Sales director

Title of Designee

February 15, 2019 | 10:15 PST

Date

Act With Digital Certainty



www.siteimprove.com

78260

Software-as-a-Service Subscription Agreement

This Software-as-a-Service Subscription Agreement ("**Agreement**") is by and between Siteimprove, Inc., a California corporation with a business address at 7807 CreekrIDGE Circle, Minneapolis, MN 55439, and its Affiliates (defined below) (collectively, "**Siteimprove**") and **Citrus County Schools** ("**Customer**" / "**you**" / "**your**") for Siteimprove services. This Agreement consists of the following: (A) this Software-as-a-Service Subscription Agreement document; (B) Exhibit A, "Website(s); (C) Exhibit B, "Terms and Conditions"; and (D) any other exhibits listed in this Agreement.

This offer is only valid if signed by you on or before March 13, 2019. After that date, please contact Siteimprove to issue a new offer.

Below is a description of the modules that are included in the Agreement ("**Included Services**");

Product Bundle: **Education Complete**

Included Services	Limits (the "Limits")*
Quality Assurance Crawls website and identifies quality issues.	5,000 Pages
Policy Allows Customer to set website parameters to ensure consistency in content.	
Accessibility Checks website against selected WCAG 2.1 accessibility standards and WAI-ARIA techniques.	
SEO Details technical and content-related issues affecting search engine rankings and traffic to the website.	
Priority Allows Customer to set criteria for order in which issues and errors are reported. <u>This service requires the implementation of a script on the website.</u>	
Accessibility Community Membership Membership to Siteimprove's Accessibility Community.	
PDF Scanning	5,000 PDFs
Response Monitors website's availability and performance.	3 Response Check Points
Usability Understand your users' experience on your website with Heat Maps, Scroll Maps, Click Maps, Online User Survey, Internal Search Stats.	10 Maps
Premium Support Plan	

* The Limits consist of the following and their applicable definitions:

Pages: A Page is an electronic document created with HTML and accessible with a browser.

Response Check Points: Response Check Points are single URLs that are monitored for up-time and response time performance from a series of reliable servers across the globe.

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Yearly Page Views: Yearly Page Views are the total number of Page Views a website will generate over the course of 365 days. A "Page View" is a single view by a website user of a page on a website that is being tracked by the Siteimprove Analytics tracking code. If a user clicks reload after reaching the page, it is counted as an additional Page View. If a user navigates to a different page and then returns to the original page, an additional Page View is recorded.

PDFs: Portable Document Format (PDF) is a file format that has captured all the elements of a printed document as an electronic image that you can view, navigate, print, or forward to someone else. To be included in this subscription a PDF must be hosted on one of the covered websites.

Access to the services

Please allow up to five business days for setup to the Included Services to be completed. The Included Services can be accessed at <http://my.siteimprove.com>. At that location, you can administer the logins for your authorized users. The Included Services also include training and tech support pursuant to Exhibit C.

Academy Plus

Siteimprove's Academy offers courses on Accessibility, Analytics, and SEO (each a "Course"). The Included Services also include access to Siteimprove's Academy Plus for up to 100 users at no additional charge. Academy Plus includes all Courses and learning tracks, a team leaderboard, administrative capabilities, and reporting. Academy Plus can be accessed through your dashboard at the URL stated above.

Limitations

The Included Services are subject to the following limitations:

- Your use of the Included Services is subject to the Limits. If you exceed the Limits, we will notify you that continued use in excess of the Limits may subject you to additional charges which will be documented in a mutually-agreed change order.
- Included Services may only be run on the website(s) listed in **Exhibit A**.
- Websites can be added to the Included Services, subject to the approval of Siteimprove.
- You must be the owner of the approved website(s).
- You can only add websites – approved websites cannot be replaced with different websites.
- Included Services may only be run on public websites that do not contain sensitive or personal information.

Term

The first date for this Agreement (the "**Effective Date**") is March 18, 2019. This Agreement will remain in force for a period of 1 year following the Effective Date (the "Initial Term"). After the Initial Term, this Agreement will automatically renew for one or more additional consecutive periods of 12 months (the "Renewal Term") until terminated according to Section 3 (Termination) of the Terms.

Subscription Fees

The annual subscription fee (excluding applicable taxes) for the Included Services is: **\$9,050** (the "**Fee**").

Invoices & Payments

All invoices are sent to the email address listed in the Customer Information section. If an email address is not listed, your invoice will be sent to the most current email address that Siteimprove has on file.

You will be invoiced as follows:

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www.siteimprove.com

78260

- On March 18, 2019, you will be invoiced for the Fee.
- At least 45 days prior to the expiration of the Initial or Renewal Term, you will be invoiced for the Fee.

All invoices must be paid pursuant to the terms set forth in Section 2 of the Terms and Conditions (**Exhibit B**).

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Customer Information (Required)

You may be subject to sales tax (or equivalent). Sales tax is determined based on the below-entered service location. Sales tax is not included in the Fee.

Service Address (Must be a physical address. The Service Address cannot be a PO Box)

Name:

Citrus County Schools

Address:

1007 W. Main Street

Inverness, FL 34450

Email:

AndroskiK@citruschools.org

Phone:

352-726-1931 x2236

Billing Address (only complete if different from Service Address)

Name:

Address:

Email:

Phone:

Act With Digital Certainty

Customer Information

You may be subject to sales tax (or equivalent) unless you can provide proof of exemption. Are you exempt from sales tax?

Yes, please attach exemption form.

No.

Is a Purchase Order Number ("PO") required?

Yes, please provide Purchase Order Number: _____

No

If a PO is required, will you be providing a new PO for each invoice?

Yes

No, the provided PO number can be used for the initial invoice and all subsequent invoices

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78260

Signatures

By signing below, each party acknowledges that it has carefully read and agrees to be bound by the terms of this Agreement. This Agreement will become effective on the Effective Date.

SITEIMPROVE Inc.

Citrus County Schools



Signature

Signature

Morten Ebbesen

Name

Name

February 27, 2019

Date

Date

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Exhibit A: Website(s)

The Included Services may be run on the following website(s):

- www.citrus.k12.fl.us/
- crm.citrusschools.org/
- crh.citrusschools.org/
- fre.citrusschools.org/
- lps.citrusschools.org/
- fce.citrusschools.org/
- csm.citrusschools.org/
- ims.citrusschools.org/
- ips.citrusschools.org/
- cvs.citrusschools.org/
- aes.citrusschools.org/
- crp.citrusschools.org/
- cse.citrusschools.org/
- lms.citrusschools.org/
- lhs.citrusschools.org/
- chs.citrusschools.org/
- wtcollege.org/
- cre.citrusschools.org/
- hes.citrusschools.org/
- crest.citrusschools.org/
- hom.citrusschools.org/
- mss.citrusschools.org/
- rce.citrusschools.org/
- pge.citrusschools.org/

Exhibit B: Terms and Conditions

1. DEFINITIONS

a. Interpretation. Capitalized terms used in these Terms and Conditions will have the meanings ascribed to them in the Agreement or as defined below. Terms other than those defined below will be given their plain English meaning and terms of art having specialized meanings in the software industry will be construed in accordance with industry standards. Unless the context otherwise requires, words importing the singular include the plural and words importing the masculine include the feminine and vice versa where the context so requires.

b. "Affiliate" means any entity directly or indirectly controlling or controlled by or in common control with a party, where "control" is defined in this context as the ownership of at least fifty percent (50%) or more of the voting stock or other interest entitled to vote on general decisions reserved to stockholders, partners, or other owners of such entity. An entity shall no longer be an Affiliate when through loss, divestment, dilution or other reduction of ownership, the requisite control no longer exists.

c. "Confidential Information" means information that is marked or otherwise identified as confidential or proprietary, or that would otherwise appear to a reasonable person to be confidential or proprietary in the context and circumstances in which the information is known or used that either party discloses on or after the Effective Date, to the other party or its parents, affiliates' employees, contractors, officers, directors, partners, agents, attorneys, accountants or advisors. Confidential Information includes: business processes, practices, methods, policies, plans, operations, services, strategies, techniques, agreements, contracts, terms of agreements, transactions, potential transactions, negotiations, pending negotiations, know-how, trade secrets, computer programs, computer software, applications, operating systems, software design, web design, databases, records, financial information, results, accounting information, accounting records, legal information, pricing information, credit information, payroll information, staffing information, internal controls, security procedures, sales information, revenue, costs, communications, original works of authorship, customer information, and customer lists. Confidential Information does not include information that: (a) was in the public domain prior or subsequent

to the time such portion was communicated to the receiving party, through no fault of that party; (b) was rightfully in the receiving party's possession free of any obligation of confidence at or subsequent to the time such portion was communicated by the disclosing party; (c) was developed by the receiving party independently of and without reference to any information communicated by the disclosing party; (d) was communicated by the disclosing party to an unaffiliated third party free of any obligation of confidence; or (e) is approved by the disclosing party for release by the receiving party.

2. INVOICES; PAYMENTS; PAST-DUE INVOICES; RENEWALS

Unless expressly agreed otherwise, the Fee for the Initial Term will be invoiced on the Effective Date. At least 45 days prior to the expiration of the Initial or Renewal Term, Customer will be invoiced for the Fee for the Renewal Term. The Fee during any Renewal Term will be increased by 3% above the Fee in the immediately prior term. Customer will pay all invoices within 30 days of issuance. Unless expressly agreed otherwise, all prices are in United States Dollars. There is no charge for updates to, or new releases of, Included Services. However Siteimprove may launch new modules/services/products that are not covered by the Fee. In the event that an invoice becomes past-due, Siteimprove will notify Customer by phone or email. After Siteimprove has provided notice, Customer will have five business days to pay the past-due invoice. If Customer fails to make the payment by the end of the cure period, then Siteimprove reserves the right to: (i) begin charging Customer interest for the past-due amount at an interest rate of 1.5% per month, or the highest rate allowed by applicable law, whichever is smaller; (ii) discontinue the Included Services; or (iii) terminate this Agreement pursuant to Section 3 (a) (Termination).

3. TERMINATION

a. For Material Breach. Either party may terminate this Agreement in the event of a material breach by the other party of its obligations under this Agreement if the other party fails to cure the breach within 30 days after receipt of written notice of breach.

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b. For Convenience. During the Initial Term or Renewal Term, either party may terminate this Agreement at any time for its convenience, with or without cause, by giving written notice to the other party at least 45-days prior to the start of the Renewal Term. Customer remains liable for payment of all Fees owed and will not be entitled to a credit or refund when the Agreement is terminated pursuant to this Section 3(b).

4. INCLUDED SERVICES

Subject to the terms and conditions of this Agreement, Siteimprove will allow the Customer to access the Included Services.

a. Ownership. Customer acknowledges and agrees that Siteimprove owns and shall remain the sole owner of all intellectual property rights vested in the Included Services created prior to or during the performance by the parties of this Agreement. This ownership right includes any inventions, patents, utility model rights, copyrights, design rights, mask works, trademark rights, or know-how, whether registered or not.

b. Use. The right to access the Included Services is worldwide, non-transferable, non-assignable (except as permitted in this Agreement) and limited in time to access and use during the Initial and any Renewal Terms and solely for Customer's internal business purposes by Customer's authorized agents. Customer will have access to the Included Services only for those website domain(s) authorized pursuant to this Agreement.

c. Restrictions. This right is not a perpetual right to use, and Customer has no right to retain or to use the Included Services after termination of the Initial or Renewal Term. Customer has no right to rent, lease, assign, transfer, sublicense, display or otherwise distribute or make the Included Services available to any third party. Without limiting the generality of any other provisions stated in this Agreement, the Included Services may not be (a) used in the performance of services for or on behalf of any third party or as a service bureau; (b) modified, incorporated into or combined with other software, or created as a derivative work of any part of the Included Services; (c) used to process any sensitive or personal information; or (d) used for any illegal purpose. Customer may not modify, disassemble, decompile or otherwise reverse engineer the Included Services nor permit any third party to do so except as expressly permitted by law.

Siteimprove reserves all rights not expressly granted to Customer under this Agreement. The use of Siteimprove's intellectual property beyond the express access grant in this Section 4 is outside the scope of this Agreement.

d. Support. Siteimprove will provide support to the Customer pursuant to the agreed support plan attached as Exhibit C. In no event will Siteimprove be obligated to furnish support for any version of the Included Services that Customer has modified or altered in any way.

e. Operational Data. The Included Services are designed to collect certain operational data, which may be used by Siteimprove for various business purposes, which may include customer support, verifying the need for and providing updates to the Included Services, market research and product planning, verifying Customer's compliance with the terms and conditions of this Agreement and protecting Siteimprove's intellectual property. If Customer has used the Included Services outside the parameters set forth in the Agreement, Customer will be required to pay additional fees to cover the additional use.

f. Development Site. The Included Services may be used on a temporary staging environment, which hosts web content prior to the launch of Customer's new website (a "Development Site") for up to one (1) year at no additional charge ("Complimentary Scanning"). Customer's live website must be included in Customer's subscription, and the Limits applicable to a Development Site must not exceed the Limits of the mirrored live site. Customer's permanent testing environments which remain active post-launch for ongoing testing and maintenance purposes are not eligible for Complimentary Scanning. To add a Development Site, Customer must either: (i) add the Development Site via the Siteimprove platform; or (ii) submit a ticket through the Siteimprove Help Center (<https://support.siteimprove.com>).

5. REPRESENTATIONS AND WARRANTIES

a. For Siteimprove. Siteimprove represents and warrants that: (i) it has the full power and authority to enter into and perform its obligations under this Agreement; (ii) this Agreement has been duly authorized, executed and delivered by it and constitutes the valid, legal and binding agreement of it and is enforceable against it; (iii) entering into and performing its obligations under this Agreement will

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not result in any breach of, or constitute a default under, any other agreement to which it is a party; and (iv) the Included Services will perform substantially as described in this Agreement, provided that it is used in accordance with the Agreement, including on the specified domains. These representations and warranties are only for the benefit of Customer.

b. For Customer. Customer represents and warrants that: (i) it has the full power and authority to enter into and perform its obligations under this Agreement; (ii) this Agreement has been duly authorized, executed and delivered by it and constitutes the valid, legal and binding agreement of it and is enforceable against it; (iii) entering into and performing its obligations under this Agreement will not result in any breach of, or constitute a default under, any other agreement to which it is a party; (iv) it has full and legal right or authorization to display, disclose, transfer, assign or convey the information set forth and accessible on the websites on which the Included Services will be administered; and (v) it is aware that the Included Services are designed and developed to handle information that can be viewed on a public website and acknowledges that any data scanned through the Included Services on a Development Site will be processed and stored by Siteimprove just as data scanned on a public website.

c. Disclaimer. Except for the express representations and warranties listed in this Agreement, each party makes no representations or warranties of any kind, whether express or implied, and expressly disclaims all warranties of title, non-infringement, merchantability, and fitness for a particular purpose. Unless set forth in this Agreement, no oral or written information or advice given by either party will create a representation or warranty.

6. FORCE MAJEURE

No party will be liable or responsible to the other party, or be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any obligations to make payments to the other party), when and to the extent such failure or delay is caused by or results from acts beyond the impacted party's ("Impacted Party") reasonable control ("**Force Majeure Events**"). Force Majeure Events include: (a) acts of God; (b) flood, fire,

earthquake or explosion; (c) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot or other civil unrest; (d) government order or law; (e) actions, embargoes or blockades in effect on or after the date of this Agreement; (f) action by any governmental authority; (g) national or regional emergency; (h) strikes, labor stoppages or slowdowns or other industrial disturbances; and (i) shortage of adequate power or transportation facilities. A change in economic circumstances is not a Force Majeure Event. If a Force Majeure Event occurs, the Impacted Party will provide prompt notice to the other party, stating the period of time the failure or delay is estimated to last. In the event that the Impacted Party's failure or delay remains uncured for a period of 30 days following written notice, either party may terminate this Agreement upon five days' written notice.

7. LIMITATION OF LIABILITY

a. In no event will either party or its agents, officers, directors, employees, successors, assigns, or Affiliates be liable to the other party or its agents, officers, directors, employees, successors, assigns, or Affiliates for any indirect, incidental, consequential, punitive, or other special damages. This limitation includes any loss of profits, business interruption, goodwill, loss of data/content or the restoration of any of those items.

b. In addition to and without limiting the generality of Section 7(a), the aggregate liability of either party for any and all claims arising out of or relating to this Agreement will, in any circumstances, be limited to the Fees paid or payable by Customer to Siteimprove for the right to access or use the Included Services during the Initial Term or any Renewal Term (as the case may be).

8. CONFIDENTIALITY

Each party will: (a) hold Confidential Information in confidence; (b) use its best efforts to protect Confidential Information in accordance with the same degree of care with which it protects its own Confidential Information; and (c) not disclose the other party's Confidential Information to any third party, except in response to a valid order by a court or other governmental body or as required by law. The receiving party will promptly give notice to the disclosing party of any unauthorized use or

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disclosure of the disclosing party's Confidential Information. The receiving party agrees to assist the disclosing party in remedying any such unauthorized use or disclosure of the disclosing party's Confidential Information. At any time, upon written request, the receiving party will return or destroy the Confidential Information that the disclosing party has provided to it.

9. ASSIGNABILITY

This Agreement is binding upon and will inure to the benefit of the parties, their legal representatives, successors, and assigns. Except as otherwise expressly provided in this Agreement, neither party may assign, transfer, convey or encumber this Agreement or any rights granted in it, either voluntarily or by operation of law, without the prior written consent of the other party. Any attempt to do so is null and void. Notwithstanding the foregoing, a party shall have the right to assign this Agreement to its parent entity or affiliates or to a successor entity in the event of a merger, consolidation, transfer, sale, stock purchase, or public offering, provided the assignee is subject to all obligations of the Agreement.

10. NOTICES

Unless expressly set forth in the Agreement, all notices and other communications required by this Agreement must be in writing and sent to the parties at the addresses set forth below via overnight courier service, express postal service, or email with read-receipt. Notices are effective only: (a) upon receipt; and (b) if the party giving the Notice has complied with the requirements of this Section. Notice to Customer should be sent to the address set forth in the Billing Information Section. Notice to Siteimprove should be sent to:

Siteimprove, Inc.
Attn: Legal Department
7807 Creekridge Circle
Bloomington, MN 55439
With a copy to:
legal@siteimprove.com

11. GOVERNING LAW

This Agreement will be governed by and construed in accordance with the laws of Minnesota and the United States of America, except for its conflicts of law rules and principles. In the event of any suit or proceeding arising out of or related to this

Agreement, the courts of Minnesota will have exclusive jurisdiction and the parties will submit to the jurisdiction of those courts.

12. NO WAIVER

The delay or failure of either party to exercise any right, power, or privilege under this Agreement is not to be treated as a waiver of that right, power, or privilege.

13. PUBLICITY

Customer consents to Siteimprove reproducing and publicizing its trading name, trademarks, logos and any Included Services utilized by Customer, on the corporate website of Siteimprove and in company presentations. Customer retains the right to revoke this consent through written notification to Siteimprove.

14. COUNTERPARTS

The Agreement may be executed in any number of counterparts. Each counterpart is an original and, when combined with another counterpart, will be treated as part of the same document. Any counterparts of this Agreement may be delivered electronically in PDF format; these formats have the same effect as an original executed counterpart.

15. SEVERABILITY

Any provision of this Agreement that is prohibited or unenforceable in any jurisdiction is ineffective to the extent of that prohibition or unenforceability in that jurisdiction. The validity, enforceability, or legality of the remaining provisions will not be affected.

16. ENTIRE AGREEMENT

This Agreement constitutes and expresses the entire agreement and understanding between the parties. This Agreement supersedes any prior communications, understanding, commitments, or agreements, oral or written, with respect to the subject matter of this Agreement. The parties are not relying on any representations or warranties other than those expressly listed in this Agreement. Any standard or boilerplate terms and conditions included on any document provided by one party to another (e.g., click-wrap agreements and purchase orders) are not part of this Agreement and will not be binding on either party. Any changes or modifications to this Agreement must be in writing, acknowledge the intent to amend the terms and conditions of this

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Agreement and be signed by an authorized

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representative of both parties before taking effect.

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Exhibit C - Premium Support Plan

1. SCOPE OF SERVICES. Siteimprove provides Premium support as set forth in this Premium Support Plan.

2. SELF-HELP RESOURCES. Customers can take full advantage of Siteimprove self-help tools, available online via our [Help Center](https://support.siteimprove.com/) (https://support.siteimprove.com/). From that page, Customers can find links to technical documentation and knowledge base articles, discuss issues with other users in our community forums, review what's new, read technical notes, and access free webinars.

3. PRODUCT SUPPORT AND TRAINING. Customers can contact Siteimprove for product support, training, and additional services by visiting our [Help Center](https://support.siteimprove.com/) (https://support.siteimprove.com/). At that location, Customers can submit a support ticket 24x7x365.

3.1 SERVICE LEVELS. Siteimprove will utilize commercially reasonable efforts to promptly respond to all requests. Siteimprove aspires to review and respond to at least ninety percent (90%) of all tickets and requests within one (1) Business Day. "**Business Days**" are defined as the days on which Customer's regional support center is open for business (see Section 4). Besides general questions and technical issues, services covered by these tickets and requests include:

- Custom CMS deep-link setup
- Custom event-tracking setup (setup of ten events)
- Custom setup of internal search tracking
- Setup of Development website crawls
- Set up of non-public website (excluding development sites and subject to additional terms and conditions)
- Set up of custom advanced policies

3.2 SEVERITY LEVELS. When submitting a support ticket, Customers are asked to specify a severity level. The severity level is a measure of the relative impact of the reported issue on the Customer's systems or business. Accurately defining the severity ensures a timely response and helps Siteimprove to better understand the nature of the issue.

COSMETIC

MINOR

MAJOR

CRITICAL

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<ul style="list-style-type: none"> • Minor problem not impacting service functionality • Feature requests or missing or erroneous documentation • Question/ information request that does not affect delivery of service 	<ul style="list-style-type: none"> • Service is operational but partially degraded for some or all users, and an acceptable workaround or solution exists • The problem is with a non-critical feature or functionality 	<ul style="list-style-type: none"> • Service is operational but performance is highly degraded to the point of major impact on usage • Important features are unavailable, with no acceptable workaround; however, operations can continue in a restricted fashion • Access to a particular third-party application or service provider deemed noncritical is impacted 	<ul style="list-style-type: none"> • Service is down or unavailable • Critical features or functionality is unavailable or inaccessible, resulting in total disruption of work or critical business impact • Service crashes or hangs indefinitely causing unacceptable or indefinite delays for resources or response • Data is corrupted or lost and must be restored from backup • Any critical error encountered will be worked on by Siteimprove during EMEA business hours until resolved
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3.3 KEY ACCOUNT MANAGEMENT. Premium Support Customers are assigned a Customer Success Manager (CSM) – a product expert who understands the Customer's business priorities and desired outcomes. The CSM quickly and effectively onboards the Customer, collaborates with technical support and other Siteimprove teams to manage the Customer's issues to resolution, offers guidance to the Customer on training needs of users, sets up bi-annual business reviews, and reports progress on a regular basis.

4. SUPPORT AVAILABILITY. Siteimprove has regional support centers servicing the Americas, EMEA and APAC. Open hours for these regional support centers are as follows.

- Americas Support Center - Minneapolis, MN, USA
Weekdays 8:00 a.m. to 5:00 p.m. — Central Standard Time (CST/CDT) -0600 UTC
excluding the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Day after Thanksgiving, Christmas Eve, Christmas Day, Day after Christmas, New Year's Eve
- EMEA Support Center - Copenhagen, Denmark
Weekdays 8:00 a.m. to 5:00 p.m. — Central European Time (CET/CEST) +0100 UTC
excluding Danish public holidays
- APAC Support Center - Sydney, NSW, Australia
Weekdays 8:00 a.m. to 5:00 p.m. — Australian Eastern Standard Time (AEST/AEDT) +1000 UTC
excluding New South Wales national and regional public holidays

5. SYSTEM AVAILABILITY.

5.1 STANDARD. Siteimprove will maintain its systems and operations to ensure Customer has access to the Included Services ninety-nine percent (99%) of the time ("**System Availability**"). System Availability is calculated as:

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$$\frac{[Total\ number\ of\ minutes\ in\ a\ calendar\ month] - ([Scheduled\ Downtime] + [Unscheduled\ Outage\ Time])}{[Total\ number\ of\ minutes\ in\ a\ calendar\ month] - [Scheduled\ Downtime]} \times 100\%$$

Scheduled Downtime is defined in Section 9. "Unscheduled Outage Time" is the number of minutes where the system is unavailable outside of the Scheduled Downtime. Unscheduled Outage Time does not include any exclusions defined in Section 6.3 (Exceptions).

5.2 MONITORING AND MANAGEMENT. Siteimprove will regularly monitor and manage its systems and operations to meet or exceed the System Availability. Such monitoring and management will include proactively monitoring all Included Service functions, servers, firewall and other components of Included Service security. If such monitoring identifies, or Siteimprove otherwise becomes aware of, any circumstance that is reasonably likely to threaten the System Availability, then Siteimprove will take necessary and commercially reasonable remedial measures to promptly eliminate or mitigate the actual or potential threat. If the Included Service or any Included Service function or component is not available, Siteimprove will: (a) verify the outage; (b) if the outage is verified, notify Customer as long as Customer has signed up for email alerts at <http://status.siteimprove.com/> (<https://support.siteimprove.com/>); (c) resolve the outage or, if determined to be an internet provider problem, open a ticket with the internet provider; and (d) subject to the Customer having signed up for email alerts as described in Section 5.2(b), notify Customer when the outage has been resolved, along with any pertinent findings.

5.3 EXCEPTIONS. No period of Included Service degradation or inoperability will be included in Unscheduled Outage Time when calculating System Availability to the extent that such downtime or degradation is a result of: (i) Customer's misuse of the Included Services; (ii) failures of Customer's internet connectivity; (iii) Customer's failure to meet any minimum hardware or software requirements; or (iv) Scheduled Downtime.

6. SYSTEM RESPONSE RATE. Siteimprove will maintain its systems and operations to ensure that ninety-five percent (95%) of the time, the Included Services will provide a response to an external system inquiry in three seconds or less ("**Response Rate**"). The Response Rate will be measured from the time the inquiry is received by the Included Services to the time that the response is sent by the applicable system. The Response Rate does not include any time during which Siteimprove is performing system maintenance. The Response Rate will be measured by a third-party solution of Siteimprove's choosing and reporting is available upon written request.

7. LIABILITIES. Siteimprove will exercise its best efforts to meet the standards set forth in this plan. In the event of a material failure to meet the above standards in any given month, a service credit in the amount of three percent (3%) of the pro-rated annual subscription fees for the applicable month will be issued for Customer and available for future subscription fees ("**Service Credit**"). Siteimprove has no obligation to issue any Service Credit unless (i) Customer reports the material failure to Siteimprove immediately on becoming aware of it; and (ii) requests such Service Credit in writing within three days of the failure. In no event will a Service Credit exceed 10% of the annual subscription fee as set forth in the Agreement. The Service Credit is non-refundable upon termination of Customer's Agreement with Siteimprove. The parties acknowledge and agree that the Service Credit is intended to be Customer's sole and exclusive remedy with respect to any failure by Siteimprove under this plan.

8. SCHEDULED DOWNTIME. Siteimprove will notify Customer through email alerts at least twenty-four (24) hours in advance of all scheduled outages of the included Services ("**Scheduled Downtime**") as long as Customer has signed up for the alerts at http://status.siteimprove.com (<https://support.siteimprove.com/>).

9. MAINTENANCE OF INCLUDED SERVICES. Siteimprove will regularly maintain the Included Services to meet or exceed the System Availability. Such maintenance services will include providing to Customer: (a) all updates, bug fixes, new releases, new versions and other improvements to the Included Services; and (b) all services and repairs that Siteimprove deems necessary to maintain or provide access to the Included Services.

10. TERM. This Premium Support plan remains in force for as long as Customer continues to pay Siteimprove for the Premium Support. Siteimprove has sole discretion to update the terms of this plan at any time. In such event, said update(s)

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will not result in a reduction in the level of support set forth in this plan. Any updates shall be provided to Customer in a timely fashion.

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.

Requested by Tammy Wilson, Director of Finance

Additional contact(s)/originator Edie Bennett, Accounting Specialist

Document Title Budget Amendment #5 – Amended January 2019

Board Action Required:

Presentation/Recognition _____

Information _____

Consideration/Approval: Request Approval of Budget Amendment #5 January 2019

Backup Materials: attached X available in district office X other _____

Executive Summary / Highlights:

Approve Budget Amendment #5 – January 2019 per CCSB Policy 7.10. Changes are reflected in General, Food Services & Capital Outlay.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: see attached

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____

Terms of Position _____

Financial Impact reviewed by: Tammy Wilson

(Form Board Approved 7/10/07)

Citrus County School Board
 Budget Amendment #5
 Fiscal Year 2018 - 2019

TOTAL APPROPRIATIONS, TRANSFERS AND FUND BALANCE
 Amended January 31, 2019

Fund	Original Budget as of 08/31/18	Budget as of 12/31/18	Amended Budget as of 01/31/19
General	138,679,264.29	139,764,852.14	139,302,689.83
Food Services	11,249,232.25	11,282,652.90	11,282,652.90
Special Revenue - Other Special Revenue	11,202,723.19	11,222,587.71	11,222,587.71
Debt Service	10,518,083.52	10,518,083.52	10,518,083.52
Capital Projects	38,904,409.61	39,518,168.61	39,518,168.61
Self Insurance	20,623,323.37	20,623,323.37	20,623,323.37
GRAND TOTALS	\$ 231,177,036.23	\$ 232,929,668.25	\$ 20,623,323.37

Board Approved on:

Certified Correct: _____
 Sandra "Sam" Himmel, Superintendent

Budget Amendment #5 for Fiscal Year 2018-19

GENERAL FUND

Increases/(Decreases) to Estimated REVENUE

Increase estimated revenue Surplus Sales (#00840)	1,651.00
Increase estimated revenue for Outside Agency Field Trips (#10100)	1,926.15
Increase estimated revenue for Project Connection (#20270)	750.00
Increase estimated revenue for Doris Slosberg (#20350)	7,075.43
Increase estimated revenue for FDLRS (#32100)	3,558.68
Increase estimated revenue for Gateworkers (#37100)	2,645.44
Increase estimated revenue for Emergency Elevator Repair at CRM (#435F0)	14,945.00
Increase estimated revenue for WTC Cafeteria Project (#45670)	1,700.00
Increase estimated revenue for Charter School Capital Outlay (#49650)	24,420.00
Increase estimated revenue for FSAA Training (#520E0)	1,253.99
Decrease estimated revenue for FEFP Third Calculation - SAI (#00170)	(35,283.00)
Decrease estimated revenue for FEFP Third Calculation - Reading Allocation (#20450)	(3,924.00)
Decrease estimated revenue for FEFP Third Calculation - Instructional Materials (#291X0)	(17,570.00)
Increase estimated revenue for FEFP Third Calculation - Lottery/School Improvement (#28000)	23,383.00
Decrease estimated revenue for FEFP Third Calculation - Digital Technology Allocation (#0001T)	(624.00)
Decrease estimated revenue for FEFP Third Calculation - Mental Health Allocation (#20900)	(1,463.00)
Decrease estimated revenue for FEFP Third Calculation - Classsize Reduction (#20290)	(33,101.00)
Increase estimated revenue for FEFP Third Calculation - Guaranteed ESE Allocation (#90520)	96,864.00
Increase estimated revenue for FEFP Third Calculation - Virtual Education (#20440)	2,096.00
Decrease estimated revenue for FEFP Third Calculation - DJJ Allocation (#38310)	(75,842.00)
Decrease estimated revenue for FEFP Third Calculation - Transportation (#90000)	67,220.00
Decrease estimated revenue for FEFP Third Calculation - Unrestricted	<u>(543,844.00)</u>
Total Adjustments to Estimated REVENUE:	<u>(462,162.31)</u>

Increases/(Decreases) to APPROPRIATIONS

Increase appropriations for Surplus Sales (#00840)	1,651.00
Increase appropriations for Outside Agency Field Trips (#10100)	1,926.15
Increase appropriations for Project Connection (#20270)	750.00
Increase appropriations for Doris Slosberg (#20350)	7,075.43
Increase appropriations for FDLRS (#32100)	3,558.68
Increase appropriations for Gateworkers (#37100)	2,645.44
Increase appropriations for Emergency Elevator Repair at CRM (#435F0)	14,945.00
Increase appropriations for WTC Cafeteria Project (#45670)	1,700.00
Increase appropriations for Charter School Capital Outlay (#49650)	24,420.00
Increase appropriations for FSAA Training (#520E0)	1,253.99
Increase appropriations for Inventory Write Off (#00560)	1,000.00
Increase appropriations for Reassigned Personnel (#3600R)	3,117.16
Decrease appropriations for FEFP Third Calculation - SAI (#00170)	(35,283.00)
Decrease appropriations for FEFP Third Calculation - Reading Allocation (#20450)	(3,924.00)
Decrease appropriations for FEFP Third Calculation - Instructional Materials (#291X0)	(17,570.00)
Increase appropriations for FEFP Third Calculation - Lottery/School Improvement (#28000)	23,383.00
Decrease appropriations for FEFP Third Calculation - Digital Technology Allocation (#0001T)	(624.00)
Decrease appropriations for FEFP Third Calculation - Mental Health Allocation (#20900)	(1,463.00)
Decrease appropriations for FEFP Third Calculation - Classsize Reduction (#20290)	(33,101.00)
Decrease appropriations for FEFP Third Calculation - Unrestricted	<u>(308,725.92)</u>
Total Adjustments to APPROPRIATIONS:	<u>(313,265.07)</u>

The impact to the General Fund Balance is a decrease of :

(148,897.24)

Budget Amendment #5 for Fiscal Year 2018-19

FOOD SERVICES

Increases/(Decreases) to Estimated REVENUE

Total Adjustments to Estimated REVENUE:

0.00

Increases/(Decreases) to APPROPRIATIONS

Decrease appropriations for Bank Deposit Pick Up (#0005D)

(535.71)

Total Adjustments to APPROPRIATIONS:

(535.71)

The impact to the Food Services Balance is a increase of:

535.71

CAPITAL OUTLAY

Increases/(Decreases) to Estimated REVENUE

Total Adjustments to Estimated REVENUE:

0.00

Increases/(Decreases) to APPROPRIATIONS

Increase appropriations for Emergency Elevator Repair at CRM (#435F0)

14,945.00

Increase appropriations for WTC Cafeteria Project (#45670)

1,700.00

Total Adjustments to APPROPRIATIONS:

16,645.00

The impact to the Capital Outlay Balance a decrease of:

(16,645.00)

AMENDMENT NO. - 5

Resolution to Amend: **GENERAL FUND (1001 & 8301)**

Amended as of January 31, 2019

REVENUE	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Revenues as of 12/31/18	INCREASE/ (DECREASE)	Amended Revenues as of 1/31/19
FEDERAL					
Reserve Officers Training Corps (ROTC)	3191	210,000.00	210,000.00		210,000.00
Total Federal Direct	3100	210,000.00	210,000.00	0.00	210,000.00
FEDERAL THROUGH STATE AND LOCAL:					
Medicaid	3202	1,200,000.00	1,200,000.00		1,200,000.00
Miscellaneous Federal through State	329X	0.00	317,617.00		317,617.00
Total Federal Through State and Local	3200	1,200,000.00	1,517,617.00	0.00	1,517,617.00
STATE					
Florida Education Finance Program (FEFP)	3310	48,042,446.00	48,042,446.00	(512,370.00)	47,530,076.00
Workforce Development	3315	2,043,527.00	2,043,527.00		2,043,527.00
Performance Based Incentives	3317	0.00	118,540.67		118,540.67
Adults with Disabilities	3318	0.00	0.00		0.00
CO & DS	3323	9,418.50	9,418.50		9,418.50
Racing Commission Funds	3341	223,250.00	223,250.00		223,250.00
State License Tax	3343	110,000.00	110,000.00		110,000.00
Lottery	3344	25,336.00	25,336.00	23,383.00	48,719.00
Class Size Reduction/Operating Funds	3355	15,537,245.00	15,537,245.00	(33,101.00)	15,504,144.00
School Recognition Funds	3361	248,496.00	429,937.00		429,937.00
Excellent Teaching Bonus	3363	0.00	0.00		0.00
Voluntary Prekindergarten Program	3371	965,000.00	965,000.00		965,000.00
Full Service Schools	3378	130,000.00	130,000.00		130,000.00
Other Misc. State Sources	339X	185,394.00	318,487.75	24,420.00	342,907.75
Total State	3300	67,520,112.50	67,953,187.92	(497,668.00)	67,455,519.92
LOCAL					
District School Tax	3411	46,394,013.00	46,394,013.00		46,394,013.00
Payments in Lieu of Taxes	3422	50,000.00	50,000.00		50,000.00
Rent	3425	221,700.00	221,700.00		221,700.00
Interest	343X	302,000.00	302,000.00		302,000.00
Gifts, Grants & Bequests	3440	36,053.64	183,639.12		183,639.12
Adult General Education Course Fees	3461	5,600.00	5,600.00		5,600.00
Postsecondary Course Fees	3462	750,000.00	750,000.00		750,000.00
Cont. Workforce Education Course Fees	3463	500.00	500.00		500.00
Capital Improvement Fees	3464	35,000.00	35,000.00		35,000.00
Post Secondary Lab Fees	3465	150,000.00	150,000.00		150,000.00
Lifelong Learning Fees	3466	26,500.00	26,500.00		26,500.00
GED Testing Fees	3467	0.00	0.00		0.00
Financial Aid Fees	3468	78,000.00	78,000.00		78,000.00
Other Student Fees	3469	50,000.00	50,000.00		50,000.00
Preschool Program Fees	3471	0.00	0.00		0.00
School Age Child Care Fees	3473	0.00	0.00		0.00
Charges for Services	3481	100,000.00	100,000.00		100,000.00
Misc. Local Sources	3490	2,893,242.75	3,054,956.88	18,860.69	3,073,817.57
Total Local	3400	51,092,609.39	51,401,909.00	18,860.69	51,420,769.69
TOTAL ESTIMATED REVENUES		120,022,721.89	121,082,713.92	(478,807.31)	120,603,906.61
OTHER FINANCING SOURCES					
<i>Transfers In:</i>					
From Debt Service Funds	3620	0.00	0.00		0.00
From Capital Projects Funds	3630	7,828,427.50	7,853,880.35	16,645.00	7,870,525.35
From Special Revenue Funds	3640	0.00	0.00		0.00
From Permanent Fund	3660	0.00	0.00		0.00
From Internal Service Funds	3670	0.00	0.00		0.00
From Enterprise Funds	3690	0.00	0.00		0.00
Total Transfer In	3600	7,828,427.50	7,853,880.35	16,645.00	7,870,525.35
<i>Sale of Capital Assets:</i>					
Sale of Equipment	3733	0.00	0.00		0.00
<i>Loss Recoveries:</i>					
Insurance Loss Recovery	3741	18,066.41	18,066.41		18,066.41
Other Loss Recovery	3742	0.00	142.97		142.97
Other Loss Recovery	3745	0.00	0.00		0.00
FACE VALUE OF LONG-TERM DEBT AND SALES OF CAPITAL ASSETS	3700	18,066.41	18,209.38	0.00	18,209.38
TOTAL OTHER FINANCING SOURCES		7,846,493.91	7,872,089.73	16,645.00	7,888,734.73
TOTAL REVENUE & OTHER FINANCING SOURCES		127,869,215.80	128,954,803.65	(462,162.31)	128,492,641.34
Fund Balance, July 1, 2018	2800	10,810,048.49	10,810,048.49	0.00	10,810,048.49
TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES, AND FUND BALANCE		138,679,264.29	139,764,852.14	(462,162.31)	139,302,689.83

AMENDMENT NO. - 5

Resolution to Amend: GENERAL FUND (1001 & 8301)

Amended as of January 31, 2019

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Appropriations as of 12/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
INSTRUCTION - 5000					
Salaries	100	51,103,656.59	51,845,686.70	151,398.61	51,997,085.31
Benefits	200	15,026,607.90	15,118,211.35	(491,986.49)	14,626,224.86
Purchased Services	300	5,243,523.74	5,450,096.36	109,064.83	5,559,161.19
Energy Services	400	10,972.00	14,200.57		14,200.57
Materials & Supplies	500	4,750,003.12	4,489,558.05	(119,692.88)	4,369,865.17
Capital Outlay	600	345,508.98	478,159.46	28,281.03	506,440.49
Other Expenses	700	875,401.28	1,212,900.39	(17,927.79)	1,194,972.60
TOTAL INSTRUCTION	5000	77,355,673.61	78,608,812.88	(340,862.69)	78,267,950.19
PUPIL PERSONNEL SERVICES - 6100					
Salaries	100	4,546,703.18	4,472,014.49	33,484.62	4,505,499.11
Benefits	200	1,335,715.89	1,275,608.50	(383.85)	1,275,224.65
Purchased Services	300	82,474.50	92,505.08	(24.00)	92,481.08
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	79,876.72	78,565.25	(2,227.76)	76,337.49
Capital Outlay	600	34,736.66	20,130.12	(702.55)	19,427.57
Other Expenses	700	62,028.76	18,354.38	(2,463.00)	15,891.38
TOTAL PUPIL PERSONNEL SERVICES	6100	6,141,535.71	5,957,177.82	27,683.46	5,984,861.28
INSTRUCTIONAL MEDIA SERVICES - 6200					
Salaries	100	1,087,697.69	1,048,487.83	(22,606.82)	1,025,881.01
Benefits	200	330,926.25	314,231.82	(3,096.09)	311,135.73
Purchased Services	300	16,954.60	16,986.16		16,986.16
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	25,401.05	27,173.25	26,588.41	53,761.66
Capital Outlay	600	53,734.31	168,266.34	(26,317.58)	141,948.76
Other Expenses	700	700.00	3,593.13		3,593.13
TOTAL INSTRUCTIONAL MEDIA SERVICES	6200	1,515,413.90	1,578,738.53	(25,432.08)	1,553,306.45
INSTRUCTION & CURRICULUM DEVELOPMENT - 6300					
Salaries	100	1,198,946.53	1,211,538.37	46,538.42	1,258,076.79
Benefits	200	291,478.11	292,108.94	(1,482.63)	290,626.31
Purchased Services	300	8,123.00	9,420.67	4.93	9,425.60
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	31,328.00	26,165.69	(2,741.95)	23,423.74
Capital Outlay	600	50.00	386.00	372.95	758.95
Other Expenses	700	27,815.00	21,937.04		21,937.04
TOTAL INSTRUCTION & CURRICULUM DEVELOPMENT	6300	1,557,740.64	1,561,556.71	42,691.72	1,604,248.43
INSTRUCTIONAL STAFF TRAINING - 6400					
Salaries	100	900,613.81	898,957.12	(13,731.87)	885,225.25
Benefits	200	219,822.86	227,942.45	(661.62)	227,280.83
Purchased Services	300	102,106.60	124,033.88	(4,386.88)	119,647.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	6,629.21	8,862.96	2,256.25	11,119.21
Capital Outlay	600	300.00	300.00		300.00
Other Expenses	700	134,371.43	156,128.12	25,044.37	181,172.49
TOTAL INSTRUCTIONAL STAFF TRAINING	6400	1,363,843.91	1,416,224.53	8,520.25	1,424,744.78
INSTRUCTION RELATED TECHNOLOGY - 6500					
Salaries	100	1,368,635.54	1,346,348.81	21,975.40	1,368,324.21
Benefits	200	390,890.06	391,491.19	7,427.54	398,918.73
Purchased Services	300	6,550.00	6,664.19		6,664.19
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	55,498.03	50,130.05	2,920.02	53,050.07
Capital Outlay	600	50,000.00	49,850.00	2,832.78	52,682.78
Other Expenses	700	0.00	307.00		307.00
TOTAL INSTRUCTION RELATED TECHNOLOGY	6500	1,871,573.63	1,844,791.24	35,155.74	1,879,946.98
BOARD OF EDUCATION - 7100					
Salaries	100	174,630.00	175,970.00		175,970.00
Benefits	200	130,001.70	131,011.64	(47.45)	130,964.19
Purchased Services	300	173,310.00	172,211.52		172,211.52
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	128.00		128.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	25,000.00	25,000.00		25,000.00
TOTAL BOARD OF EDUCATION	7100	502,941.70	504,321.16	(47.45)	504,273.71
GENERAL ADMINISTRATION - 7200					
Salaries	100	345,479.20	372,041.82	984.43	373,026.25
Benefits	200	98,342.60	103,596.06	36.50	103,632.56
Purchased Services	300	17,918.50	17,918.50		17,918.50
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	4,306.91	4,316.32		4,316.32
Capital Outlay	600	0.00	25,000.00	1,992.00	26,992.00
Other Expenses	700	15,000.00	15,000.00	(1,992.00)	13,008.00
TOTAL GENERAL ADMINISTRATION	7200	481,047.21	537,872.70	1,020.93	538,893.63

AMENDMENT NO. - 5

Resolution to Amend: GENERAL FUND (1001 & 8301)

Amended as of January 31, 2019

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Appropriations as of 12/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
SCHOOL ADMINISTRATION - 7300					
Salaries	100	7,020,166.22	6,992,580.63	27,184.47	7,019,765.10
Benefits	200	1,987,116.38	1,949,474.45	1,147.09	1,950,621.54
Purchased Services	300	33,216.96	39,527.81	(295.01)	39,232.80
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	73,961.35	71,100.11	183.61	71,283.72
Capital Outlay	600	6,825.00	12,599.50	658.99	13,258.49
Other Expenses	700	13,750.00	17,117.15		17,117.15
TOTAL SCHOOL ADMINISTRATION	7300	9,135,035.91	9,082,399.65	28,879.15	9,111,278.80
FACILITIES ACQUISITION & CONSTRUCTION - 7400					
Salaries	100	176,269.18	177,975.01	2,756.34	180,731.35
Benefits	200	52,368.72	52,054.48	691.43	52,745.91
Purchased Services	300	0.00	33,984.40	24,420.00	58,404.40
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	3,165.00	3,165.00	(216.59)	2,948.41
Capital Outlay	600	287,957.95	283,991.63	50,216.59	334,208.22
Other Expenses	700	100.00	100.00		100.00
TOTAL FACILITIES ACQUISITION & CONSTRUCTION	7400	519,860.85	551,270.52	77,867.77	629,138.29
FISCAL SERVICES - 7500					
Salaries	100	714,242.45	665,118.89	7,455.49	672,574.38
Benefits	200	230,244.07	209,058.72	4,012.91	213,071.63
Purchased Services	300	68,775.00	68,794.97		68,794.97
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	5,940.60	6,215.27	123.02	6,338.29
Capital Outlay	600	2,500.00	2,500.00		2,500.00
Other Expenses	700	1,000.00	1,000.00		1,000.00
TOTAL FISCAL SERVICES	7500	1,022,702.12	952,687.85	11,591.42	964,279.27
FOOD SERVICES - 7600					
Salaries	100	0.00	21,219.62	5,696.35	26,915.97
Benefits	200	0.00	1,800.86	502.56	2,303.42
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL FOOD SERVICES	7600	0.00	23,020.48	6,198.91	29,219.39
CENTRAL SERVICES - 7700					
Salaries	100	1,748,307.40	1,818,037.52	(2,408.57)	1,815,628.95
Benefits	200	445,020.08	476,584.46	(3,137.63)	473,446.83
Purchased Services	300	634,973.79	639,404.64	(275.68)	639,128.96
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	58,793.64	60,942.58	1,183.25	62,125.83
Capital Outlay	600	3,895.45	18,010.43	47.98	18,058.41
Other Expenses	700	110,859.61	107,951.03	(1,233.33)	106,717.70
TOTAL CENTRAL SERVICES	7700	3,001,849.97	3,120,930.66	(5,823.98)	3,115,106.68
PUPIL TRANSPORTATION SERVICES - 7800					
Salaries	100	4,699,103.47	4,536,686.64	(901.91)	4,535,784.73
Benefits	200	1,653,710.85	1,751,063.03	1,462.22	1,752,525.25
Purchased Services	300	439,552.70	537,307.15	26,000.00	563,307.15
Energy Services	400	1,487,045.20	1,530,077.19	4,057.83	1,534,135.02
Materials & Supplies	500	762,100.00	684,832.75	(26,000.00)	658,832.75
Capital Outlay	600	33,754.00	(32,646.00)		(32,646.00)
Other Expenses	700	129,171.14	165,527.02	2,407.08	167,934.10
TOTAL PUPIL TRANSPORTATION SERVICES	7800	9,204,437.36	9,172,847.78	7,025.22	9,179,873.00
OPERATION OF PLANT - 7900					
Salaries	100	2,861,135.45	2,854,534.92	(52,340.73)	2,802,194.19
Benefits	200	943,736.15	938,068.72	(29,274.25)	908,794.47
Purchased Services	300	2,144,701.80	2,189,576.44	2,430.10	2,192,006.54
Energy Services	400	3,171,172.00	3,171,322.00		3,171,322.00
Materials & Supplies	500	397,183.19	387,521.49	(1,044.88)	386,476.61
Capital Outlay	600	24,250.00	26,202.49	899.00	27,101.49
Other Expenses	700	710.00	21,546.26	2,470.49	24,016.75
TOTAL OPERATION OF PLANT	7900	9,542,888.59	9,588,772.32	(76,860.27)	9,511,912.05
MAINTENANCE OF PLANT - 8100					
Salaries	100	1,612,455.51	1,581,292.03	(48,796.35)	1,532,495.68
Benefits	200	499,553.27	502,106.28	(14,903.65)	487,202.63
Purchased Services	300	2,191,530.28	2,082,215.25	(71,921.96)	2,010,293.29
Energy Services	400	1,000.00	1,199.49		1,199.49
Materials & Supplies	500	681,305.00	738,768.72	14,943.04	753,711.76
Capital Outlay	600	143,030.00	248,174.31	(18,309.21)	229,865.10
Other Expenses	700	400.00	400.00		400.00
TOTAL MAINTENANCE OF PLANT	8100	5,129,274.06	5,154,156.08	(138,988.13)	5,015,167.95

AMENDMENT NO. - 5

Resolution to Amend: GENERAL FUND (1001 & 8301)

Amended as of January 31, 2019

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Appropriations as of 12/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
ADMINISTRATIVE TECHNOLOGY SERVICES - 8200					
Salaries	100	835,046.70	835,606.84	6,081.52	841,688.36
Benefits	200	225,662.24	229,264.69	2,072.23	231,336.92
Purchased Services	300	1,205,233.77	1,174,166.88	(6,505.79)	1,167,661.09
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	26,621.95	29,868.83	1,180.00	31,048.83
Capital Outlay	600	0.00	19,714.00	25,287.00	45,001.00
Other Expenses	700	0.00	25.00		25.00
TOTAL ADMINISTRATIVE TECHNOLOGY SERVICES	8200	2,292,564.66	2,288,646.24	28,114.96	2,316,761.20
COMMUNITY SERVICES - 9100					
Salaries	100	87,418.24	104,620.85	(1,477.76)	103,143.09
Benefits	200	39,882.92	43,524.79	56.48	43,581.27
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	80,698.84	84,691.72	1,421.28	86,113.00
TOTAL COMMUNITY SERVICES	9100	208,000.00	232,837.36	(0.00)	232,837.36
DEBT SERVICES - 9200					
Other Expenses	700	0.00	0.00		0.00
TOTAL DEBT SERVICES	9200	0.00	0.00	0.00	0.00
TOTAL TRANSFERS	9700	5,000.00	5,000.00	0.00	5,000.00
TOTAL APPROPRIATIONS AND TRANSFERS		130,851,383.83	132,182,064.51	(313,265.07)	131,868,799.44
TOTAL ENDING FUND BALANCE (JUNE 30, 2019)	2700	7,827,880.46	7,582,787.63	(148,897.24)	7,433,890.39
TOTAL APPROPRIATIONS, TRANSFERS AND FUND BALANCE		138,679,264.29	139,764,852.14	(462,162.31)	139,302,689.83

AMENDMENT NO. - 5

Resolution to Amend: **FOOD SERVICES FUND (4101)**

Amended as of January 31, 2019

REVENUE	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	INCREASE/ (DECREASE)	Amended Revenues as of 1/31/19
FEDERAL THROUGH STATE AND LOCAL				
National School Act	326X	6,026,518.00		6,059,768.05
USDA Donated Foods	3265	494,851.70		494,851.70
Federal Through Local	3280	0.00		0.00
Misc. Federal Through State	3299	0.00		0.00
Total Federal Through State and Local	3200	6,521,369.70	0.00	6,554,619.75
STATE				
School Breakfast Supplement	3337	35,430.00		35,430.00
School Lunch Supplement	3338	46,972.00		46,972.00
Other Misc. Revenue	3399	0.00		0.00
Total State	3300	82,402.00	0.00	82,402.00
LOCAL:				
Interest, Including Profit on Investment	343X	40,000.00		40,000.00
Gift, Grants & Bequests	3440	0.00		0.00
Food Service	345X	1,201,760.71		1,201,931.31
Other Misc. Local Sources	349X	31,736.38		31,736.38
Total Local	3400	1,273,497.09	0.00	1,273,667.69
TOTAL ESTIMATED REVENUES		7,877,268.79	0.00	7,910,689.44
OTHER FINANCING SOURCES				
Loans	3720	0.00		0.00
Sale of Capital Assets	3730	0.00		0.00
Loss Recoveries	3730	0.00		0.00
Transfers In:				
From General Fund	3610	5,000.00		5,000.00
From Debt Service Funds	3620	0.00		0.00
From Capital Projects Funds	3630	0.00		0.00
Interfund	3650	0.00		0.00
From Permanent Fund	3660	0.00		0.00
From Internal Service Funds	3670	0.00		0.00
From Enterprise Funds	3690	0.00		0.00
Total Transfers In	3600	0.00		0.00
TOTAL OTHER FINANCING SOURCES		5,000.00	0.00	5,000.00
TOTAL REVENUES & OTHER FINANCING SOURCES		7,882,268.79	0.00	7,915,689.44
Fund Balance, July 1, 2018	2800	3,366,963.46	0.00	3,366,963.46
TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES, AND FUND BALANCE		11,249,232.25	0.00	11,282,652.90

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
FOOD SERVICES - 7600				
Salaries	100	2,880,371.76		2,896,392.42
Benefits	200	1,112,899.11		1,116,358.18
Purchased Services	300	131,711.22	(35.71)	131,675.51
Energy Services	400	103,000.00		103,000.00
Materials & Supplies	500	3,536,154.41	(500.00)	3,535,654.41
Capital Outlay	600	409,074.36		409,074.36
Other Expenses	700	333,733.42		333,646.67
TOTAL FOOD SERVICES	7600	8,506,944.28	(535.71)	8,525,801.55
TRANSFER OF FUNDS				
Transfers	900	0.00		0.00
TOTAL TRANSFERS	9700	0.00	0.00	0.00
TOTAL APPROPRIATIONS AND TRANSFERS		8,506,944.28	(535.71)	8,525,801.55
TOTAL ENDING FUND BALANCE (JUNE 30, 2019)	2700	2,742,287.97	535.71	2,756,851.35
TOTAL APPROPRIATIONS, TRANSFERS AND FUND BALANCE		11,249,232.25	0.00	11,282,652.90

AMENDMENT NO. - 5

Resolution to Amend: **SPECIAL REVENUE FUND - OTHER SPECIAL REVENUE - (42XX)**

Amended as of January 31, 2019

REVENUE	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Revenues as of 12/31/18	INCREASE/ (DECREASE)	Amended Revenues as of 1/31/19
FEDERAL DIRECT:					
Miscellaneous Federal Direct	3199	900,000.00	900,000.00		900,000.00
Total Federal Direct	3100	900,000.00	900,000.00	0.00	900,000.00
FEDERAL THROUGH STATE AND LOCAL:					
Vocational Education Acts	3201	338,824.00	360,990.00		360,990.00
Workforce Investment Acts	3221	162,664.00	162,664.00		162,664.00
Teacher and Principal Training and Recruitment, Title II, Part A	3225	540,384.00	540,384.00		540,384.00
Drug Free Schools	3227	0.00	0.00		0.00
Individuals with Disabilities Education Act (IDEA)	3230	3,955,159.00	3,955,159.00		3,955,159.00
Elementary and Secondary Education Act, Title I	3240	4,888,474.95	4,888,475.00		4,888,475.00
Twenty-First Century Schools – Title IV	3242	330,179.16	330,179.16		330,179.16
Adult General Education Course Fees	3251	0.00	0.00		0.00
Miscellaneous Federal Through State	3299	87,038.08	84,736.55		84,736.55
Total Federal Through State and Local	3200	10,302,723.19	10,322,587.71	0.00	10,322,587.71
STATE:					
Other Miscellaneous State Revenue	3399	0.00	0.00		0.00
Total State	3300	0.00	0.00	0.00	0.00
LOCAL:					
Interest, Including Profit on Investment	3430	0.00	0.00		0.00
Gift, Grants & Bequests	3440	0.00	0.00		0.00
Total Local	3400	0.00	0.00		0.00
TOTAL ESTIMATED REVENUES		11,202,723.19	11,222,587.71	0.00	11,222,587.71
OTHER FINANCING SOURCES					
Loans	3720	0.00	0.00		0.00
Sale of Capital Assets	3730	0.00	0.00		0.00
Loss Recoveries	3730	0.00	0.00		0.00
xx					
From General Fund	3610	0.00	0.00		0.00
From Debt Service Funds	3620	0.00	0.00		0.00
From Capital Projects Funds	3630	0.00	0.00		0.00
Interfund	3650	0.00	0.00		0.00
From Permanent Fund	3660	0.00	0.00		0.00
From Internal Service Funds	3670	0.00	0.00		0.00
From Enterprise Funds	3690	0.00	0.00		0.00
Total Transfers In	3600	0.00	0.00		0.00
TOTAL OTHER FINANCING SOURCES		0.00	0.00	0.00	0.00
TOTAL REVENUES & OTHER FINANCING SOURCES		11,202,723.19	11,222,587.71	0.00	11,222,587.71
Fund Balance, July 1, 2018	2800	0.00	0.00	0.00	0.00
TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES, AND FUND BALANCE		11,202,723.19	11,222,587.71	0.00	11,222,587.71

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Appropriations as of 12/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
INSTRUCTION - 5000					
Salaries	100	3,336,846.22	3,438,839.65	39,922.18	3,478,761.83
Benefits	200	1,155,894.32	1,148,277.63	586.46	1,148,864.09
Purchased Services	300	0.00	249,628.72	6,813.01	256,441.73
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	298,404.13	(9,222.43)	289,181.70
Capital Outlay	600	0.00	207,810.03	1,698.00	209,508.03
Other Expenses	700	0.00	127,885.08	(1,901.25)	125,983.83
TOTAL INSTRUCTION	5000	4,492,740.54	5,470,845.24	37,895.97	5,508,741.21
PUPIL PERSONNEL SERVICES - 6100					
Salaries	100	287,172.72	382,327.58		382,327.58
Benefits	200	83,510.30	99,242.84		99,242.84
Purchased Services	300	0.00	58,870.50	(500.00)	58,370.50
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	35,082.90	806.08	35,888.98
Capital Outlay	600	0.00	613.77		613.77
Other Expenses	700	0.00	750.00		750.00
TOTAL PUPIL PERSONNEL SERVICES	6100	370,683.02	576,887.59	306.08	577,193.67
INSTRUCTIONAL MEDIA SERVICES - 6200					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	1,000.00		1,000.00
Other Expenses	700	0.00	0.00		0.00
TOTAL INSTRUCTIONAL MEDIA SERVICES	6200	0.00	1,000.00	0.00	1,000.00

AMENDMENT NO. - 5

Resolution to Amend: **SPECIAL REVENUE FUND - OTHER SPECIAL REVENUE - (42XX)**

Amended as of January 31, 2019

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Appropriations as of 12/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
INSTRUCTION & CURRICULUM DEVELOPMENT - 6300					
Salaries	100	2,016,828.37	1,964,115.45	4,214.39	1,968,329.84
Benefits	200	539,149.16	546,139.93	1,206.21	547,346.14
Purchased Services	300	0.00	115,784.28	405.34	116,189.62
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	7,130.01		7,130.01
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL INSTRUCTION & CURRICULUM DEVELOPMENT	6300	2,555,977.53	2,633,169.67	5,825.94	2,638,995.61
INSTRUCTIONAL STAFF TRAINING - 6400					
Salaries	100	159,722.90	298,937.61	(2,672.51)	296,265.10
Benefits	200	46,399.48	59,657.68	750.27	60,407.95
Purchased Services	300	0.00	114,607.05	1,574.24	116,181.29
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	28,647.02	2,061.22	30,708.24
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	139,118.73	(7,563.58)	131,555.15
TOTAL INSTRUCTIONAL STAFF TRAINING	6400	206,122.38	640,968.09	(5,850.36)	635,117.73
INSTRUCTION RELATED TECHNOLOGY - 6500					
Salaries	100	73,103.44	96,915.81	26.74	96,942.55
Benefits	200	18,944.43	26,718.02	18.35	26,736.37
Purchased Services	300	0.00	1,337.00		1,337.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL INSTRUCTION RELATED TECHNOLOGY	6500	92,047.87	124,970.83	45.09	125,015.92
BOARD OF EDUCATION - 7100					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL BOARD OF EDUCATION	7100	0.00	0.00	0.00	0.00
GENERAL ADMINISTRATION - 7200					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	2,585,151.85	672,369.47	(38,264.49)	634,104.98
TOTAL GENERAL ADMINISTRATION	7200	2,585,151.85	672,369.47	(38,264.49)	634,104.98
SCHOOL ADMINISTRATION - 7300					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL SCHOOL ADMINISTRATION	7300	0.00	0.00	0.00	0.00
FACILITIES ACQUISITION & CONSTRUCTION - 7400					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL FACILITIES ACQUISITION & CONSTRUCTION	7400	0.00	0.00	0.00	0.00
FISCAL SERVICES - 7500					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL FISCAL SERVICES	7500	0.00	0.00	0.00	0.00

AMENDMENT NO. - 5

Resolution to Amend: SPECIAL REVENUE FUND - OTHER SPECIAL REVENUE - (42XX)

Amended as of January 31, 2019

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 09/31/18	Appropriations as of 12/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
FOOD SERVICES - 7600					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL FOOD SERVICES	7600	0.00	0.00	0.00	0.00
CENTRAL SERVICES - 7700					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	65,699.09	(2,455.08)	63,244.01
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	3,100.00	(500.00)	2,600.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	61,867.08	2,996.85	64,863.93
TOTAL CENTRAL SERVICES	7700	0.00	130,666.17	41.77	130,707.94
TRANSPORTATION SERVICES - 7800					
Salaries	100	0.00	24,209.91		24,209.91
Benefits	200	0.00	2,654.09		2,654.09
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	14,930.65		14,930.65
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL TRANSPORTATION SERVICES	7800	0.00	41,794.65	0.00	41,794.65
OPERATION OF PLANT - 7900					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00	0.00	0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL OPERATION OF PLANT	7900	0.00	0.00	0.00	0.00
MAINTENANCE OF PLANT - 8100					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL MAINTENANCE OF PLANT	8100	0.00	0.00	0.00	0.00
ADMINISTRATIVE TECHNOLOGY SERVICES - 8200					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	26,851.00		26,851.00
Other Expenses	700	0.00	0.00		0.00
TOTAL ADMINISTRATIVE TECHNOLOGY SERVICES	8200	0.00	26,851.00	0.00	26,851.00
COMMUNITY SERVICES - 9100					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	0.00	0.00		0.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	900,000.00	902,000.00	0.00	902,000.00
TOTAL COMMUNITY SERVICES	9100	900,000.00	902,000.00	0.00	902,000.00
DEBT SERVICES - 9200					
Other Expenses	700	0.00	0.00		0.00
TOTAL DEBT SERVICES	9200	0.00	0.00		0.00
SEQUESTRATION - 9999					
Sequestration	999	0.00	1,065.00	0.00	1,065.00
TOTAL SEQUESTRATION	9999	0.00	1,065.00	0.00	1,065.00
TOTAL TRANSFERS	9700	0.00	0.00		0.00
TOTAL APPROPRIATIONS AND TRANSFERS		11,202,723.19	11,222,587.71	0.00	11,222,587.71
Ending Fund Balance (June 30, 2019)		0.00	0.00		0.00
TOTAL APPROPRIATIONS, TRANSFERS AND FUND BALANCE		11,202,723.19	11,222,587.71	0.00	11,222,587.71

AMENDMENT NO. - 5

Resolution to Amend: DEBT SERVICE FUND

Amended as of January 31, 2019

REVENUE	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Revenues as of 12/31/18	INCREASE/ (DECREASE)	Amended Revenues as of 1/31/19
STATE SOURCES:					
CO & DS Distributed	3321	0.00	0.00		0.00
CO & DS Withheld for SBE/COBI Bonds	3322	82,900.00	82,900.00		82,900.00
Cost of Issuing SBE/COBI Bonds	3324	0.00	0.00		0.00
Interest on Undistributed CO & DS	3325	0.00	0.00		0.00
SBE/COBI Bond Interest	3326	200.00	200.00		200.00
Racing Commission Funds	3341	0.00	0.00		0.00
Total State	3300	83,100.00	83,100.00	0.00	83,100.00
LOCAL SOURCES:					
District Debt Service Taxes	3412	0.00	0.00		0.00
Local Sales Tax	3418	0.00	0.00		0.00
Tax Redemption	3421	0.00	0.00		0.00
Excess Fees	3423	0.00	0.00		0.00
Rent	3425	0.00	0.00		0.00
Interest, Including Profit on Investment	3430	0.00	0.00		0.00
Gifts, Grants, and Bequests	3440	0.00	0.00		0.00
Total Local Sources	3400	0.00	0.00	0.00	0.00
TOTAL ESTIMATED REVENUES		83,100.00	83,100.00	0.00	83,100.00
OTHER FINANCING SOURCES					
Sales of Bonds	3710	0.00	0.00		0.00
Proceeds of Refunding Bonds	3715	0.00	0.00		0.00
Loans	3720	0.00	0.00		0.00
Proceeds of Certificates of Participation	3750	0.00	0.00		0.00
Sale of Refund Bond Premium	3792	0.00	0.00		0.00
Transfers In:					
From General Fund	3610	0.00	0.00		0.00
From Capital Projects Funds	3630	3,141,585.00	3,141,585.00		3,141,585.00
Interfund	3650	0.00	0.00		0.00
From Permanent Fund	3660	0.00	0.00		0.00
From Internal Service Funds	3670	0.00	0.00		0.00
From Enterprise Funds	3690	0.00	0.00		0.00
Total Transfers In	3600	3,141,585.00	3,141,585.00	0.00	3,141,585.00
TOTAL OTHER FINANCING SOURCES		3,141,585.00	3,141,585.00	0.00	3,141,585.00
TOTAL REVENUES & OTHER FINANCING SOURCES		3,224,685.00	3,224,685.00	0.00	3,224,685.00
Fund Balance, July 1, 2018	2800	7,293,398.52	7,293,398.52	0.00	7,293,398.52
TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES, AND FUND BALANCE		10,518,083.52	10,518,083.52	0.00	10,518,083.52

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Appropriations as of 12/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
Debt Services - 9200					
Salaries	7100	78,000.00	78,000.00		78,000.00
Benefits	7200	465,626.00	465,626.00		465,626.00
Purchased Services	7300	5,450.00	5,450.00		5,450.00
Bond Escrow Refunded Pymrt	7600	0.00	0.00		0.00
Energy Services	7900	0.00	0.00		0.00
TOTAL DEBT SERVICES	9200	549,076.00	549,076.00	0.00	549,076.00
Transfers Out - 9700					
To General Fund	9100	0.00	0.00		0.00
To Capital Projects Funds	9300	0.00	0.00		0.00
To Special Revenue Funds	9400	0.00	0.00		0.00
Interfund (Debt Service Only)	9500	0.00	0.00		0.00
To Permanent Fund	9600	0.00	0.00		0.00
To Internal Service Funds	9700	0.00	0.00		0.00
To Enterprise Funds	9900	0.00	0.00		0.00
TOTAL TRANSFERS OUT	9700	0.00	0.00	0.00	0.00
TOTAL APPROPRIATIONS AND TRANSFERS		549,076.00	549,076.00	0.00	549,076.00
TOTAL ENDING FUND BALANCE (JUNE 30, 2019)	2700	9,969,007.52	9,969,007.52	0.00	9,969,007.52
TOTAL APPROPRIATIONS, TRANSFERS AND FUND BALANCE		10,518,083.52	10,518,083.52	0.00	10,518,083.52

AMENDMENT NO. - 5

Resolution to Amend: **CAPITAL PROJECTS FUNDS**

Amended as of January 31, 2019

REVENUE	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Revenues as of 12/31/18	of	INCREASE/ (DECREASE)	Amended Revenues as of 1/31/19
STATE SOURCES:						
CO & DS Distributed	3321	160,543.00	160,543.00			160,543.00
Interest on Undistributed CO & DS	3325	7,155.00	7,155.00			7,155.00
Racing Commission Funds	3341	0.00	0.00			0.00
Public Education Capital Outlay (PECO)	3391	353,533.00	353,533.00			353,533.00
Classrooms First Program	3392	0.00	0.00			0.00
School Infrastructure Thrift Program	3393	0.00	0.00			0.00
Effort Index Grants	3394	0.00	0.00			0.00
Smart Schools Small County Asst. Program	3395	0.00	0.00			0.00
Class Size Reduction/Capital Funds	3396	0.00	0.00			0.00
Charter School Capital Outlay Funding	3397	0.00	0.00			0.00
Other Misc. State Revenue	3399	0.00	532,909.00		0.00	532,909.00
Total State Sources	3300	521,231.00	1,054,140.00		0.00	1,054,140.00
LOCAL:						
District Local Capital Improvement Tax	3413	14,384,254.00	14,384,254.00			14,384,254.00
Local Sales Tax	3418	0.00	0.00			0.00
Tax Redemption	3421	0.00	0.00			0.00
Interest, Including Profit on Investment	343X	350,000.00	350,000.00			350,000.00
Gifts, Grants, and Bequests	3440	0.00	0.00			0.00
Misc. Local Sources	3490	0.00	0.00			0.00
Other Misc. Local Revenue	3495	259,630.00	340,480.00			340,480.00
Impact Fees	3496	725,368.00	725,368.00			725,368.00
Refunds of Prior Year Expenditures	3497	0.00	0.00			0.00
Total Local Sources	3400	15,719,252.00	15,800,102.00		0.00	15,800,102.00
Total Estimated Revenues		16,240,483.00	16,854,242.00		0.00	16,854,242.00
Sale of Equipment	37XX	0.00	0.00		0.00	0.00
TOTAL REVENUES & OTHER FINANCING SOURCES		16,240,483.00	16,854,242.00		0.00	16,854,242.00
Fund Balance, July 1, 2018	2800	22,663,926.61	22,663,926.61			22,663,926.61
TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES, AND FUND BALANCE		38,904,409.61	39,518,168.61		0.00	39,518,168.61

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Appropriations as of 12/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
Library Books (New Libraries)	61XX	0.00	0.00		0.00
Audio-Visual Materials (Non-Consumable)	62XX	0.00	0.00		0.00
Buildings and Fixed Equipment	63XX	0.00	0.00		0.00
Furniture, Fixtures, and Equipment	64XX	2,684,417.00	2,995,065.08		2,995,065.08
Motor Vehicles (Including Buses)	65XX	1,193,304.00	1,054,623.04		1,054,623.04
Land	6600	150,000.00	150,000.00		150,000.00
Improvements other than Buildings	6700	1,329,732.04	1,613,751.31		1,613,751.31
Remodeling and Renovations	6800	4,379,691.00	4,666,742.93	1,700.00	4,668,442.93
Computer Software	6900	0.00	5,180.55		5,180.55
Redemption of Principal	7100	0.00	0.00		0.00
Interest	7200	0.00	0.00		0.00
Dues and Fees	7300	0.00	0.00		0.00
TOTAL FACILITIES ACQUISITION & CONSTRUCTION		9,737,144.04	10,485,362.91	1,700.00	10,487,062.91
Debt Services - 9200					
Dues and Fees	7300	500.00	500.00		500.00
TOTAL DEBT SERVICES		500.00	500.00	0.00	500.00
Transfers Out - 9700					
To General Fund	9100	7,828,427.50	7,853,880.35	14,945.00	7,868,825.35
To Debt Service Funds	9200	3,141,585.00	3,141,585.00		3,141,585.00
To Capital Projects Funds	9300	0.00	0.00		0.00
To Special Revenue Funds	9400	0.00	0.00		0.00
Interfund (Debt Service Only)	9500	0.00	0.00		0.00
To Permanent Fund	9600	0.00	0.00		0.00
To Internal Service Funds	9700	0.00	0.00		0.00
To Enterprise Funds	9900	0.00	0.00		0.00
TOTAL TRANSFERS OUT	9700	10,970,012.50	10,995,465.35	14,945.00	11,010,410.35
TOTAL APPROPRIATIONS & TRANSFERS OUT		20,707,656.54	21,481,328.26	16,645.00	21,497,973.26
TOTAL ENDING FUND BALANCE (JUNE 30, 2019)	2700	18,196,753.07	18,036,840.35	(16,645.00)	18,020,195.35
TOTAL APPROPRIATIONS, TRANSFERS AND FUND BALANCE		38,904,409.61	39,518,168.61	0.00	39,518,168.61

AMENDMENT NO. - 5

Resolution to Amend: SELF INSURANCE FUND

Amended as of January 31, 2019

REVENUE	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Revenues as of 12/31/18	INCREASE/ (DECREASE)	Amended Revenues as of 1/31/19
OPERATING REVENUES:					
Charges for Services	3481	7,500.00	7,500.00		7,500.00
Charges for Sales	3482	0.00	0.00		0.00
Premium Revenue	3484	16,500,000.00	16,500,000.00		16,500,000.00
Other Operating Revenue	3489	250,000.00	250,000.00		250,000.00
Total Operating Revenues		16,757,500.00	16,757,500.00	0.00	16,757,500.00
Special Revenue - Other Special Revenue					
Interest, Including Profit on Investment	3430	75,000.00	75,000.00		75,000.00
Gifts, Grants, and Bequests	3440	0.00	0.00		0.00
Other Misc. Local Sources	349X	39,996.00	39,996.00		39,996.00
Loss Recoveries	3740	0.00	0.00		0.00
Stop Loss	3743	0.00	0.00		0.00
Gain on Disposition of Assets	3780	0.00	0.00		0.00
Total Nonoperating Revenues		114,996.00	114,996.00	0.00	114,996.00
Transfers In:					
From General Fund	3610	0.00	0.00		0.00
From Capital Projects Funds	3630	0.00	0.00		0.00
Interfund	3650	0.00	0.00		0.00
From Permanent Fund	3660	0.00	0.00		0.00
From Internal Service Funds	3670	0.00	0.00		0.00
From Enterprise Funds	3690	0.00	0.00		0.00
Total Transfers In	3600	0.00	0.00		0.00
TOTAL REVENUES & TRANSFERS IN		16,872,496.00	16,872,496.00	0.00	16,872,496.00
Net Assets, July 1, 2018	2800	3,750,827.37	3,750,827.37		3,750,827.37
TOTAL ESTIMATED REVENUES, OTHER FINANCIAL SOURCES, AND FUND BALANCE		20,623,323.37	20,623,323.37	0.00	20,623,323.37

APPROPRIATIONS	ACCOUNT NUMBER	ORIGINAL 2018-19 BUDGET as of 08/31/18	Appropriations as of 12/31/18	INCREASE/ (DECREASE)	Amended Appropriations as of 1/31/19
STAFF SERVICES - 7730					
Salaries	100	26,104.00	25,842.96		25,842.96
Benefits	200	10,714.81	11,154.84		11,154.84
Purchased Services	300	3,604,385.50	3,604,385.50		3,604,385.50
Energy Services	400	4,220.00	4,220.00		4,220.00
Materials & Supplies	500	33,000.00	33,000.00		33,000.00
Capital Outlay	600	7,500.00	7,500.00		7,500.00
Other Expenses	700	12,513,000.00	12,513,000.00		12,513,000.00
TOTAL OPERATING EXPENSES	7730	16,198,924.31	16,199,103.30	0.00	16,199,103.30
OPERATION OF PLANT - 7900					
Salaries	100	10,000.00	16,934.96		16,934.96
Benefits	200	1,751.00	1,107.08		1,107.08
Purchased Services	300	2,000.00	2,000.00		2,000.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	1,000.00	1,000.00		1,000.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	85.00		85.00
TOTAL OPERATION OF PLANT	7900	14,751.00	21,127.04	0.00	21,127.04
MAINTENANCE OF PLANT - 8100					
Salaries	100	0.00	0.00		0.00
Benefits	200	0.00	0.00		0.00
Purchased Services	300	1,000.00	1,000.00		1,000.00
Energy Services	400	0.00	0.00		0.00
Materials & Supplies	500	0.00	0.00		0.00
Capital Outlay	600	0.00	0.00		0.00
Other Expenses	700	0.00	0.00		0.00
TOTAL MAINTENANCE OF PLANT	8100	1,000.00	1,000.00	0.00	1,000.00
TOTAL APPROPRIATIONS		16,214,675.31	16,221,230.34	0.00	16,221,230.34
Net Assets, June 30, 2019		4,408,648.06	4,402,093.03	0.00	4,402,093.03
TOTAL OPERATING EXPENSES, NONOPERATING EXPENSES, TRANSFERS OUT, AND NET ASSETS		20,623,323.37	20,623,323.37	0.00	20,623,323.37

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Tammy Wilson, Director Department of Finance
Additional contact(s)/originator _____
Document Title January 2019 Cash and Investment Report

Board Action Required:

Presentation/Recognition _____ Information X
Consideration/Approval _____

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached X available in district office _____ other _____

Executive Summary/Highlights:

Cash and Investment Report as of January 31, 2019 are attached for informational purposes.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: _____

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

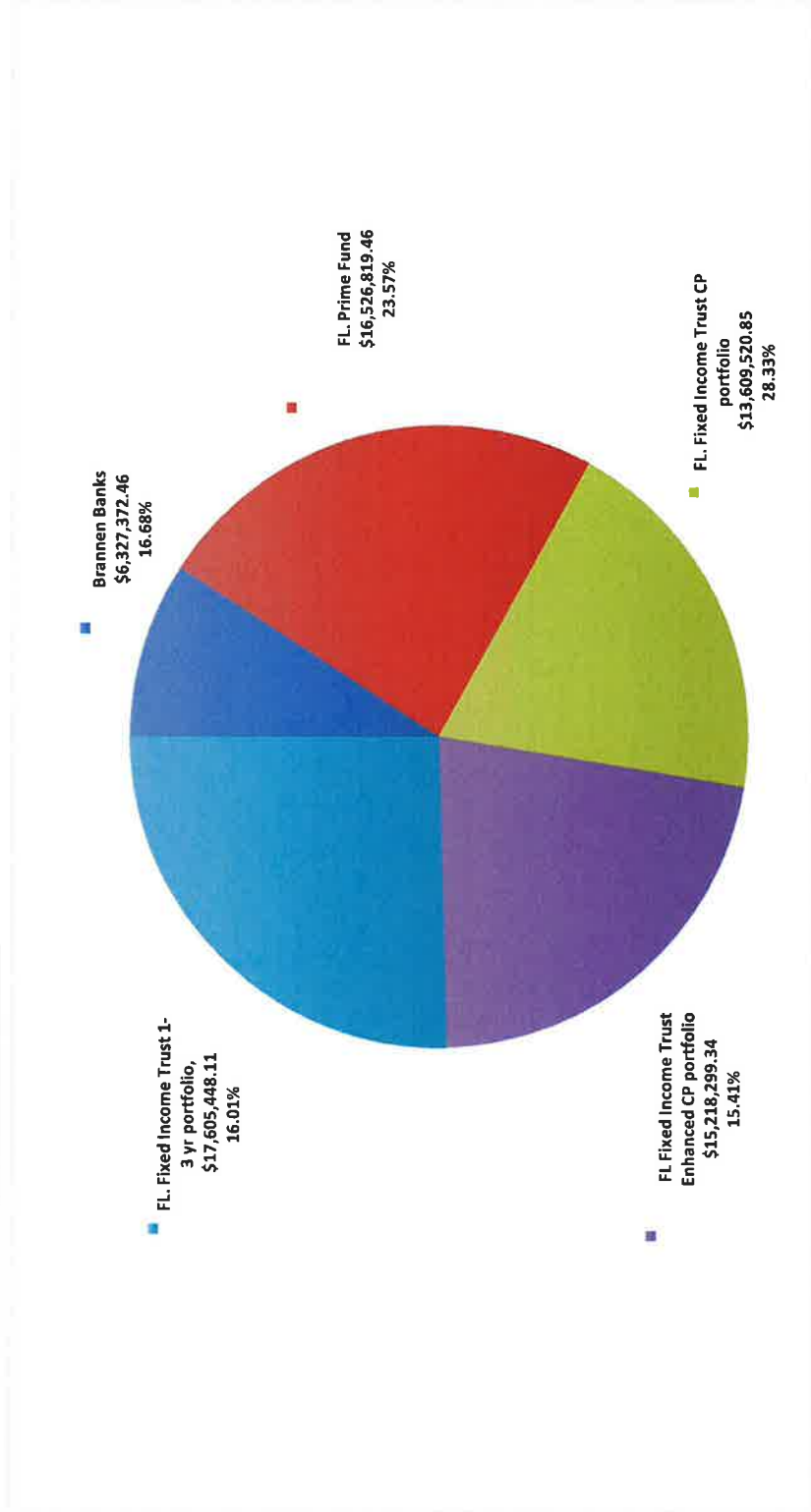
Financial Impact reviewed by: _____

(Form Board Approved 7/10/07)

Tammy Wilson

CASH & INVESTMENT AND PORTFOLIO COMPOSITION
1/31/2019

Operating Account	Amount	Policy Portfolio Limits %	Individual Issuers Limits %	Current % of Total	Interest Rate	Rating	Compliance
Brannen Banks	\$6,327,372.46	100%	100%	9.13%	1.75%/1.60%	Qualified Public Depositor	Yes
Investment Type							
Florida Prime Fund	\$16,526,819.46	25%		23.85%	2.67%	AAAm	Yes
Intergovernmental Investment Pools							
Florida Fixed Income Trust CP portfolio	\$13,609,520.85			19.64%	2.68%	AAAF	
Florida Fixed Income Trust Enhanced CP portfolio	\$15,218,299.34			21.96%	2.76%	AAAF	
Florida Fixed Income Trust 1-3 year portfolio	\$17,605,448.11			25.41%	2.86%	AA+f	
Total Intergovernmental Investment Pools	\$46,433,268.30	75%		67.02%			Yes
Total	\$69,287,460.22						



REQUESTS FOR SCHOOL BOARD AGENDA

Requested for March 12, 2019 School Board Meeting.
Requested by Tammy Wilson, Director Department of Finance
Additional contact(s)/originator Tammy Dutkiewicz, Accounting Specialist
Document Title Financial Statements as of January 2019

Board Action Required:

Presentation/Recognition _____ Information X
Consideration/Approval _____

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached X available in district office _____ other _____

Executive Summary/Highlights:

Financial Statements as of January 31, 2019 are attached for informational purposes.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of work force;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District:

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Tammy Wilson

(Form Board Approved 7/10/07)

CITRUS COUNTY SCHOOL BOARD

FINANCIAL STATEMENT

For Period

July 1, 2018
Beginning

January 31, 2019
And Ending

MEMORANDUM

Date: March 12, 2019

To: School Board Members
Sandra Himmel, Superintendent

From: Tammy Wilson, Director of Finance

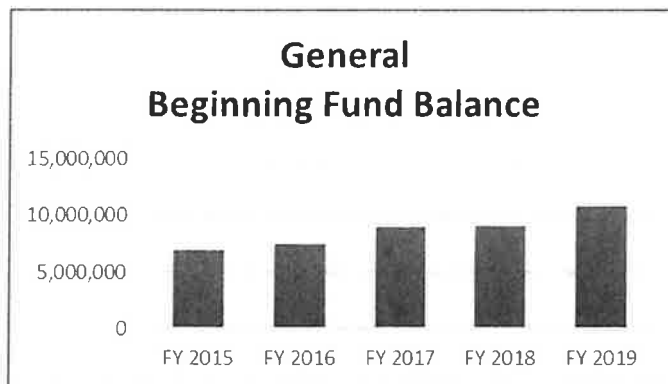
Subject: Financial Statements for January 2018 YTD

Pursuant to State Board of Education Rule 6A-1.008, at least monthly, the Superintendent of Schools shall submit, for use and consideration of the District School Board, a financial statement.

The attached financial statements are prepared to assist in the management and planning of current and future operations of the School District. The reports are interim reports. They have not been finalized and they have not been audited.

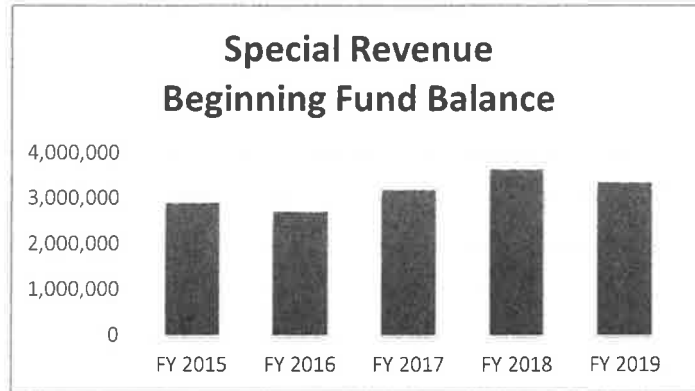
General Fund:

The current General fund balance is \$32,927,307 this is a combination of the beginning fund balance, revenues and expenditures, this is an increase over last year at this time last year by \$2,277,850 or 7.43%, this is mostly due to an increase \$2,097,113 in state revenue over last year at this time. Current year revenues are exceeding expenditures by \$22,117,259 compared to \$21,540,537 at this same time last year. Revenues have increased by \$3,801,428 or 4.49% over last year, expenditures have also increased but only by \$3,224,706 or 2.68% over last year. Approximately 69% of original revenue budgeted has been collected, while only 51% of original expenditures budgeted have been expensed.



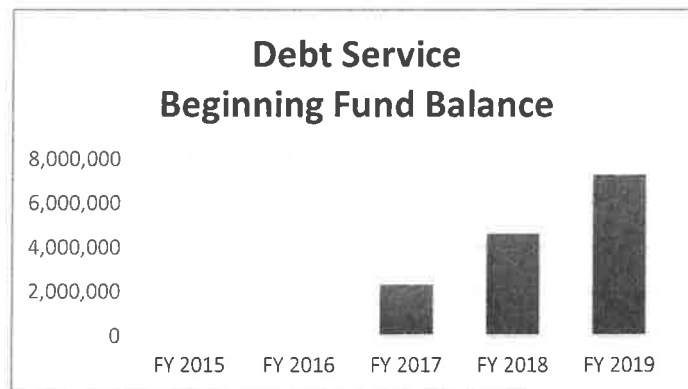
Special Revenue Funds:

The Food Service fund balance is down \$419,345 or 10.39% from the previous year. The revenues have decreased by \$110,785 or 2.41% at the same time last year, while expenditures have increased by \$13,963 or 0.33% at the same time last year. Food Service is required to carry no more than a 3-month reserve at the end of the year, and if there is an excess, a plan must be developed to spend down the extra reserves.



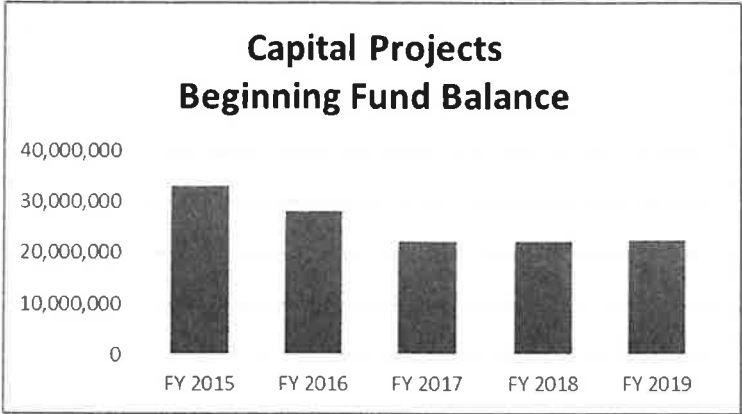
Debt Service Fund:

The Debt Service fund has a fund balance of \$7,293,399. This fund balance is a combination of the Capital Outlay and Debt Service fund which is administered by the state and the sinking fund which is saving funds for the \$35,000,000 bond payment due in 2027.



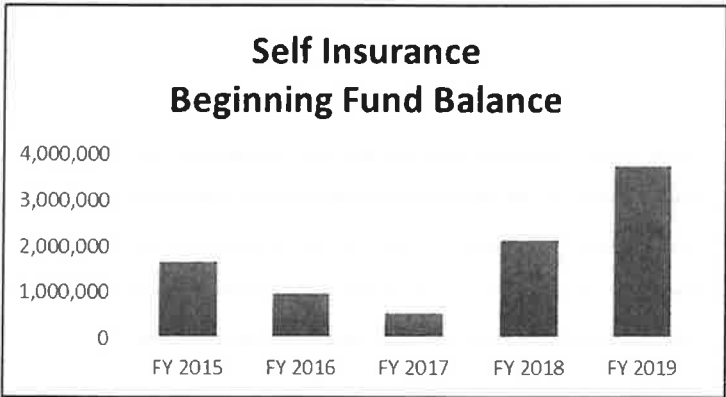
Capital Projects Funds:

The Capital Funds fund balance has increased by \$1,690,232 or 6.18% from the previous year. Revenues have increased by \$277,211 or 2.20% at this same time last year, while expenditures have decreased by \$1,048,186 or 13.82% at this time last year. This is mostly due to the payments for buses received in 2017-2018 having been paid in the prior year by this time.



Self-Insurance Funds:

The Self Insurance Funds fund balance has increased by \$1,027,184 from the previous year. Premium revenues have increased by \$470,209 over this time last year, while claims expenses have decreased by \$503,845 over this time last year. The fund continues to remain actuarially sound.



**CITRUS COUNTY SCHOOL BOARD
COMBINED BALANCE SHEET**

January 31, 2019

ASSETS	General Fund		Special Revenue Funds		Debt Service Fund		Capital Project Fund		TOTALS		Self Insurance Fund		Charter School Fund	
	Jan 18	Jan 19	Jan 18	Jan 19	Jan 18	Jan 19	Jan 18	Jan 19	Jan 18	Jan 19	Jan 18	Jan 19	Jan 18	Jan 19
Cash on Demand	\$ 30,177,875	\$ 29,374,183.93	\$ 2,668,621.49	\$ -	\$ -	\$ -	\$ 10,893,746.18	\$ 16,560,637.72	\$ 43,349,354.57	\$ 48,694,470.14	\$ 6,672,645.10	\$ 4,698,373.26	\$ 70,155.82	\$ 56,505.74
Investments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,605,448.11	\$ 10,406,855.50	\$ 7,785,448.11	\$ 10,000,000.00	\$ -	\$ -	\$ -	\$ -
GCSS/CODS Bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,393,398.52	\$ 4,591,649.73	\$ -	\$ -	\$ -	\$ -
Accounts Receivable	\$ 59,434.89	\$ 49,559.43	\$ 6,531.97	\$ -	\$ 7,393,398.52	\$ 4,591,649.73	\$ 133,001	\$ 59,434.89	\$ 56,216.43	\$ 718.72	\$ 53,053.25	\$ 118	\$ -	
Due from Other Agencies	\$ 800,051.12	\$ 417,122.82	\$ 553,825.00	\$ -	\$ -	\$ -	\$ -	\$ 1,443,998.29	\$ 976,947.82	\$ 20,939.90	\$ 33,238.31	\$ -	\$ -	
Prepaid Expenses	\$ 2,433,744.48	\$ 1,749,452.66	\$ 1,132,316.53	\$ -	\$ -	\$ -	\$ 513,646.55	\$ 479,643.16	\$ 3,232,553.87	\$ 3,261,200.95	\$ -	\$ -	\$ 74.38	\$ 4,601.51
	\$ 433,744.48	\$ 43,659.85	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00	\$ -	\$ 444,344.49	\$ 43,659.85	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ 33,681,062.33	\$ 31,633,763.29	\$ 4,362,294.99	\$ 3,800,538.05	\$ 4,362,294.99	\$ 7,393,398.52	\$ 29,033,440.84	\$ 27,446,727.41	\$ 73,808,439.74	\$ 66,944,435.42	\$ 6,694,501.22	\$ 4,784,664.82	\$ 70,311.36	\$ 81,107.25
Accounts Payable	\$ 629,109.33	\$ 656,881.60	\$ 270,824.48	\$ -	\$ -	\$ -	\$ 571.22	\$ 67,238.81	\$ 913,698.63	\$ 1,196,964.89	\$ 192.32	\$ 549.02	\$ 6,121.27	\$ 6,066.21
Accrued Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Construction Contract Retainage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,560.00	\$ 38,390.48	\$ 38,390.48	\$ -	\$ -	\$ -	\$ -	\$ -
Payroll Deduction & Withholdings	\$ 21,791.12	\$ 98,271.56	\$ 55,690.51	\$ -	\$ -	\$ -	\$ -	\$ 21,876.28	\$ 159,962.07	\$ 33.36	\$ 2,638.08	\$ -	\$ -	
Estimated Liability Unpaid Claims	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 576,170.09	\$ 1,035	\$ -	\$ -	
Deferred Revenue	\$ 698.77	\$ 22,178.88	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 698.77	\$ 22,178.88	\$ 1,380,907.15	\$ 1,650,931.37	\$ -	
Due To Other Agencies/Funds	\$ 2,155.83	\$ 4,973.93	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,155.83	\$ 4,973.93	\$ -	\$ -	\$ -	
	\$ 653,255.05	\$ 884,105.97	\$ 336,514.99	\$ -	\$ -	\$ -	\$ 2,131.22	\$ 105,649.29	\$ 915,985.51	\$ 1,216,470.25	\$ 1,957,802.92	\$ 2,690,441.78	\$ 6,121.27	\$ 7,661.11
TOTALS	\$ 17,817,952.86	\$ 17,025,310.87	\$ 13,501,275.42	\$ 13,501,275.42	\$ 13,501,275.42	\$ 7,393,398.52	\$ 29,033,440.84	\$ 27,446,727.41	\$ 73,808,439.74	\$ 66,944,435.42	\$ 6,694,501.22	\$ 4,784,664.82	\$ 70,311.36	\$ 81,107.25
Unreserved Fund Balance	\$ 50,145,248.02	\$ 47,457,645.37	\$ 6,573,767.06	\$ 6,573,767.06	\$ 6,573,767.06	\$ 7,393,398.52	\$ 29,033,440.84	\$ 27,446,727.41	\$ 73,808,439.74	\$ 66,944,435.42	\$ 6,694,501.22	\$ 4,784,664.82	\$ 70,311.36	\$ 81,107.25
Reserve for Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Reserve for Encumbrances	\$ 600,051.12	\$ 417,122.82	\$ 543,943.17	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Reserve for Insurance Claims	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Reserve for Inventory	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Ending Fund Balance	\$ 32,927,307.28	\$ 30,649,457.32	\$ 4,035,780.00	\$ 4,035,780.00	\$ 4,035,780.00	\$ 7,393,398.52	\$ 29,033,440.84	\$ 27,446,727.41	\$ 73,808,439.74	\$ 66,944,435.42	\$ 6,694,501.22	\$ 4,784,664.82	\$ 70,311.36	\$ 81,107.25
Total Liabilities and Fund Balances	\$ 33,681,062.33	\$ 31,633,763.29	\$ 4,362,294.99	\$ 3,800,538.05	\$ 4,362,294.99	\$ 7,393,398.52	\$ 29,033,440.84	\$ 27,446,727.41	\$ 73,808,439.74	\$ 66,944,435.42	\$ 6,694,501.22	\$ 4,784,664.82	\$ 70,311.36	\$ 81,107.25

**CITRUS COUNTY SCHOOL BOARD
COMBINED REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
January 31, 2019**

Revenues by Source	General Fund		Special Revenue Funds		Debt Service Fund		Citrus Fund		TOTALS		Self Insurance Fund		Citrus School Fund	
	Jan-19	Jan-18	Jan-19	Jan-18	Jan-19	Jan-18	Jan-19	Jan-18	Jan-19	Jan-18	Jan-19	Jan-18	Jan-19	Jan-18
3100 Federal Direct	\$ 100,151.61	\$ 76,504.44	\$ 221,028.36	\$ 344,526.64	\$ -	\$ -	\$ -	\$ -	\$ 821,189.97	\$ 421,000.00	\$ -	\$ -	\$ -	\$ -
3200 Federal through State	\$ 666,332.77	\$ 419,787.61	\$ 8,385,309.54	\$ 9,207,028.12	\$ -	\$ -	\$ -	\$ -	\$ 8,553,842.27	\$ 9,626,815.73	\$ -	\$ -	\$ -	\$ -
3300 State	\$ 39,623,358.11	\$ 37,526,445.37	\$ 41,202.00	\$ -	\$ -	\$ -	\$ 8,593.00	\$ -	\$ 39,664,760.11	\$ 37,576,229.37	\$ -	\$ -	\$ -	\$ 253,430.18
3400 Local	\$ 2,679,816.09	\$ 1,952,864.46	\$ 746,994.47	\$ 633,000.38	\$ -	\$ -	\$ 184,015.00	\$ 554,602.61	\$ 3,180,870.56	\$ 3,180,507.45	\$ -	\$ -	\$ -	\$ 2,579.44
341X District School Tax	\$ 41,028,681.58	\$ 40,529,828.48	\$ -	\$ -	\$ -	\$ -	\$ 12,718,568.45	\$ 12,034,261.64	\$ 53,747,230.03	\$ 52,564,090.12	\$ -	\$ -	\$ -	\$ 31,967.28
3600 Transfers from Capital	\$ 4,345,814.25	\$ 4,126,346.62	\$ -	\$ -	\$ 234,409.00	\$ 236,347.20	\$ -	\$ -	\$ 4,580,223.25	\$ 4,362,693.82	\$ -	\$ -	\$ -	\$ -
3700 Other	\$ 28,140.42	\$ 1,280.00	\$ -	\$ -	\$ -	\$ -	\$ 27,925.54	\$ -	\$ 28,140.42	\$ 28,205.54	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 86,474,484.79	\$ 84,673,056.98	\$ 9,394,734.37	\$ 10,225,795.94	\$ 234,409.00	\$ 236,347.20	\$ 12,902,583.45	\$ 12,625,372.79	\$ 111,406,211.61	\$ 107,760,572.91	\$ 9,011,867.60	\$ 8,514,533.11	\$ 435,315.78	\$ 285,397.46
Expenditures by function														
5000 Instruction	\$ 37,957,669.12	\$ 35,504,698.76	\$ 2,333,402.37	\$ 2,867,621.70	\$ -	\$ -	\$ -	\$ -	\$ 40,351,071.49	\$ 38,772,320.46	\$ -	\$ -	\$ -	\$ 124,449.62
6000 Paper Printing Services	\$ 2,956,969.08	\$ 2,750,669.51	\$ 293,287.30	\$ 435,048.14	\$ -	\$ -	\$ -	\$ -	\$ 3,250,256.38	\$ 3,195,717.65	\$ -	\$ -	\$ -	\$ 25,126.55
6100 Information Technology Services	\$ 1,027,425.45	\$ 773,345.82	\$ 1,357,518.82	\$ 382.96	\$ -	\$ -	\$ -	\$ -	\$ 766,176.07	\$ 773,728.95	\$ -	\$ -	\$ -	\$ 2,448.48
6200 Curriculum Development	\$ 930,429.49	\$ 861,527.42	\$ 1,357,518.82	\$ 221,496.42	\$ -	\$ -	\$ -	\$ -	\$ 2,287,988.26	\$ 2,221,510.74	\$ -	\$ -	\$ -	\$ 324.56
6400 Instruction Staff Training	\$ 517,315.53	\$ 515,394.34	\$ 220,633.37	\$ 221,496.42	\$ -	\$ -	\$ -	\$ -	\$ 1,073,298.58	\$ 1,073,298.58	\$ -	\$ -	\$ -	\$ -
6500 Instruction Related Technology	\$ 1,027,014.28	\$ 1,028,384.45	\$ 46,785.22	\$ 42,240.13	\$ -	\$ -	\$ -	\$ -	\$ 289,458.48	\$ 259,829.93	\$ -	\$ -	\$ -	\$ 5,207.50
7100 School Board	\$ 293,458.48	\$ 259,829.83	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 581,389.45	\$ 578,759.28	\$ -	\$ -	\$ -	\$ -
7200 General Administration	\$ 324,730.58	\$ 264,111.74	\$ 259,652.87	\$ 313,947.54	\$ -	\$ -	\$ -	\$ -	\$ 5,037,379.33	\$ 4,898,547.08	\$ -	\$ -	\$ -	\$ 24,627.43
7300 School Administration	\$ 5,037,379.33	\$ 4,898,552.08	\$ 495.00	\$ 495.00	\$ -	\$ -	\$ -	\$ -	\$ 2,133,036.52	\$ 3,411,838.51	\$ -	\$ -	\$ -	\$ 25,336.37
7400 Facilities Acquisition	\$ 278,059.33	\$ 191,146.23	\$ -	\$ -	\$ -	\$ -	\$ 1,954,977.19	\$ 3,220,692.28	\$ 547,489.20	\$ 520,947.46	\$ -	\$ -	\$ -	\$ 17,543.88
7500 Transportation	\$ 25,218.39	\$ 31,350.57	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,659,321.95	\$ 4,238,089.89	\$ -	\$ -	\$ -	\$ 688.00
7600 Food Service	\$ 25,218.39	\$ 31,350.57	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,607,514.86	\$ 4,387,280.45	\$ -	\$ -	\$ -	\$ 184.96
7700 Central Services	\$ 1,784,258.40	\$ 1,628,880.86	\$ 42,679.89	\$ 18,969.00	\$ -	\$ -	\$ -	\$ -	\$ 8,017,793.55	\$ 8,547,892.42	\$ -	\$ -	\$ -	\$ 2,088.80
7800 Plant Operation	\$ 4,605,995.46	\$ 4,386,679.75	\$ 1,519.40	\$ 610.70	\$ -	\$ -	\$ -	\$ -	\$ 4,693,321.95	\$ 4,238,089.89	\$ -	\$ -	\$ -	\$ 45,908.10
7900 Plant Maintenance	\$ 5,614,556.52	\$ 5,612,158.76	\$ 3,842.80	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,618,398.32	\$ 5,612,158.76	\$ -	\$ -	\$ -	\$ 554,225.08
8100 Maintenance of Plant	\$ 2,116,937.90	\$ 1,957,113.58	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,116,937.90	\$ 1,957,113.58	\$ -	\$ -	\$ -	\$ 895.38
8100 Administration of Technology	\$ 1,512,407.61	\$ 1,376,889.47	\$ 24,718.29	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,537,125.90	\$ 1,376,889.47	\$ -	\$ -	\$ -	\$ 2,700.00
8200 Other Services	\$ 160,233.10	\$ 195,545.33	\$ 721,028.36	\$ 344,526.64	\$ -	\$ -	\$ -	\$ -	\$ 881,261.46	\$ 544,071.77	\$ -	\$ -	\$ -	\$ 3,236.69
9100 Debt Service	\$ -	\$ -	\$ -	\$ -	\$ 234,409.00	\$ 236,347.20	\$ -	\$ -	\$ 234,409.00	\$ 237,443.50	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 66,357,226.00	\$ 63,132,520.48	\$ 9,545,263.02	\$ 9,851,576.52	\$ 234,409.00	\$ 237,443.50	\$ 1,954,977.19	\$ 3,220,692.28	\$ 79,091,875.21	\$ 76,442,232.78	\$ 8,027,409.17	\$ 8,555,344.02	\$ 388,408.24	\$ 285,247.43
9700 Transfers Out	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures & Other Uses	\$ 66,357,226.00	\$ 63,132,520.48	\$ 9,545,263.02	\$ 9,851,576.52	\$ 234,409.00	\$ 237,443.50	\$ 1,954,977.19	\$ 3,220,692.28	\$ 79,091,875.21	\$ 76,442,232.78	\$ 8,027,409.17	\$ 8,555,344.02	\$ 388,408.24	\$ 285,247.43
Excess/(Deficit) Revenues vs. Expenditures	\$ 22,117,258.79	\$ 21,540,536.50	\$ 249,471.35	\$ 374,219.42	\$ -	\$ (1,096.30)	\$ 6,367,383.01	\$ 5,041,986.69	\$ 28,734,113.15	\$ 28,955,646.31	\$ 886,373.43	\$ (40,810.91)	\$ 46,907.54	\$ 49,150.03
Beginning Fund Balance 7/1/17	\$ 10,810,048.49	\$ 9,108,920.82	\$ 3,366,963.46	\$ 3,661,560.98	\$ 4,591,746.03	\$ 4,591,746.03	\$ 22,663,936.61	\$ 22,299,091.43	\$ 44,334,337.08	\$ 39,462,318.86	\$ 3,750,827.37	\$ 2,134,934.00	\$ 17,202.55	\$ 4,296.11
Beginning Fund Balance 7/1/18	\$ 32,827,307.28	\$ 30,649,657.32	\$ 3,616,434.81	\$ 4,035,740.00	\$ 4,591,649.73	\$ 4,591,649.73	\$ 23,031,309.62	\$ 23,341,078.12	\$ 72,868,459.23	\$ 66,617,965.17	\$ 4,737,200.80	\$ 2,894,123.09	\$ 53,446.14	\$ 53,446.14
Ending Fund Balance	\$ 32,827,307.28	\$ 30,649,657.32	\$ 3,616,434.81	\$ 4,035,740.00	\$ 4,591,649.73	\$ 4,591,649.73	\$ 23,031,309.62	\$ 23,341,078.12	\$ 72,868,459.23	\$ 66,617,965.17	\$ 4,737,200.80	\$ 2,894,123.09	\$ 53,446.14	\$ 53,446.14

CITRUS COUNTY SCHOOL BOARD
COMBINED BALANCE SHEET
January 31, 2019
GENERAL FUND

		Jan-19	Jan-18
Assets	Cash on Demand	\$ 30,177,787.75	\$ 29,374,183.93
	Investments	\$ -	\$ -
	Accounts Receivable	\$ 59,434.89	\$ 49,559.43
	Inventory	\$ 600,055.12	\$ 417,122.82
	Due from Other Agencies/Funds	\$ 2,310,040.08	\$ 1,749,241.26
	Prepaid Expenses	\$ 433,744.49	\$ 43,655.85
Total Assets		\$ 33,581,062.33	\$ 31,633,763.29
Liabilities	Accounts Payable	\$ 629,109.33	\$ 858,881.60
	Accrued Salaries	\$ -	\$ -
	Payroll Deduction & Withholdings	\$ 21,791.12	\$ 98,271.56
	Deferred Revenue	\$ 698.77	\$ 22,178.88
	Due To Other Agencies/Funds	\$ 2,155.83	\$ 4,973.93
Total Liabilities		\$ 653,755.05	\$ 984,305.97
	Unreserved Fund Balance	\$ (17,817,995.86)	\$ (17,025,310.87)
	Reserve for Encumbrances	\$ 50,145,248.02	\$ 47,257,645.37
	Reserve for Inventory	\$ 600,055.12	\$ 417,122.82
	Ending Fund Balance	\$ 32,927,307.28	\$ 30,649,457.32
Total Liabilities and Fund Balances		\$ 33,581,062.33	\$ 31,633,763.29



CITRUS COUNTY SCHOOL BOARD
MONTHLY SUMMARY OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE
 January 31, 2019
 GENERAL FUND

		Original Budget	Amended Budget	Jan-19	Jan-18	Current Yr Actuals Compared to Prior Year Actuals	
						Increase (Decrease)	Increase -Decrease
Revenues by Source						\$\$	%
3100	Federal Direct	\$ 210,000.00	\$ 210,000.00	\$ 100,161.61	\$ 76,504.44	\$ 23,657.17	30.92%
3200	Federal through State	\$ 1,200,000.00	\$ 1,517,617.00	\$ 668,332.73	\$ 419,787.61	\$ 248,545.12	59.21%
3300	State	\$ 67,520,112.50	\$ 67,455,519.92	\$ 39,623,558.11	\$ 37,526,445.37	\$ 2,097,112.74	5.59%
3400	Local	\$ 4,698,596.39	\$ 5,026,756.69	\$ 2,679,816.09	\$ 1,992,864.46	\$ 686,951.63	34.47%
3411	District School Tax	\$ 46,394,013.00	\$ 46,394,013.00	\$ 41,028,661.58	\$ 40,529,828.48	\$ 498,833.10	1.23%
3600	Transfers from Capital	\$ 7,828,427.50	\$ 7,870,525.35	\$ 4,345,814.25	\$ 4,126,346.62	\$ 219,467.63	5.32%
3700	Other	\$ 18,066.41	\$ 18,209.38	\$ 28,140.42	\$ 1,280.00	\$ 26,860.42	2098.47%
Total Revenues		\$ 127,869,215.80	\$ 128,492,641.34	\$ 88,474,484.79	\$ 84,673,056.98	\$ 3,801,427.81	4.49%
Expenditures by Function							
5000	Instruction	\$ 77,355,673.61	\$ 78,267,950.19	\$ 37,957,669.12	\$ 35,904,698.76	\$ 2,052,970.36	5.72%
6100	Pupil Personnel Services	\$ 6,141,535.71	\$ 5,984,861.28	\$ 2,956,969.08	\$ 2,760,669.51	\$ 196,299.57	7.11%
6200	Instructional Media Services	\$ 1,515,413.90	\$ 1,553,306.45	\$ 766,104.25	\$ 773,345.99	\$ (7,241.74)	-0.94%
6300	Curriculum Development	\$ 1,557,740.64	\$ 1,604,248.43	\$ 930,429.44	\$ 841,411.57	\$ 89,017.87	10.58%
6400	Instructional Staff Training	\$ 1,363,843.91	\$ 1,424,744.78	\$ 517,315.53	\$ 515,394.34	\$ 1,921.19	0.37%
6500	Instruction Related Technology	\$ 1,871,573.63	\$ 1,879,946.98	\$ 1,027,014.28	\$ 1,028,984.45	\$ (1,970.17)	-0.19%
7100	School Board	\$ 502,941.70	\$ 504,273.71	\$ 293,458.48	\$ 259,829.93	\$ 33,628.55	12.94%
7200	General Administration	\$ 481,047.21	\$ 538,893.63	\$ 321,730.58	\$ 264,811.74	\$ 56,918.84	21.49%
7300	School Administration	\$ 9,135,035.91	\$ 9,111,278.80	\$ 5,037,379.33	\$ 4,898,052.08	\$ 139,327.25	2.84%
7400	Facilities Acquisition	\$ 519,860.85	\$ 629,138.29	\$ 178,059.33	\$ 191,146.23	\$ (13,086.90)	-6.85%
7500	Fiscal Services	\$ 1,022,702.12	\$ 964,279.27	\$ 547,489.20	\$ 520,947.46	\$ 26,541.74	5.09%
7600	Food Service	\$ -	\$ 29,219.39	\$ 29,219.39	\$ 11,950.57	\$ 17,268.82	144.50%
7700	Central Services	\$ 3,001,849.97	\$ 3,115,106.68	\$ 1,784,258.40	\$ 1,628,890.96	\$ 155,367.44	9.54%
7800	Pupil Transportation	\$ 9,204,437.36	\$ 9,179,873.00	\$ 4,605,995.46	\$ 4,386,679.75	\$ 219,315.71	5.00%
7900	Plant Operation	\$ 9,542,888.59	\$ 9,511,912.05	\$ 5,614,555.52	\$ 5,612,158.76	\$ 2,396.76	0.04%
8100	Maintenance of Plant	\$ 5,129,274.06	\$ 5,015,167.95	\$ 2,116,937.90	\$ 1,957,113.58	\$ 159,824.32	8.17%
8200	Administration Technology	\$ 2,292,564.66	\$ 2,316,761.20	\$ 1,512,407.61	\$ 1,376,889.47	\$ 135,518.14	9.84%
9100	Community Services	\$ 208,000.00	\$ 232,837.36	\$ 160,233.10	\$ 199,545.33	\$ (39,312.23)	-19.70%
9200	Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	-
Subtotal		\$ 130,846,383.83	\$ 131,863,799.44	\$ 66,357,226.00	\$ 63,132,520.48	\$ 3,224,705.52	5.11%
9700	Transfers Out	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	-
Total Expenditures & Other Uses		\$ 130,851,383.83	\$ 131,868,799.44	\$ 66,357,226.00	\$ 63,132,520.48	\$ 3,224,705.52	5.11%
Excess/(Deficit) Revenues vs. Expenditures		\$ (2,982,168.03)	\$ (3,376,158.10)	\$ 22,117,258.79	\$ 21,540,536.50	\$ 576,722.29	2.68%
Beginning Fund Balance 7/1/17					\$ 9,108,920.82		
Beginning Fund Balance 7/1/18		\$ 10,810,048.49	\$ 10,810,048.49	\$ 10,810,048.49			
Ending Fund Balance		\$ 7,827,880.46	\$ 7,433,890.39	\$ 32,927,307.28	\$ 30,649,457.32	\$ 2,277,849.96	7.43%

CITRUS COUNTY SCHOOL BOARD
COMBINED BALANCE SHEET
January 31, 2019
FOOD SERVICE FUND

		Jan-19	Jan-18
Assets	Cash on Demand	\$ 2,761,895.44	\$ 3,220,674.07
	Investments	\$ -	\$ -
	Accounts Receivable	\$ -	\$ 6,531.97
	Inventory-Processed Commodities	\$ 401,827.70	\$ 335,869.72
	Inventory-Food	\$ 21,910.27	\$ 17,258.95
	Inventory-Non-Food	\$ 2,734.54	\$ 4,794.61
	Inventory-Commodities	\$ 117,470.66	\$ 195,901.72
	Due from Other Agencies/Funds	\$ 534,889.17	\$ 503,687.31
	Prepaid Expenses	\$ -	\$ -
Total Assets		\$ 3,840,727.78	\$ 4,284,718.35
Liabilities	Accounts Payable	\$ 224,274.44	\$ 225,896.04
	Accrued Salaries	\$ -	\$ -
	Payroll Deduction & Withholdings	\$ 18.53	\$ 23,042.31
	Deferred Revenue	\$ -	\$ -
	Due To Other Agencies/Funds	\$ -	\$ -
Total Liabilities		\$ 224,292.97	\$ 248,938.35
	Reserved for Food Service	\$ 36,161.69	\$ 1,028,763.35
	Reserve for Encumbrances	\$ 3,036,329.95	\$ 2,453,191.65
	Reserve for Inventory	\$ 543,943.17	\$ 553,825.00
	Ending Fund Balance	\$ 3,616,434.81	\$ 4,035,780.00
Total Liabilities and Fund Balances		\$ 3,840,727.78	\$ 4,284,718.35



CITRUS COUNTY SCHOOL BOARD
MONTHLY SUMMARY OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE
 January 31, 2019
 FOOD SERVICE FUND

		Original Budget	Amended Budget	Jan-19	Jan-18	Current Yr Actuals Compared to Prior Year Actuals	
						Increase (Decrease)	Increase -Decrease %
Revenues by Source						\$	%
3100	Federal Direct	\$ -	\$ -			\$ -	
3200	Federal through State	\$ 6,521,369.70	\$ 6,554,619.75	\$ 3,701,377.44	\$ 3,926,117.36	\$ (224,739.92)	-5.72%
3300	State	\$ 82,402.00	\$ 82,402.00	\$ 41,202.00	\$ 41,201.00	\$ 1.00	0.00%
3400	Local	\$ 1,273,497.09	\$ 1,273,667.69	\$ 746,994.47	\$ 633,040.38	\$ 113,954.09	18.00%
3XXX	Other	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	
Total Revenues		\$ 7,882,268.79	\$ 7,915,689.44	\$ 4,489,573.91	\$ 4,600,358.74	\$ (110,784.83)	-2.41%
Expenditures by Function							
7600	FOOD SERVICE						
OBJECT							
1000	Salaries	\$ 2,880,371.76	\$ 2,896,392.42	\$ 1,447,711.37	\$ 1,327,210.67	\$ 120,500.70	9.08%
2000	Employee Benefits	\$ 1,112,899.11	\$ 1,116,358.18	\$ 501,166.61	\$ 454,414.40	\$ 46,752.21	10.29%
3000	Purchased Services	\$ 131,711.22	\$ 131,675.51	\$ 77,552.76	\$ 89,168.65	\$ (11,615.89)	-13.03%
4000	Energy Services	\$ 103,000.00	\$ 103,000.00	\$ 59,946.64	\$ 55,696.70	\$ 4,249.94	7.63%
5000	Materials and Supplies	\$ 3,536,154.41	\$ 3,535,654.41	\$ 1,899,894.01	\$ 1,989,566.43	\$ (89,672.42)	-4.51%
6000	Capital Outlay	\$ 409,074.36	\$ 409,074.36	\$ 96,545.51	\$ 165,398.23	\$ (68,852.72)	-41.63%
7000	Other Expenses	\$ 333,733.42	\$ 333,646.67	\$ 157,285.66	\$ 144,684.24	\$ 12,601.42	8.71%
Subtotal for Function 7600		\$ 8,506,944.28	\$ 8,525,801.55	\$ 4,240,102.56	\$ 4,226,139.32	\$ 13,963.24	0.33%
9700	Transfers Out	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Expenditures & Other Uses		\$ 8,506,944.28	\$ 8,525,801.55	\$ 4,240,102.56	\$ 4,226,139.32	\$ 13,963.24	0.33%
Excess/(Deficit) Revenues vs. Expenditures		\$ (624,675.49)	\$ (610,112.11)	\$ 249,471.35	\$ 374,219.42	\$ (124,748.07)	-33.34%
Beginning Fund Balance 7/1/17					\$ 3,661,560.58		
Beginning Fund Balance 7/1/18		\$ 3,366,963.46	\$ 3,366,963.46	\$ 3,366,963.46			
Ending Fund Balance		\$ 2,742,287.97	\$ 2,756,851.35	\$ 3,616,434.81	\$ 4,035,780.00	\$ (419,345.19)	-10.39%

CITRUS COUNTY SCHOOL BOARD
COMBINED BALANCE SHEET
January 31, 2019
SPECIAL REVENUE - OTHER FEDERAL PROJECT FUNDS

		Jan-19		Jan-18
Assets	Cash on Demand	\$ (494,167.80)	\$	(551,052.58)
	Investments	\$ -	\$	-
	Accounts Receivable	\$ -	\$	-
	Due from Other Agencies/Funds	\$ 553,978.07	\$	628,629.22
	Prepaid Expenses	\$ -	\$	-
Total Assets		\$ 59,810.27	\$	77,576.64
Liabilities	Accounts Payable	\$ 59,743.64	\$	44,928.44
	Accrued Salaries	\$ -	\$	-
	Payroll Deduction & Withholdings	\$ 66.63	\$	32,648.20
	Deferred Revenue	\$ -	\$	-
	Due To Other Agencies/Funds	\$ -	\$	-
Total Liabilities		\$ 59,810.27	\$	77,576.64
	Reserve for Federal Projects	\$ (3,537,437.11)	\$	(4,145,185.70)
	Reserve for Encumbrances	\$ 3,537,437.11	\$	4,145,185.70
	Ending Fund Balance	\$ -	\$	-
Total Liabilities and Fund Balances		\$ 59,810.27	\$	77,576.64



**CITRUS COUNTY SCHOOL BOARD
COMBINED BALANCE SHEET**

**January 31, 2019
DEBT SERVICE FUNDS**

		Jan-19	Jan-18
Assets	Cash on Demand		
	SBE/COBI BONDS	\$ 5,040.58	\$ 13,688.03
	Investments -QSCB	\$ 7,288,357.94	\$ 4,577,961.70
	Accounts Receivable	\$ -	\$ -
	Due from Other Agencies/Funds	\$ -	\$ -
	Prepaid Expenses	\$ -	\$ -
Total Assets		\$ 7,293,398.52	\$ 4,591,649.73
Liabilities	Accounts Payable	\$ -	\$ -
	Accrued Salaries	\$ -	\$ -
	Deferred Revenue	\$ -	\$ -
	Due To Other Agencies/Funds	\$ -	\$ -
Total Liabilities		\$ -	\$ -
	Unreserved Fund Balance	\$ -	
	Reserve for Debt Services	\$ 7,293,398.52	\$ 4,591,649.73
	Ending Fund Balance	\$ 7,293,398.52	\$ 4,591,649.73
Total Liabilities and Fund Balances		\$ 7,293,398.52	\$ 4,591,649.73



CITRUS COUNTY SCHOOL BOARD
MONTHLY SUMMARY OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE
 January 31, 2019
 DEBT SERVICE FUNDS

		Original Budget	Amended Budget	Jan-19	Jan-18	<i>Current Yr Actuals Compared to Prior Year Actuals</i>	
						Increase (Decrease) \$\$	Increase -Decrease %
Revenues by Source							
3300	State	\$ 83,100.00	\$ 83,100.00	\$ -	\$ -	\$ -	
3600	Transfers In	\$ 3,141,585.00	\$ 3,141,585.00	\$ 234,409.00	\$ 236,347.20	\$ (1,938.20)	-0.82%
3700	Face Value of Long-term Debt and Sale of Capital Assets	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Revenues		\$ 3,224,685.00	\$ 3,224,685.00	\$ 234,409.00	\$ 236,347.20	\$ (1,938.20)	-0.82%
Expenditures by Function							
9200	DEBT SERVICE						
OBJECT							
7100	Redemption of Pricipal	\$ 78,000.00	\$ 78,000.00	\$ -	\$ -	\$ -	
7200	Interest	\$ 465,626.00	\$ 465,626.00	\$ 234,409.00	\$ 237,443.50	\$ (3,034.50)	-1.28%
7300	Dues and Fees	\$ 5,450.00	\$ 5,450.00	\$ -	\$ -	\$ -	
7600	Payments to Refunding Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	
Subtotal for Function 9200		\$ 549,076.00	\$ 549,076.00	\$ 234,409.00	\$ 237,443.50	\$ (3,034.50)	-1.28%
Total Expenditures & Other Uses		\$ 549,076.00	\$ 549,076.00	\$ 234,409.00	\$ 237,443.50	\$ (3,034.50)	-1.28%
Excess/(Deficit) Revenues vs. Expenditures		\$ 2,675,609.00	\$ 2,675,609.00	\$ -	\$ (1,096.30)	\$ 1,096.30	-100.00%
Beginning Fund Balance 7/1/17					\$ 4,592,746.03		
Beginning Fund Balance 7/1/18		\$ 7,293,398.52	\$ 7,293,398.52	\$ 7,293,398.52			
Ending Fund Balance		\$ 9,969,007.52	\$ 9,969,007.52	\$ 7,293,398.52	\$ 4,591,649.73	\$ 2,701,748.79	58.84%

CITRUS COUNTY SCHOOL BOARD
COMBINED BALANCE SHEET
January 31, 2019
CAPITAL PROJECT FUNDS

		Jan-19	Jan-18
Assets	Cash on Demand	\$ 10,903,746.18	\$ 16,560,673.72
	Investments	\$ 17,605,448.11	\$ 10,406,285.50
	Accounts Receivable	\$ -	\$ 125.03
	Due from Other Agencies/Funds	\$ 513,646.55	\$ 479,643.16
	Prepaid Expenses	\$ 10,600.00	\$ -
Total Assets		\$ 29,033,440.84	\$ 27,446,727.41
Liabilities	Accounts Payable	\$ 571.22	\$ 67,258.81
	Accrued Salaries	\$ -	\$ -
	Construction Contract Retainage	\$ 1,560.00	\$ 38,390.48
	Deferred Revenue	\$ -	\$ -
	Due To Other Agencies/Funds	\$ -	\$ -
Total Liabilities		\$ 2,131.22	\$ 105,649.29
	Reserved for Capital Outlay	\$ 27,184,828.06	\$ 26,101,051.38
	Reserve for Encumbrances	\$ 1,846,481.56	\$ 1,240,026.74
	Ending Fund Balance	\$ 29,031,309.62	\$ 27,341,078.12
Total Liabilities and Fund Balances		\$ 29,033,440.84	\$ 27,446,727.41



CITRUS COUNTY SCHOOL BOARD
MONTHLY SUMMARY OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE
 January 31, 2019
 CAPITAL PROJECT FUNDS

		Original Budget	Amended Budget	Jan-19	Jan-18	<i>Current Yr Actuals Compared to Prior Year Actuals</i>	
						Increase (Decrease) \$\$	Increase -Decrease %
Revenues by Source							
3300	State	\$ 521,231.00	\$ 1,054,140.00	\$ -	\$ 8,583.00	\$ (8,583.00)	-100.00%
3400	Local	\$ 1,334,998.00	\$ 1,415,848.00	\$ 184,015.00	\$ 554,602.61	\$ (370,587.61)	-66.82%
3413	District School Tax	\$ 14,384,254.00	\$ 14,384,254.00	\$ 12,718,568.45	\$ 12,034,261.64	\$ 684,306.81	5.69%
3XXX	Other	\$ -	\$ -	\$ -	\$ 27,925.54	\$ (27,925.54)	
Total Revenues		\$ 16,240,483.00	\$ 16,854,242.00	\$ 12,902,583.45	\$ 12,625,372.79	\$ 277,210.66	2.20%
Expenditures by Function							
7400	FACILITIES ACQUISITION						
OBJECT							
6100	Library Books	\$ -	\$ -	\$ -	\$ -	\$ -	
6200	Audio Visual Materials	\$ -	\$ -	\$ -	\$ -	\$ -	
6300	Buildings and Fixed Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	
6400	Furniture, Fixtures and Equipment	\$ 2,684,417.00	\$ 2,995,065.08	\$ 1,151,214.13	\$ 1,296,717.41	\$ (145,503.28)	-11.22%
6500	Motor Vehicles	\$ 1,193,304.00	\$ 1,054,623.04	\$ -	\$ 846,003.00	\$ (846,003.00)	
6600	Land	\$ 150,000.00	\$ 150,000.00	\$ -	\$ -	\$ -	
6700	Improvements Other than Buildings	\$ 1,329,732.04	\$ 1,613,751.31	\$ 119,564.78	\$ 54,595.87	\$ 64,968.91	119.00%
6800	Remodeling and Renovations	\$ 4,379,691.00	\$ 4,668,442.93	\$ 684,198.28	\$ 988,012.88	\$ (303,814.60)	-30.75%
6900	Computer Software	\$ -	\$ 5,180.55	\$ -	\$ 8,208.12	\$ (8,208.12)	-100.00%
7900	Misc Expense	\$ -	\$ -	\$ -	\$ 27,155.00	\$ (27,155.00)	-100.00%
Subtotal for Function 7400		\$ 9,737,144.04	\$ 10,487,062.91	\$ 1,954,977.19	\$ 3,220,692.28	\$ (1,265,715.09)	-39.30%
9200	DEBT SERVICE						
OBJECT							
7300	Dues and Fees	\$ 500.00	\$ 500.00	\$ -	\$ -	\$ -	
Subtotal for Function 9200		\$ 500.00	\$ 500.00	\$ -	\$ -	\$ -	
9700	TRANSFERS OUT						
OBJECT							
9100	Transfer to General Fund	\$ 7,828,427.50	\$ 7,868,825.35	\$ 4,345,814.25	\$ 4,126,346.62	\$ 219,467.63	5.32%
9200	Transfer to Debt Service Fund	\$ 3,141,585.00	\$ 3,141,585.00	\$ 234,409.00	\$ 236,347.20	\$ (1,938.20)	-0.82%
Subtotal for Function 9700		\$ 10,970,012.50	\$ 11,010,410.35	\$ 4,580,223.25	\$ 4,362,693.82	\$ 217,529.43	4.99%
Total Expenditures & Other Uses		\$ 20,707,656.54	\$ 21,497,973.26	\$ 6,535,200.44	\$ 7,583,386.10	\$ (1,048,185.66)	-13.82%
Excess/(Deficit) Revenues vs. Expenditures		\$ (4,467,173.54)	\$ (4,643,731.26)	\$ 6,367,383.01	\$ 5,041,986.69	\$ 1,325,396.32	26.29%
Beginning Fund Balance 7/1/17					\$ 22,299,091.43		
Beginning Fund Balance 7/1/18		\$ 22,663,926.61	\$ 22,663,926.61	\$ 22,663,926.61			
Ending Fund Balance		\$ 18,196,753.07	\$ 18,020,195.35	\$ 29,031,309.62	\$ 27,341,078.12	\$ 1,690,231.50	6.18%

**CITRUS COUNTY SCHOOL BOARD
COMBINED BALANCE SHEET**

January 31, 2019

INTERNAL SERVICE FUND - SELF INSURANCE FUND

		Jan-19	Jan-18
Assets	Cash on Demand	\$ 6,672,845.10	\$ 4,698,373.26
	Investments	\$ -	\$ -
	Accounts Receivable	\$ 718.72	\$ 53,053.25
	Inventory	\$ 20,939.90	\$ 33,238.31
	Due from Other Agencies	\$ -	\$ -
	Prepaid Expenses	\$ -	\$ -
Total Assets		\$ 6,694,503.72	\$ 4,784,664.82
Liabilities	Accounts Payable	\$ 192.32	\$ 549.02
	Accrued Salaries	\$ -	\$ -
	Payroll Deduction & Withholdings	\$ 33.36	\$ 2,628.08
	Deferred Revenue	\$ 1,380,907.15	\$ 1,650,931.37
	Estimated Liability Unpaid Claims	\$ 576,170.09	\$ 1,036,433.26
	Due To Other Agencies/Funds		
Total Liabilities		\$ 1,957,302.92	\$ 2,690,541.73
	Unreserved Fund Balance	\$ 3,310,487.54	\$ 655,982.56
	Reserve for Encumbrances	\$ 15,773.36	\$ 14,902.22
	Reserve for Inventory	\$ 20,939.90	\$ 33,238.31
	Reserve for Insurance Claims	\$ 1,390,000.00	\$ 1,390,000.00
	Ending Fund Balance	\$ 4,737,200.80	\$ 2,094,123.09
Total Liabilities and Fund Balances		\$ 6,694,503.72	\$ 4,784,664.82



CITRUS COUNTY SCHOOL BOARD
MONTHLY SUMMARY OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE
 January 31, 2019
 INTERNAL SERVICE FUNDS - SELF INSURANCE FUND

		Original Budget	Amended Budget	Jan-19	Jan-18	<i>Current Yr Actuals Compared to Prior Year Actuals</i>	
						Increase (Decrease)	Increase -Decrease
Revenues by Source						\$	%
3481	Charges for Services	\$ 7,500.00	\$ 7,500.00	\$ 1,472.50	\$ 2,202.50	\$ (730.00)	-33.14%
3484	Premiums	\$ 16,500,000.00	\$ 16,500,000.00	\$ 8,802,856.77	\$ 8,332,648.18	\$ 470,208.59	5.64%
3489	Other Operating Revenue	\$ 250,000.00	\$ 250,000.00	\$ 151,399.42	\$ 134,518.94	\$ 16,880.48	12.55%
34XX	Nonoperating Revenues	\$ 114,996.00	\$ 114,996.00	\$ 58,053.91	\$ 45,163.49	\$ 12,890.42	28.54%
3610	Transfer from General Fund	\$ -	\$ -			\$ -	
Total Revenues		\$ 16,872,496.00	\$ 16,872,496.00	\$ 9,013,782.60	\$ 8,514,533.11	\$ 499,249.49	5.86%
Expenditures by Function							
7700	STAFF SERVICES						
OBJECT							
1000	Salaries	\$ 26,104.00	\$ 25,842.96	\$ 15,075.06	\$ 11,558.88	\$ 3,516.18	30.42%
2000	Employee Benefits	\$ 10,714.81	\$ 11,154.84	\$ 6,149.38	\$ 3,869.18	\$ 2,280.20	58.93%
3000	Purchased Services	\$ 3,604,385.50	\$ 3,604,385.50	\$ 1,789,941.04	\$ 1,807,634.54	\$ (17,693.50)	-0.98%
4000	Energy Services	\$ 4,220.00	\$ 4,220.00	\$ 2,013.95	\$ 2,241.28	\$ (227.33)	-10.14%
5000	Materials and Supplies	\$ 33,000.00	\$ 33,000.00	\$ 10,622.34	\$ 11,776.73	\$ (1,154.39)	-9.80%
6000	Capital Outlay	\$ 7,500.00	\$ 7,500.00	\$ 564.91	\$ 553.61	\$ 11.30	2.04%
7000	Other Expenses	\$ 13,000.00	\$ 13,000.00	\$ 8,103.51	\$ 21,089.99	\$ (12,986.48)	-61.58%
7700	Claims	\$ 12,500,000.00	\$ 12,500,000.00	\$ 6,185,323.36	\$ 6,689,168.21	\$ (503,844.85)	-7.53%
Subtotal for Function 7700		\$ 16,198,924.31	\$ 16,199,103.30	\$ 8,017,793.55	\$ 8,547,892.42	\$ (530,098.87)	-6.20%
7900	Operation of Plant						
OBJECT							
1000	Salaries	\$ 10,000.00	\$ 16,934.96	\$ 6,483.88	\$ 4,840.13	\$ 1,643.75	33.96%
2000	Employee Benefits	\$ 1,751.00	\$ 1,107.08	\$ 1,107.08	\$ 762.59	\$ 344.49	45.17%
3000	Purchased Services	\$ 2,000.00	\$ 2,000.00	\$ 778.99	\$ 734.65	\$ 44.34	6.04%
5000	Materials and Supplies	\$ 1,000.00	\$ 1,000.00	\$ 768.17	\$ 431.73	\$ 336.44	77.93%
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
7000	Other Expenses	\$ -	\$ 85.00	\$ 85.00	\$ -	\$ 85.00	
Subtotal for Function 7900		\$ 14,751.00	\$ 21,127.04	\$ 9,223.12	\$ 6,769.10	\$ 2,454.02	36.25%
8100	Rep & Maintenance	\$ 1,000.00	\$ 1,000.00	\$ 392.50	\$ 682.50		
Total Expenditures & Other Uses		\$ 16,214,675.31	\$ 16,221,230.34	\$ 8,027,409.17	\$ 8,555,344.02	\$ (527,934.85)	-6.17%
Excess/(Deficit) Revenues vs. Expenditures		\$ 657,820.69	\$ 651,265.66	\$ 986,373.43	\$ (40,810.91)	\$ 1,027,184.34	-2516.94%
Beginning Fund Balance 7/1/17					\$ 2,134,934.00		
Beginning Fund Balance 7/1/18		\$ 3,750,827.37	\$ 3,750,827.37	\$ 3,750,827.37			
Ending Fund Balance		\$ 4,408,648.06	\$ 4,402,093.03	\$ 4,737,200.80	\$ 2,094,123.09	\$ 2,643,077.71	126.21%

**CITRUS COUNTY SCHOOL BOARD
COMBINED BALANCE SHEET**

January 31, 2019

ACADEMY OF ENVIRONMENTAL SCIENCE CHARTER SCHOOL

		Jan-19		Jan-18
Assets	Cash on Demand	\$	70,155.82	\$ 56,505.74
	Accounts Receivable	\$	1.16	\$ -
	Due from Other Agencies/Funds	\$	74.38	\$ 4,601.51
	Prepaid Expenses	\$	-	\$ -
Total Assets		\$	70,231.36	\$ 61,107.25
Liabilities	Accounts Payable	\$	6,121.27	\$ 6,066.21
	Accrued Salaries	\$	-	\$ -
	Construction Contract Retainage	\$	-	\$ -
	Payroll Deduction & Withholdings	\$	-	\$ 1,594.90
	Deferred Revenue	\$	-	\$ -
	Due To Other Agencies/Funds	\$	-	\$ -
Total Liabilities		\$	6,121.27	\$ 7,661.11
	Unreserved Fund Balance	\$	(185,364.96)	\$ (77,840.58)
	Reserve for Encumbrances	\$	249,475.05	\$ 131,286.72
	Ending Fund Balance	\$	64,110.09	\$ 53,446.14
Total Liabilities and Fund Balances		\$	70,231.36	\$ 61,107.25



CITRUS COUNTY SCHOOL BOARD
MONTHLY SUMMARY OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE

January 31, 2019

ACADEMY OF ENVIRONMENTAL SCIENCE CHARTER SCHOOL

		Original Budget	Amended Budget	Jan-19	Jan-18	<i>Current Yr Actuals Compared to Prior Year Actuals</i>	
						Increase (Decrease)	Increase -Decrease %
Revenues by Source						\$	%
3100	Federal Direct	\$ -	\$ -			\$ -	
3200	Federal through State	\$ -	\$ -			\$ -	
3300	State	\$ 388,763.00	\$ 446,571.00	\$ 432,736.34	\$ 253,430.18	\$ 179,306.16	70.75%
3400	Local	\$ 1,400.00	\$ 2,422.00	\$ 2,579.44	\$ 31,967.28	\$ (29,387.84)	-91.93%
3600	Transfers from Capital	\$ -	\$ -			\$ -	
3700	Other	\$ -	\$ -			\$ -	
Total Revenues		\$ 390,163.00	\$ 448,993.00	\$ 435,315.78	\$ 285,397.46	\$ (149,918.32)	-52.53%
Expenditures by Function							
5000	Instruction	\$ 470,695.57	\$ 467,384.74	\$ 232,784.04	\$ 124,449.62	\$ 108,334.42	87.05%
6100	Pupil Personnel Services	\$ 50,294.85	\$ 50,544.85	\$ 25,126.55	\$ -	\$ 25,126.55	
6200	Instructional Media Services	\$ -	\$ -	\$ -	\$ -	\$ -	
6300	Curriculum Development	\$ 7,750.00	\$ 7,750.00	\$ 7,281.31	\$ 2,448.48	\$ 4,832.83	197.38%
6400	Instructional Staff Training	\$ -	\$ 1,708.63	\$ 1,409.37	\$ 324.56	\$ 1,084.81	334.24%
6500	Instruction Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
7100	School Board	\$ 15,075.00	\$ 15,075.00	\$ -	\$ 5,207.50	\$ (5,207.50)	-100.00%
7200	General Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
7300	School Administration	\$ 75,157.23	\$ 76,157.23	\$ 18,436.44	\$ 24,627.43	\$ (6,190.99)	-25.14%
7400	Facilities Acquisition	\$ -	\$ 37,830.00	\$ 29,536.37	\$ -	\$ 29,536.37	
7500	Fiscal Services	\$ 25,188.00	\$ 25,188.00	\$ 21,843.97	\$ 17,543.88	\$ 4,300.09	24.51%
7600	Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	
7700	Central Services	\$ -	\$ 500.00	\$ 498.00	\$ 2,088.80	\$ (1,590.80)	-76.16%
7800	Pupil Transportation	\$ -	\$ -	\$ 184.96	\$ -	\$ 184.96	
7900	Plant Operation	\$ 62,151.00	\$ 62,633.60	\$ 45,908.10	\$ 55,425.09	\$ (9,516.99)	-17.17%
8100	Maintenance of Plant	\$ 5,000.00	\$ 5,369.60	\$ 2,699.13	\$ 895.38	\$ 1,803.75	201.45%
8200	Administration Technology	\$ 8,000.00	\$ 8,000.00	\$ 2,700.00	\$ 3,236.69	\$ (536.69)	-16.58%
9100	Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	
9200	Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	
Subtotal		\$ 719,311.65	\$ 758,141.65	\$ 388,408.24	\$ 236,247.43	\$ 152,160.81	64.41%
9700	Transfers Out	\$ -	\$ 20,000.00	\$ -	\$ -	\$ -	
Total Expenditures & Other Uses		\$ 719,311.65	\$ 778,141.65	\$ 388,408.24	\$ 236,247.43	\$ 152,160.81	64.41%
Excess/(Deficit) Revenues vs. Expenditures		\$ (329,148.65)	\$ (329,148.65)	\$ 46,907.54	\$ 49,150.03	\$ (2,242.49)	-4.78%
Beginning Fund Balance 7/1/17					\$ 4,296.11		
Beginning Fund Balance 7/1/18		\$ 17,202.55	\$ 17,202.55	\$ 17,202.55			
Ending Fund Balance		\$ (311,946.10)	\$ (311,946.10)	\$ 64,110.09	\$ 53,446.14	\$ 10,663.95	19.95%

**CITRUS COUNTY SCHOOL BOARD
COMBINED BALANCE SHEET
January 31, 2019
PRIVATE PURPOSE TRUST FUND**

		Jan-19	Jan-18
Assets	Cash on Demand	\$ 214,402.08	\$ 214,854.01
	Investments	\$ -	\$ -
	Accounts Receivable	\$ -	\$ -
	Due from Other Agencies/Funds	\$ -	\$ -
	Prepaid Expenses	\$ -	\$ -
Total Assets		\$ 214,402.08	\$ 214,854.01
Liabilities	Accounts Payable	\$ -	\$ -
	Accrued Salaries	\$ -	\$ -
	Deferred Revenue	\$ -	\$ -
	Due To Other Agencies/Funds	\$ -	\$ -
Total Liabilities		\$ -	\$ -
	Unreserved Fund Balance	\$ 2,413.62	\$ 1,620.60
	Reserve for Encumbrances	\$ 211,988.46	\$ 213,233.41
	Ending Fund Balance	\$ 214,402.08	\$ 214,854.01
Total Liabilities and Fund Balances		\$ 214,402.08	\$ 214,854.01



CITRUS COUNTY SCHOOL BOARD
MONTHLY SUMMARY OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE
 January 31, 2019
 PRIVATE PURPOSE TRUST FUND

		Original Budget	Amended Budget	Jan-19	Jan-18	<i>Current Yr Actuals Compared to Prior Year Actuals</i>	
						Increase (Decrease)	Increase -Decrease
Revenues by Source						\$	%
3431	Interest	\$ 4,000.00	\$ 4,000.00	\$ 2,413.62	\$ 1,620.60	\$ 793.02	48.93%
3440	Gifts, Grants, Bequests	\$ -	\$ -	\$ -	\$ -	\$ -	-
Total Revenues		\$ 4,000.00	\$ 4,000.00	\$ 2,413.62	\$ 1,620.60	\$ 793.02	48.93%
Expenditures by Function							
7900	Misc Expense	\$ 10,000.00	\$ 10,000.00	\$ -	\$ -	\$ -	-
Subtotal for Function 9200		\$ 10,000.00	\$ 10,000.00	\$ -	\$ -	\$ -	-
Total Expenditures & Other Uses		\$ 10,000.00	\$ 10,000.00	\$ -	\$ -	\$ -	-
Excess/(Deficit) Revenues vs. Expenditures		\$ (6,000.00)	\$ (6,000.00)	\$ 2,413.62	\$ 1,620.60	\$ 793.02	48.93%
Beginning Fund Balance 7/1/17					\$ 213,233.41		
Beginning Fund Balance 7/1/18		\$ 211,988.46	\$ -	\$ 211,988.46			
Ending Fund Balance		\$ 205,988.46	\$ (6,000.00)	\$ 214,402.08	\$ 214,854.01	\$ (451.93)	-0.21%

Inverness, Florida
February 12, 2019

An Administrative Hearing, Regular Meeting and Public Hearing were held at the District Services Center located at 1007 West Main Street, Inverness, Florida on Tuesday, February 12, 2019. Present: Sandra "Sam" Himmel – Superintendent; Thomas Kennedy – Chairman; Sandra Counts – Vice Chairman; School Board Members: Virginia Bryant, Douglas A. Dodd and Linda B. Powers. Also in attendance, R. Wesley Bradshaw, School Board Attorney.

ADMINISTRATIVE HEARING

The Administrative Hearing was opened at 2:00 p.m.

Upon motions made, seconded and approved, an expulsion was directed in Case No. 19-55, 19-56, 19-59, 19-60 and 19-65.

The Administrative Hearing was closed at 2:33 p.m.

EXECUTIVE SESSION

An Executive Session was called at 2:35 p.m. pursuant to Florida Statute 447.605 and the room was cleared except for appropriate designated personnel.

The Executive Session was closed at 3:52 p.m.

REGULAR MEETING

Chairman Kennedy opened the Regular Meeting at 4:03 p.m. Virginia Bryant had opening exercises and mentioned that it would be the one-year anniversary of the horrific tragedy at Marjory Stoneman Douglas High School in Parkland on February 14th. In remembrance of that tragedy, Citrus High School's Coach Larry Bishop and his students shared tributes of each of those whose lives were lost on that day. Coach Bishop then led the Pledge of Allegiance to the Flag of the United States of America.

ADOPTION OF AGENDA AS RECOMMENDED BY SUPERINTENDENT

Chairman Kennedy announced that Public Hearing Item B. Receive Public Comment on the Recommended Materials for the 2018-2019 Instructional Materials Adoption, was pulled from the agenda. Douglas Dodd moved to Adopt the Agenda as recommended by the Superintendent with the deletion of Item B; seconded by Virginia Bryant; and carried unanimously.

CITIZEN COMMENTS

None

APPROVE CONSENT AGENDA – (Recognition of donations)

Virginia Bryant moved to approve the Consent Agenda; seconded by Sandra Counts and carried unanimously. The Executive Secretary to the School Board read the donations into the record.

PRESENTATION

A. Hernando/Pasco Hospice (HPH) Helping Hands Help Grieving Children

Gina Dickey, Coordinator of Student Services, introduced Erin Cowley, Bereavement Specialist, Hernando Pasco Hospice. Ms. Cowley said that her purpose was to provide free grief counseling for children and families in the community that had experienced the death of a loved one. She spoke about how she worked very closely with Kit Humbaugh, Director of Student Services, School Counselors and Social workers and provided a six-week curriculum during a school period for students who had lost a member of their family. Ms. Cowley gave a brief overview of the other services provided by Hernando Pasco Hospice such as adult bereavement services that are also free, an adult grief group and Family Night where they provided free pizza and refreshments and did a creative interactive therapeutic group with children and their family members. She shared information about Camp Reach Out, a two- and half-day bereavement camp for children 5 to 17 years of age, and the Golf Tournament at Black Diamond in April to benefit Hernando Pasco Hospice.

B. The Gulf to Lakes Pilot Club – Donations to Elementary Self-Contained Teachers

Lynn Kirby, Director of Special Education, gave a brief overview about the Gulf to Lake Pilot Club and explained that it was a humanitarian and philanthropy group that was established 1921 in Macon, Georgia by business women who wanted to help conserve their communities. She mentioned that the Gulf to Lake Pilot Club was best known for their Annual Parade of Trees, which is their main fundraiser. Mrs. Kirby shared that the Pilot Club had been helping Citrus County schools for years and this year they designated the ESE self-contained classrooms at all the elementary schools to benefit from their services. They provided \$200 to each elementary school to be used to help support the students in those classrooms. She introduced President Elect, Karen Ryan and Board Member Treasurer, Wally Faherty who were both in audience, and thanked them for their efforts and generosity to the schools. Mrs. Kirby requested from the Board to approve the donation of \$200 to each elementary school from the Gulf to Lake Pilot Club, for a total of \$2,200. Douglas Dodd motioned to approve the \$200 donations to each elementary school totaling \$2,200 from the Gulf to Lake Pilot Club; seconded by Linda Powers and carried unanimously.

C. Superintendent's "Making a Difference Award"
Gail Bockiaro, Crystal River Primary School

Superintendent Himmel presented Gail Bockiaro, Title 1 Interventionist at Crystal River Primary School, with the Superintendent's "Making a Difference Award" for her contribution to the educational system in Citrus County. Ms. Bockiaro was partly responsible for Crystal River Primary School's significant improvements in ELA and Math over the last few years and has worked with Crystal River Primary's most challenging students in a way that made them feel they could be successful, and they were. She leads the Tropicana Speeches at the school for 4th and 5th grade and runs the student elections for SAEC by involving the Citrus County Election office, invites local dignitaries to visit with the students and successfully arranged for First Lady Ann Scott to make an appearance at Crystal River Primary.

D. Superintendent's "Making a Difference Award"
Eileen Jenkin, Citrus Springs Middle School

Superintendent Himmel shared how Eileen Jenkin, Teacher at Citrus Springs Middle School, and some of her students took a chance and entered to win the Jimmie Johnson Foundations Team Up for Tech Grant - a grant that would award a school \$48,000 for new technology equipment. With Ms. Jenkin's vision, hard work and dedication, Citrus Springs Middle School's video submission earned top honors and was the recipient of this year's Jimmie Johnson Team Up for Tech Grant. Superintendent Himmel presented Ms. Jenkin with the Superintendent's "Making a Difference Award" and thanked her for her dedication, always helping students and pushing them to new levels in learning.

B. Human Resources – Suzy Swain
Approved Instructional and Support Recommendations (copy in supplemental file)

Sandra Counts moved to approve Instructional and Support Recommendations; seconded by Linda Powers and carried unanimously.

- C. Planning and Growth Management, Chuck Dixon
- 1) Summary of School Capacity – Year End 2018 and adoption of 2019-20 Controlled Open Enrollment Plan
 - a) Reviewed and Accepted the Summary of School Capacity Report-Year End 2018 (copy in supplemental file)
 - b) Adopted 2019-2020 Controlled Open Enrollment Plan (copy in supplemental file)
 - c) Approved to Advertise for a Public Hearing to Adopt the Attendance Boundaries for the 2019-2020 school year at the April 9, 2019 School Board Meeting (maps available at SSC)

Chuck Dixon, Director of Planning and Growth Management, explained how the School Capacity Report was generated and gave a summary of all the components of the report. Douglas Dodd had questions regarding enrollment. Mr. Dixon shared many factors that affect enrollment.

Douglas Dodd moved to accept the Summary of School Capacity Report-Year End 2018, adopt the 2019-2020 Controlled Open Enrollment Plan and approve to Advertise for a Public Hearing to Adopt the Attendance Boundaries for the 2019-2020 school year at the April 9, 2019 School Board Meeting; seconded by Sandra Counts and carried unanimously.

Chairman Kennedy recessed the Regular Meeting at 5:03 pm

PUBLIC HEARING

Chairman Kennedy opened the Public Hearing at 5:03 p.m.

A. Approved the Revision of Policy 2.90 Tobacco Use in District Facilities

Chuck Dixon, Director of Planning and Growth Management, asked for approval for the revision of Policy 2.90 and explained it was a modification as discussed by the board back in September. Chairman Kennedy asked if there were any public comments. There being none, a vote was taken to approve the revision to Policy 2.90 and carried unanimously.

B. ~~Receive Public Comment on the Recommended Materials For the 2018-2019 Instructional Materials Adoption~~ *** Pulled from the agenda ***

Chairman Kennedy closed the Public Hearing at 5:05 p.m. and reconvened the Regular Meeting.

D. Risk Management, Cheri Cernich
Health Insurance Year End Update (for informational purposes)
(copy in supplemental file)

Jonny Bishop, Assistant Superintendent, shared that the District's health insurance plan reflected a 20-member increase from last year, and that gain was significant for the District. He gave credit to the education initiative that was put in place three years ago where Risk Management visited schools to educate staff on the insurance plan. Steve Baumer, Coordinator of Risk Management and Employee Relations, presented a Power Point reviewing the claims data in comparison to the last few years, the average monthly premium revenue, the 2018 plan year summary and the Wellness Center utilization.

Chairman Kennedy called for Citizen Comments at 5:15 p.m. and read public input protocol.

CITIZEN COMMENTS

Bradley Dye, Advanced Green Energy, provided public input regarding using an additive to diesel fuel for school buses that allowed fuel to burn more thoroughly.

Rosemary Nilles provided public input on arming teachers in classrooms.

Kathleen Gates provided public input on arming teachers in classrooms.

- D. Risk Management, Cheri Cernich - **continued**
 Health Insurance Year End Update (for informational purposes)
 (copy in supplemental file)

Mr. Baumer continued to share information regarding the utilization of the Wellness Center and the times of the day that were more popular than others. He mentioned there had been a reduction in the no-shows since last year. Douglas Dodd inquired about the Affordable Care Act and discussion ensued as to whether there would be an IRS penalty for those who don't have insurance.

FINANCE, MIKE MULLEN

- A. iPad Buyback options (for informational purposes)

Kathy Androski, Coordinator of Educational Technology, presented a Power Point with information regarding 2nd and 4th generation iPad buyback options for feedback. She explained the process of how the buyback worked. Mrs. Androski shared that she explored a few companies and the two companies she chose to highlight, Diamond Assets and Teksavers, were recommended as having worked with Apple customers and the education field and had a thorough plan how to work through the process. She explained what each of the two companies provided for the buyback of the iPads and what the district would receive if the companies gave the district full value. Discussion ensued regarding other possible options for recovering cost of the iPads.

BUDGET UPDATE

Tammy Wilson, Director of Finance, provided a copy of the 2019-2020 Budget calendar, (copy in supplemental file) and spoke about some of the key dates on the calendar. She pointed out that the Tentative Budget would be going to the board for approval on the fifth Tuesday this year, which was July 30th and the Board meeting to adopt the Final Budget would be September. Linda Powers inquired about Teacher's Lead money and what happened to it if not used. Ms. Wilson explained that any money not used reverted to the district and then went to the Enhancement Council to be used. Chairman Kennedy spoke about the Governor's Budget and felt the district will need to be ready for a belt-tightening session and there may be some serious challenges ahead.

CITIZEN COMMENTS

None

ATTORNEY, LEGAL MATTERS

None

APPROVE MINUTES

Linda Powers moved to approve the minutes of the Administrative Hearing and Regular Meeting of December 11, 2018, the Administrative Hearing, Regular Meeting and Public Hearing of January 8, 2019 and the Administrative Hearing, Special Meeting and Workshop of January 22, 2019; seconded by Virginia Bryant and carried unanimously.

ANY OTHER BUSINESS THAT NEEDS TO COME BEFORE THE SCHOOL BOARD

Douglas Dodd thanked Superintendent Himmel and staff for the opening exercise honoring the lives lost at the Marjory Stoneman Douglas High School tragedy. He stated the district was working diligently to provide safe campuses for students and faculty. He thanked the Superintendent and staff for working together and doing everything in their power to keep students safe. He reminded everyone that on Thursday, February 14th there would be a moment of silence at every school at 10:17 a.m., in remembrance of all the lives lost at the Marjory Stoneman Douglas High School tragedy. Mr. Dodd spoke about the practices in the district regarding drills and the importance of them. He mentioned he attended the Grand Opening of the PACE school and how great it was to have that program. He also mentioned he went on the Homosassa River fishing trip with the Homosassa Elementary School's fifth grade class and said it was a great experience for all those students.

Virginia Bryant shared that she went to Upward Bound and to Forest Ridge Elementary for Literacy Week and said it was quite a good time.

Linda Powers mentioned she attended the SAEC committee at Citrus High School and went to the PACE Grand Opening and was impressed with the upbeat nature of the girls there. She also attended the Secondary Upward Bound and met with mental health people from the county and other surrounding counties and felt that Citrus stood out compared to other counties as moving ahead and getting on board with things in terms of mental health. Mrs. Powers shared how pleased she was to hear that Citrus Memorial Hospital would be opening a behavioral center.

Sandra Counts shared that she attended a SAEC meeting at Citrus Springs Elementary and the Science Fair. She was excited to see elementary students at the Science Fair and said they were awesome. She was also impressed with the projects at the high school level and said they were a shining group of students.

Chairman Kennedy thanked Mr. Mullen and Mrs. Bryant for the opening exercise and said it couldn't have been more perfect. He mentioned he would be attending the Purple Heart Ceremony on Saturday, February 16th and the African Reading on February 24th. Chairman Kennedy spoke about the Governor's proposal regarding teacher bonuses and stated there needed to be an awareness as, while there were

some things that looked good, there are other pieces of the proposal that were not good. He stated he will continue to advocate for the teacher bonus program.

Superintendent Himmel spoke about PACE Center for girls and thought the staff was amazing. She mentioned it was an easy partnership and they worked well and very closely with Dr. Scott Hebert, Chief Academic Officer. She shared a conversation she had with Senator Simpson regarding PACE and he asked her tell the board members and everyone in Citrus County that out of every District he has dealt with regarding PACE Center for girls, Citrus County did it right, and it was easy getting PACE in our district.

ADJOURNMENT

Chairman Kennedy closed the regular meeting at 6:26 p.m.

Thomas Kennedy
Chairman

Sandra Himmel
Superintendent

ATTACHMENT – A

Educational Services, Scott Hebert

- A. Approved the 2018-2019 School Volunteers (copy in supplemental file)

School Support Services, Jonny Bishop

- A. Facilities, Construction & Maintenance, Eric Stokes
Approved Pre-Qualification of Contractors for Educational Facilities (copy in supplemental file)
- C. Planning and Growth Management, Chuck Dixon
- 2) Approved the Request to Advertise for a Public Hearing at the April 9, 2019 School Board Meeting to Approve the new Policy 3.61 Religious Expression in Public Schools (copy in supplemental file)
 - 3) Approved Request to Advertise for a Public Hearing at the April 9, 2019 School Board Meeting to Approve the Revision of Policy 4.65 Virtual Instruction (copy in supplemental file)
 - 4) Approved Request to Advertise for a Public Hearing at the April 9, 2019 School Board Meeting to Approve the Revision to Policy 5.09 Requirements for Original Entry (copy in supplemental file)
 - 5) Approved Request to Advertise for a Public Hearing at the April 9, 2019 School Board Meeting to Approve the Revision to Policy 6.27 Report of Misconduct (copy in supplemental file)
 - 6) Approved Request to Advertise for a Public Hearing at the April 9, 2019 School Board Meeting to Approve the new Policy 7.26 Hospitality Funds (copy in supplemental file)

- E. Transportation, Marilyn Farmer
Approved and Sign the 2018-2019 Transportation Agreement between Marion County School Board and Citrus County School Board (copy in supplemental file)

Finance, Mike Mullen

- B. Approved Spectrum TV Service Agreement (copy in supplemental file)
- C. Approval of Withlacoochee Technical College's 2019-2020 School Calendar (copy in supplemental file)
- D. Approved the Disposal of Active Surplus Property- Crystal River Middle School (copy in supplemental file)
- E. Approved the Disposal of Active Surplus Property- Inverness Middle School (copy in supplemental file)
- F. Approved the Disposal of Active Surplus Property- Citrus High School (copy in supplemental file)
- G. Approved the Disposal of Active Surplus Property- Crystal River High School (copy in supplemental file)
- H. Approved the Disposal of Active Surplus Property (copy in supplemental file)
- I. Approved the \$500 donation to Citrus High School from RJO Management Inc. (copy in supplemental file)
- J. Approved the \$1,000 donation to Citrus High School from Mondragon Golf, Inc. (copy in supplemental file)
- K. Approved the \$500 donation to Citrus High School from the Holloway Group (copy in supplemental file)
- L. Approved the \$1,000 donation to Citrus High School from Production of Contra Costa (copy in supplemental file)
- M. Approved the \$1,500 donation to Crystal River High School from Certified Air Conditioning, Inc., Mark Rogers (copy in supplemental file)
- N. Approved the \$500 donation to the Academy of Environmental Science from Michael Czerwinski, Environment Consultants (copy in supplemental file)
- O. Approved the \$1,500 donation to Withlacoochee Technical College from Citrus Mopars Car Club, Inc. (copy in supplemental file)
- P. Approved the \$5,000 donation to Withlacoochee Technical College from Bayfront Health Seven Rivers Hospital (copy in supplemental file)
- Q. Approved the three \$500 donations to Withlacoochee Technical College from Inverness Does Drove #232 (copy in supplemental file)
- R. Approved the \$1,000 donation to Withlacoochee Technical College from the Rotary Club of Inverness Charitable Foundation, Inc. (copy in supplemental file)
- S. Approved the \$1,375 donation to Withlacoochee Technical College from Withlacoochee River Electric, Educational Foundation (copy in supplemental file)
- T. Approved the \$500 donation to Withlacoochee Technical College from the Citrus County Chamber of Commerce (copy in supplemental file)
- U. Approved the PFM Financial Advisors LLC Agreement for Financial Advisory Services (copy in supplemental file)
- V. Approved to Reject Bid 2019-17 Mowing (copy in supplemental file)

- W. Approved to Reject Bid 2019-23 Network Cabling Services (copy in supplemental file)
- X. Approved Award of Piggyback of Sarasota Schools Bid 16-0158 CCSB 2019-29P Safety & Security Systems: Services, Parts, Consumables & Window Film to Silmar Electronics (copy in supplemental file)
- Y. Approved Award of Bid 2019-17 LMS Reroofing Bldgs. 1&2 to R.F. Lusa & Sons Sheetmetal, Inc. (copy in supplemental file)
- Z. Approved Award of Bid 2019-24 Shredded Mulch to ADFS, LLC (copy in supplemental file)
- AA. Approved the Budget Amendment #4 December 2018 (copy in supplemental file)
- BB. Approved the Financial Statements and Independent Auditor's Report Citrus County District School Board Fiduciary Funds [Private-Purpose Trust Fund and Agency Funds (Internal Accounts)] Citrus County, FL as of June 30, 2018 (copy in supplemental file)
- CC. Financial Statements and Independent Auditor's Report Academy of Environmental Science, Citrus County as of June 30, 2018 (for informational purposes) (copy in supplemental file)
- DD. Annual Fitch Rating for the \$35 million in outstanding Series 2010A Qualified School Construction Bonds (QSCBs) (for informational purposes) (copy in supplemental file)

Informational Items

- A. December 2018 Cash and Investment Report (copy in supplemental file)
- B. Financial Statements as of December 2018 (copy in supplemental file)