



Competitive Application for Whole-School  
Transformation Model (Traditional Public Schools) –  
TOP 3  
Putnam County Public Schools  
George C. Miller Middle School

*This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.*



George C. Miller Middle School 54 0231

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

**Item 1:** Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

**George C. Miller Middle School's Partnerships for Hope**

**Miller's Partnerships for Hope Needs Assessment Methodology and Participation in the formulation of the plan**

After collaborating with stakeholders to finalize the TOP Phase 2 Plan, the LEA's Director of School Improvement collaborated with the school-based leadership team at George C. Miller Middle School to review data and determine wrap-around services that would align with stakeholder input at the school and community level and student and community data needs.

**School-based input.** Mid June 2017 school and district leaders came together to review end of the year state, district, and school level data. The leaders reviewed the district's strategic plan performance targets, graduation initiative data, attendance data, 5Essentials data, and expectations for school improvement planning and target setting. Qualitative data included perception data from students and teachers gathered through the 5 Essentials survey. Quantitative data points included school grade components, chronic absenteeism rates, suspension rates, number of behavior referrals, graduation rates, and grade-level progress monitoring data from iReady and Performance Matters. Reflective of the collaborative review at the end of the year and thinking about the needs of the 2017-2018 school year and beyond, the leadership team at George C. Miller Middle School met with the Grant Steering Committee in early August 2017 to communicate the desire to provide wrap-around services to students that would address 6 strategic goals.

**Community and Business Input.** Input from parents, students, community, and business members is gleaned on a regular basis via Superintendent's Advisory Council Meetings and survey data. In the past,



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members have expressed opinions including the following: “students need to be able to visualize what graduation means and diverse groups of students need mentoring services.” The Superintendent’s Advisory Council Meetings will occur throughout implementation of TOP3 to glean input and adjust the Partnerships for Hope program design as needed.

**Teacher input.** The LEA gathers ongoing input through the 5Essentials perception survey as well as through teacher input forums. For example, a team of teachers new to the District was formed that included representatives from each area of the county, demographic group, gender, various subject areas, veteran and non-veteran teachers, and all levels of K-12 education. Teachers provided qualitative feedback on successes, challenges, and recommendations. Such feedback consistently includes the needs for teacher professional development, student academic supports, and enhanced student social-emotional structures.

#### **Miller’s Partnerships for Hope Summary of Results**

**5 Essentials.** The Florida 5Essentials survey summarizes student and teacher perception data and identifies ways in which the school is organized for school improvement (Table 1). The goal of district and school leaders is for each school to move toward strong and very strong organization to maximize the potential for sustainable improvement.

Table 1: FY1617 Miller Middle’s 5Essentials Results.

Student Response Rate	79.3%
Teacher Response Rate	75.0%

Essential Category	2016	2017
Ambitious Instruction	Strong (73)	Neutral (49)
Effective Leaders	Weak (23)	Weak (33)
Collaborative Teachers	Very Weak (18)	Weak (21)
Involved Families	Weak (21)	Weak (21)
Supportive Environment	Weak (30)	Weak (24)



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**School Grade Trends and Academic Achievement Data.** Table 2 following provides a summary of three-year school grade trends. Table 3 provides an iReady data by grade level.

Table 2. Miller Middle's Three Year School Grade Trends.

	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	School Grade
2014-2015	28			49			22			99	9	33	100	D
2015-2016	27	39	40	39	37	31	31	39		283	8	35	100	D
2016-2017	27	44	39	36	35	32	20	50	61	344	9	38	100	D

Table 3. FY1617 Miller Middle's iReady Data by Grade Level

Reading	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Grade 6	17%	23%	30%	13%
Grade 7	14%	19%	25%	11%
Grade 8	20%	32%	33%	13%
Mathematics	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Grade 6	16%	35%	55%	39%
Grade 7	9%	12%	21%	13%
Grade 8	12%	26%	28%	16%





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**Chronic Absenteeism Data.** The LEA defines chronic absenteeism as students with 19 or more days absent. This includes both excused and unexcused absences. Table 4 provides chronic absentee data. The University of South Florida (2017) recently studied the chronic absenteeism in Putnam County. Primary research recommendations involve structured mentoring programs and adult or peer-directed academic support.

Table 4. FY1617 Miller Middle’s Chronic Absenteeism Data.

% of students with attendance rate of 0% to 89% (19 or more days absent)	% of students with attendance rate of 90% to 95% (9 to 18 days absent)	% of students with attendance rate of 96% to 100% (0 to 8 days absent)	% of students meeting attendance rate threshold of 90%
Off-Track	At-Risk	On-Track	
29%	31%	40%	71%

**Discipline Data.** The school’s discipline data was reviewed (Table 5).

Table 5. FY1617 Miller Middle’s Discipline Data.

Survey 3 Entity Count	Number of Suspensions	Number of Students with 1 or More Suspensions	Number of Behavior Referrals including Bus Misconduct	Number of Students with 1 or More Behavior Referrals including Bus Misconduct
490	84	59	416	158

**Rural.** The Rural and School Community Trust reports the following: “Florida has one of the most diverse rural student populations in the nation. More than half of all rural students live in poverty, more than 40% of all rural students are minorities...almost one in 10 adults are unemployed in rural Florida, and rural mobility is higher than in all states except Arizona and Nevada. Florida’s rural schools and districts are the nation’s largest, instructional spending and salaries are low, and state contribution to public education costs is weak (Johnson, et. al., 2014).” This reality is dire for Putnam County, a statutorily designated rural LEA in Northeast Florida that serves over 11,000 students including 694 Limited English Proficiency students in their first five years of school and 675 homeless students (Table 1). The county has received the state designation as a “Rural Area of Critical Economic Concern” with 79% of residents living in



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unincorporated rural areas. In FY16, the United States Department of Agriculture (USDA) categorized Putnam County as a “StrikeForce Community,” a high poverty, rural community designated by Obama Administration’s initiative to address persistent poverty across America.

**Poverty.** The LEA participates in the Rural and Low Income School Program, Title VI, Part B and in the Community Eligibility Provision (CEP) component of the Healthy, Hunger-Free Act of 2010. In FY17, 67.0% of families participated in government-subsidized poverty programs including SNAP, Medicaid, and TANF. Using the CEP Federal 1.6 multiplier guideline for free lunch, the LEA’s poverty rate is 107.2%. George C. Miller Middle School’s poverty rate is 129.71%. The current plan addresses the needs of these students eligible to be counted under section 1124(c) of the ESEA Act of 1965.

**Community challenges.** The LEA reflects many of the challenges that are present in the community at-large, a community that has violent crime and property crime rates well above the National and State average in all areas including robberies, assaults, burglaries, thefts, auto thefts, arson, rapes, and murders. Along with staggering crime statistics, health and lifestyle problems abound. The Florida Department of Health reports that 36.3% of adults are disabled. Census statistics indicate that the county has one of the top ten worst divorce rates in the U.S.

**Income and educational attainment.** According to the U.S. Department of Commerce, the county average per capita income is \$27,031, 11.6% of residents have a bachelor’s degree or higher, and 19% of residents have an associates degree or higher (Table 6).

Table 6. Educational attainment in Putnam and neighboring counties.

	Clay County	St. Johns County	Putnam County	Florida
Associate's Degree or Higher	35%	50%	19%	36%

**Postsecondary enrollment and success.** Table 7 captures data from the Florida Department of Education High School Feedback Report. Of the students who graduate high school, around 41% enroll at either a community college, state university, or technical center and about half of those are proficient in first year college courses.



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Table 7. FY15 College Enrollment and Success.

	Crescent City High School	Interlachen High School	Palatka High School
Percent high school graduates who enrolled in either a community college in Florida, state university in Florida, or technical center	41.62%	32.05%	49.74%
Percent high school graduates who <u>entered</u> a public college or university in Florida and scored at or above college level cut scores (proficient)	50.0%	42.9%	51.5%

**Acceleration programming.** Grissom and Redding (2016) document race disparity in assigning students to accelerated programming. The LEA's analysis supports these findings (Table 8).

Table 8. FY16 Students participating in acceleration programming by race.

Race	District % Population	Acceleration % Population
Indian	0.4%	0.6%
Asian	0.5%	0.9%
Black	24.1%	4.7%
White	54.2%	82.4%
Hispanic	16.8%	6.9%
Multiracial	3.9%	4.5%

**An Inspired Dream.** The Steering Committee was inspired through the analysis of the data above to design a program that would address the multidimensional needs of Miller's students. Analysis and brainstorming decisions informed by stakeholder input led to the development of a program aligned to the TOP3 RFP entitled **Partnerships for Hope**, a multidimensional school initiative with the following 6 goals and correlating strategic inputs:

1. **Goal 1: Provide wrap around services that develop family and community partnerships.**  
 Input 1A. Provide students with access to a social worker at the school in order to bridge the gap between available community social services and student and family access to the services.



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Input 1B. Increase student access to mental health counseling services in order to reduce mental health barriers to student academic success.

Input 1C. Increase student access to before and/or after school tutoring.

**2. Goal 2: Increase parental involvement and engagement in the child's education.**

Input 2A. Provide Family Engagement Activities to increase family participation in student academic and community activities.

**3. Goal 3: Establish clearly defined and measurable high academic and character standards.**

Input 3A. Partner with Learning Sciences International to develop a model demonstration school focused on intensive supports to transform leadership, teaching, and learning.

Input 3B. Increase support for student participation in accelerated coursework.

Input 3C. Provide students and teachers with a supplemental character curriculum such as Capturing Kids Hearts.

Input 3D. Provide a data management system through a contract with Panorama to measure stakeholder social emotional perception data with data indicators in order to monitor and respond to informed stakeholder needs.

**4. Goal 4: Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.**

Input 4A. Provide a Return on Investment Coordinator to monitor student achievement data related to program implementation for curriculum at Miller Middle School that is both existing and proposed through the TOP3 plan and facilitate teacher fidelity to program design.

Input 4B. Provide students opportunities to visit college campuses in order to expose students to postsecondary opportunities and set career goals.

Input 4C. Provide summer bridge programs such as an Algebra Bridge Program for students identified as needing additional academic supports for the next grade level.

**5. Goal 5: Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.**

Input 5A. Provide math teachers with Intel Math training to increase math content knowledge.

Input 5B. Provide teachers with training opportunities to increase rigor aligned to Cambridge coursework.





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Input 5C. Partner with the Northeast Florida Educational Consortium to provide standards-focused teacher training.

Input 5D. Provide teachers with access to Florida Virtual School curriculum in order to provide support for teacher knowledge in high needs areas.

Input 5E. Provide school personnel with training on incorporating character standards into daily lessons through Capturing Kids Hearts.

**6. Goal 6: Identify, recruit, and reward instructional personnel.**

Input 6A. Create a Master Teacher Apprenticeship Program that pairs new and veteran teachers in order to increase teacher content knowledge and pedagogy and identify and recruit teachers capable of teaching independently the following year.

Input 6B. Support diversified teacher recruiting efforts in order to ensure student access to highly effective personnel.

Input 6C. Provide a financial bonus to teachers with highly effective overall State VAM.

**Item 2:** Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

**Miller's Partnerships for Hope Plan to Leverage Community Assets, Improve School and Community Collaboration, and Develop Family and Community Partnerships.**

Goals 1, 2, and 5 of Miller's **Partnerships for Hope** relate directly to leveraging community assets, improving school and community collaboration, and developing family and community partnerships.

**1. Goal 1: Provide wrap around services that develop family and community partnerships.**

Input 1A. Provide students with access to a social worker at the school in order to bridge the gap between available community social services and student and family access to the services.

Input 1B. Increase student access to mental health counseling services in order to reduce mental health barriers to student academic success.

Input 1C. Increase student access to before and/or after school tutoring.

**2. Goal 2: Increase parental involvement and engagement in the child's education.**

Input 2A. Provide Family Engagement Activities to increase family participation in student academic and community activities.



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5. **Goal 5: Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.**

Input 5C. Partner with the Northeast Florida Educational Consortium to provide standards-focused teacher training.

**Social Services.** Partnerships for Hope provides students with access to a social worker at the school in order to bridge the gap between available community social services and student and family access to the services. Social services will be coordinated with organizations such as:

- Stewart Marchman Act Behavioral Healthcare
- Juvenile Crime Prevention
- Corner Drug Store
- SEDNET
- Handley Center
- DCF
- DJJ
- CareerSource

**Mental Health Counseling.** The school will contract for mental health counseling for students through a local agency such as Stewart Marchman in order to address student mental health needs and reduce barriers to student academic success.

**Tutoring.** The school will compensate teachers to provide before and/or after school tutoring for students based on need. Students who are off-track based on EWS indicators and those in state assessed grade levels and content areas will be prioritized.

**Post Secondary IHL Partnerships.** St. Johns River State College, Flagler College, and St. Leo University meet with the LEA regularly to design inputs responsive to the instructional needs of the postsecondary degree programs including the development of college-aligned curriculum goals and facilitate college visits.



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**Acceleration Program Partnerships.** The Grant Steering Committee reached out to partners capable of increasing student acceleration options including the State of Florida AVID office, the University of Cambridge Examinations, and representatives of St. Johns River State College to discuss increasing the LEA's ability to offer additional dual enrollment courses via a Dual Enrollment Collegiate High School Program and increase Cambridge and AVID offerings. After months of rigorous goal setting and school capacity reviews, Miller Middle School was officially approved in August of 2017 to offer Cambridge courses in partnership with the University of Cambridge. Partnerships for Hope seeks to leverage this opportunity by providing opportunities for teacher professional development in order to increase the rigor in Cambridge courses and transition strategies to courses taught to all students at Miller Middle School.

**Northeast Florida STEM2 Hub Partnership.** The Stem2 Hub partners with Florida Board of Education Chairman Gary Chartrand, the University of North Florida, LEAs in Northeast Florida, businesses, and community members to convene, inspire, and invest in STEM. The Stem2 Hub recently engaged in projects with neighboring LEAs to increase the subject knowledge of teachers by partnering with Intel Math and Code.org to provide professional development, increasing the alignment between teacher planning and State expectations. The LEA seeks to maximize the partnership to provide these services to its population, particularly in the area of Intel Math Training and increasing opportunities for STEM learning at Miller Middle School.

**Community Collaboration in Establishing Family Engagement Activities.** Miller Middle School envisions creating Family Engagement Activities in order to encourage parents to become active participants in student education and enrichment initiatives. Community partners such as the Putnam County Library System, Police Athletic League, Chess Club, and Boys to Men have expressed interest in partnering with the school on parent involvement activities. Partnerships for Hope provides the perfect opportunity to support these ventures.

**Northeast Florida Educational Consortium (NEFEC) Partnership.** Extensive planning was done with NEFEC to design inputs and implementation support structures. The LEA participates in the consortium alongside 15 neighboring LEAs. Strategies maximize partnerships between the LEA and NEFEC, particularly in the areas of teacher coaching and LEA outreach.



## Part II: Implementation Plan

### A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child's education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

**Item 3:** Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

Goal 1 of Miller's **Partnerships for Hope** relate directly to providing wrap-around services that develop family and community partnerships.

1. **Goal 1: Provide wrap around services that develop family and community partnerships.**

Input 1A. Provide students with access to a social worker at the school in order to bridge the gap between available community social services and student and family access to the services.

Input 1B. Increase student access to mental health counseling services in order to reduce mental health barriers to student academic success.

Input 1C. Increase student access to before and/or after school tutoring.

**Social Services.** Partnerships for Hope provides students with access to a social worker at the school in order to bridge the gap between available community social services and student and family access to the services. Social services will be coordinated with organizations such as:

- Stewart Marchman Act Behavioral Healthcare
- Juvenile Crime Prevention
- Corner Drug Store
- SEDNET





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- Handley Center
- DCF
- DJJ
- CareerSource

**Mental Health Counseling.** The school will contract for mental health counseling for students through a local agency such as Stewart Marchman in order to address student mental health needs and reduce barriers to student academic success.

**Tutoring.** The school will compensate teachers to provide before and/or after school tutoring for students based on need. Students who are off-track based on EWS indicators and those in state assessed grade levels and content areas will be prioritized.

**Item 4:** Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

Goal 2 of Miller's **Partnerships for Hope** relates directly to increasing parental involvement and engagement in the child's education.

2. **Goal 2: Increase parental involvement and engagement in the child's education.**

Input 2A. Provide Family Engagement Activities to increase family participation in student academic and community activities.

**Family Engagement Activities.** Miller Middle School envisions creating Family Engagement Activities in order to encourage parents to become active participants in student education and enrichment initiatives. Community partners such as the Putnam County Library System, Police Athletic League, Chess Club, and Boys to Men have expressed interest in partnering with the school on parent involvement activities. Example Family Engagement Activities include speakers such as Dr. John Hodge with the Urban Learning and Leadership Center, a 7th grade activity focused on real-world civics experiences with parents, and an activity focused on STEM learning in partnership with the Museum of Science and History in Jacksonville. Partnerships for Hope provides the perfect opportunity to support these ventures for students and their families.



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**Item 5:** Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Goal 3 of Miller's **Partnerships for Hope** relates directly to strategies the school will implement to establish clearly defined and measurable high academic and character standards.

**3. Goal 3: Establish clearly defined and measurable high academic and character standards.**

Input 3A. Partner with Learning Sciences International to develop a model demonstration school focused on intensive supports to transform leadership, teaching, and learning.

Input 3B. Increase support for student participation in accelerated coursework.

Input 3C. Provide students and teachers with a supplemental character curriculum such as Capturing Kids Hearts.

Input 3D. Provide a data management system through a contract with Panorama to measure stakeholder social emotional perception data with data indicators in order to monitor and respond to informed stakeholder needs.

**Learning Sciences International.** George C. Miller Middle School will enter into a partnership with Learning Sciences International (LSI) to implement LSI's Demonstration School for Rigor model. The model includes intensive supports to transform the leadership, teaching, and learning within the school. The partnership will provide comprehensive, whole school services to teachers, leaders, and students. The goal is to build the school's capacity to provide and sustain high quality instructional practices aligned to Florida standards. LSI's Demonstration Schools for Rigor is an investment in growing the expertise of teachers and instructional leaders. The model has had recent success improving school grades in Florida schools, and we believe it is the right partnership for creating academic sustainability and instructional capacity at Miller Middle.

**Support for Accelerated Coursework.** An acceleration program will be offered at the school. The LEA will partner with St. Johns River State College to create a new Dual Enrollment Collegiate High School program, partner with the University of Cambridge to offer new Cambridge programs, and will offer Advancement via Individual Determination (AVID). Both the Cambridge and Collegiate High School programs will provide students with an opportunity to earn college credit in high school. At Miller Middle School, the Cambridge Program will be offered for the first time during the 2017-2018 school year. Professional development will be needed in order to support rigor in these classes.



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**Character curriculum.** Partnerships for Hope will provide students and teachers with a supplemental character curriculum such as Capturing Kids Hearts. The program provides centers of learning by strengthening student connections to one another. Teachers learn how to build student relationships, develop self-managing classrooms, and effectively deal with conflict (Flippen Education, 2017).

**Data System to Correlate Social Emotional Data with EWS Data to Inform Services.** **Partnerships for Hope** proposes an innovative data management system through Panorama that marries traditional data indicators with social emotional data. The goal is to provide a high quality evaluation system to inform practices, provide educators with meaningful feedback and targeted professional development, and use data to inform key school and district level decisions, a paired data system strongly supported by social emotional researchers (Pritchard, 1990; Pritchard, Weaver, & Ashwood, 2011, Reddy, Kettler, & Kurz, 2015, Reddy, et al., 2016).

**Item 6:** Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

Goal 4 of Miller's **Partnerships for Hope** relates directly to identifying a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

4. **Goal 4: Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.**

Input 4A. Provide a Return on Investment Coordinator to monitor student achievement data related to program implementation for curriculum at Miller Middle School that is both existing and proposed through the TOP3 plan and facilitate teacher fidelity to program design.

Input 4B. Provide students opportunities to visit college campuses in order to expose students to postsecondary opportunities and set career goals.

Input 4C. Provide summer bridge programs such as an Algebra Bridge Program for students identified as needing additional academic supports for the next grade level.

**Return on Investment Coordinator.** Miller's Partnerships for Hope will provide a Return on Investment (ROI) Coordinator to monitor student achievement data related to program implementation for curriculum at Miller Middle School including iReady Reading and Math, Cambridge, Teengagment, LLI Reading



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Intervention, Read180 Reading Intervention, MathNation, Khan Academy, Engage NY, HMH Collections, McGraw Hill Social Studies, and Discovery Education Science. The Return on Investment Coordinator will share data with teachers at PLC meetings, facilitate teacher fidelity to program design, and assist teachers in making programmatic changes in practice in response to student achievement data, ensuring that all current instructional programs and TOP3 strategies are monitored for effectiveness.

**College visits.** The NCEE recommendation guide on helping students navigate the path to college noted that engaging and assisting students in completing critical steps for college entry has a moderate effect on students enrolling in higher education (NCEE, 2009, Dynarski, et. al., 1998). Hoxby and Turner (2013) further noted that providing high-achieving, low-income students with information about the college application process and college costs was significantly correlated with student applications to postsecondary institutions. The program includes visits to colleges so that students receive information on critical steps necessary for college entry including information on the cost of college, completing the FAFSA and taking the ACT/SAT.

**Algebra Summer Bridge Program.** A 2016 What Works Clearinghouse report on the effect of summer bridge programs notes positive benefits on postsecondary attainment. Moreover, WestEd (Snipes, et al., 2014) found that students who participated in a summer Algebra program using Khan Academy had significant improvement in math achievement and algebra readiness (0.7 SD). Miller's Partnership for Hope will provide an algebra summer bridge program with Khan Academy components.

**Item 7:** Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Goal 5 of Miller's **Partnerships for Hope** relates directly to providing professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

5. Goal 5: Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Input 5A. Provide math teachers with Intel Math training to increase math content knowledge.





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Input 5B. Provide teachers with training opportunities to increase rigor aligned to Cambridge coursework.

Input 5C. Partner with the Northeast Florida Educational Consortium to provide standards-focused teacher institutes.

Input 5D. Provide teachers with access to Florida Virtual School curriculum in order to provide support for teacher knowledge in high needs areas.

Input 5E. Provide school personnel with training on incorporating character standards into daily lessons through Capturing Kids Hearts.

**Intel Math teacher content knowledge professional development.** A team of math teachers from Miller Middle School will complete Intel Math training, a national program with 80 hours of content taught collaboratively by a math educator and a mathematician with a minimum of a master's degree in applied mathematics who is trained by the University of Arizona. Intel Math adopts a problem-solving approach and closes the gaps between the teacher inadequate math training and the rigor of math standards. In a 2013 quasi experimental study, Goshen Educational Consulting found a statistically significant (0.597 SD) effect on math understanding for teachers who participated in Intel Math training in high needs rural school districts in Southwest Illinois (Feldman, Weyhaupt, & Quivey, 2013). Moreover, in a 2011 study by WestEd, evaluators found a significant gain in teacher mathematical knowledge in a cohort of 503 Intel-math trained teachers (0.725 SD), (Intel Math, 2017). A follow up randomized control trial released by the U.S. Department of Education National Center for Education Evaluation and Regional Assistance (Garet, et. al, 2016) found a statistically significant impact of content-intensive Intel math professional development on teacher's knowledge and practice (21 point increase in teacher math knowledge, 23 point increase in teacher use and quality of math explanations). Moreover, an NCEE brief (2016) exploring three IES studies of Intel Math professional development documents improved teachers' knowledge and aspects of math practice (0.19-0.55 SD, 0.05 sig.). The brief noted that improving teachers' knowledge did not improve student achievement. The LEA seeks to address findings by providing Intel Math training with the goal of attaining improved educator practice and will pair the training with follow up in order to address the issue of improved student outcomes.

**Professional Development to Support New Collegiate High School and Cambridge Programs.** Davis, et al. (2017) found that participation in accelerated coursework was positively associated with college



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enrollment, college readiness, and persistence. Based on these findings, the LEA will partner with St. Johns River State College and the University of Cambridge to create Dual Enrollment Collegiate High School programs and new Cambridge programs, both geared towards awarding college credit in high school, and create feeder elementary and middle school acceleration programs in order to increase participation in college-aligned curriculum. Miller Middle School will offer a new Cambridge Program for the 2017-2018 school year. Teachers will be provided with professional development to increase course standards alignment and rigor.

**Standards Institutes.** Northeast Florida Educational Consortium (NEFEC) will partner with the LEA and neighboring rural LEAs to facilitate learning community meetings. NEFEC-facilitated PLC meetings will be held throughout the year. The collaborative group will analyze standard specifications and explore resources and assessment alignment.

**Florida Virtual School Content Licensing.** Teacher content expertise presents as a barrier in schools. As the data analysis above suggests, such a barrier exists for Miller Middle School. In order to address this barrier, Partnerships for Hope provides teachers with content licensing through Florida Virtual School in order to access lessons aligned with state standards. The content is designed to empower and not replace the teacher lessons in order to provide students with personalized lessons aligned to state standards.

**Capturing Kids Hearts.** The program provides centers of learning by strengthening student connections to one another. Teachers learn how to build student relationships, develop self-managing classrooms, and effectively deal with conflict (Flippen Education, 2017). Teachers will receive professional development on how to implement the program with fidelity. Supplemental professional development through an additional program such as Practical Magic will also be considered.

**ESOL Training.** Miller's Partnerships for Hope provides on-site professional development for teachers on incorporating ESOL strategies into lessons in order to address the LEA needs associated with a growing ESOL population of students.

**Item 8:** Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.



Goal 6 of Miller's **Partnerships for Hope** relates directly to identifying, recruiting, retaining, and rewarding instructional personnel.

6. **Goal 6: Identify, recruit, and reward instructional personnel.**

Input 6A. Create a Master Teacher Apprenticeship Program that pairs new and veteran teachers in order to increase teacher content knowledge and pedagogy and identify and recruit teachers capable of teaching independently the following year.

Input 6B. Support diversified teacher recruiting efforts in order to ensure student access to highly effective personnel.

Input 6C. Provide a financial bonus to teachers with highly effective overall State VAM.

**Master Teacher Apprenticeship Program.** An apprenticeship program will be developed through Partnership for Hope whereby a master teacher is paired with a person new to the field of education. The new and veteran educator work collaboratively throughout the year to build the new educator's craft. Through the design of the program, teacher expertise is shared and the newer educator gradually develops his or her craft, ultimately improving the content and pedagogy of the teaching staff at the school. Those teachers identified as successfully matriculating through the program can then be placed in an independent setting the following year, building institutional capacity. As an incentive to retain master teachers, master teachers successfully serving in the role in high needs areas for at least one year will receive a retention incentive bonus.

**Supporting Diversified Teacher Recruiting Efforts.** U.S. Department of Education findings on the State of Racial Diversity (2016) indicates that educators are relatively homogeneous racially. The report finds that a greater diverse workforce may be recruited from Historically Black Colleges and Universities and programs that offer alternative routes to certification. Responsive to these recommendations, the LEA piloted strategies during FY16 to increase the diversity of the educator workforce including participating in two virtual diversity fairs and one on-site teacher recruitment visit to Bethune Cookman, a Historically Black College and University (HBCU). Table 9 depicts the number of diverse staff members hired before (FY 15/16) and after (FY 16/17) participating in the diversity fairs, highlighting how new hire diversity increased 22.2% as a result of diversity recruiting efforts. The LEA commits to supporting the principal at Miller Middle with strategies to increase workforce diversity.



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Table 9. New teachers diversity before and after diversity recruitment initiatives.

	WHITE 15/16	BLACK 15/16	HISPANIC 15/16	WHITE 16/17	BLACK 16/17	HISPANIC 16/17
Teachers	93.3%	3.3%	3.3%	71.2%	22.0%	6.8%

Villegas, A. and Irvine, J. (2010) found that teachers from a diverse background were more likely to have high expectations for students of color, serve as student advocates, and develop trusting relationships with students with whom they share a cultural background. The LEA is committed to creating and maintaining a diverse workforce. Sample recruiting efforts will include participating in virtual fairs and participating in on-site teacher recruiting fairs.

**Financial Bonuses to Reward Instructional Personnel.** A financial bonus will be awarded to teachers with highly effective overall State VAM.

#### B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

**Item 9:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

**Areas of Assurance.** The LEA is committed to addressing all areas of assurances including but not limited to the following:

- Maintaining proper accounting systems
- Aligning to State and Federal laws and guidance
- Ensuring proper planning, management, and completion of the project
- Correctly administering funds and complying with OMB protocols
- Maintaining fiscal controls and property inventory
- Submitting reports and maintaining records appropriately
- Ensuring stakeholder input during project implementation
- Ensuring applicable information is available to the public
- Complying with hiring guidelines
- Ensuring a drug-free workplace
- Submitting requested reports in a timely manner





### Turnaround Option Plan –3

**Reducing internal barriers.** The project management team will meet monthly. Data will be reviewed at each meeting and more thoroughly at half year and yearly intervals. Data will include quantitative and qualitative indicators of progress towards achieving goals. Annual measurable targets will be assessed, implementation successes and challenges will be discussed, and alternative course of action implemented where appropriate based upon data analysis. Key program activities will be documented. Program data will be shared with stakeholders to communicate progress towards achieving outcomes. All program objectives will be achieved on time and within budget. The Project Director will ensure that responsibilities are clearly defined and milestones are met. The Project Director will ensure fiscal oversight by maintaining financial records of expenditures to ensure project alignment and implement Internal controls such as unannounced inventories and site visits as needed.

**Procedures are in place for ensuring feedback and continuous improvement in the operation of the proposed project.** All aspects of the TOP3 plan have been and will continue to be developed through extensive two-way communication with teachers, principals, students, business partners, postsecondary partners, and community partners. A broad range of communication tools will ensure that all stakeholders are involved and engaged to the extent possible. Communication pathways such as meetings, webcasts, email and phone messages will be used throughout implementation as needed. LEA and collaborative personnel will be represented on committees and involved in the decision-making process. In-service training and informational sessions will precede any introduction of project initiatives. Project key personnel will review data monthly, share information, and revise delivery within a continuous improvement model.

**Item 10:** Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

**Correlation to district-managed turnaround plan submitted in TOP-2.** The **Partnerships of Hope** model for George C. Miller Middle School outlines a vision for providing supplemental wrap-around services for students, families, and teachers. The district-managed turnaround plan includes strategies and activities within our current district capacity including support from specialists and coaches, leadership development, progress monitoring platforms, and standards-based instruction. The DMT plan focuses



### Turnaround Option Plan –3

on implementing accountability through structures and systems, whereas TOP3 provides services at the student, family, and teacher level above and beyond those that are required. All of the partnerships, strategies, and services outlined in this model plan will enhance student achievement by addressing barriers we are unable to fiscally support through the current submitted district-managed turnaround plan.

**Item 11:** Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

**Sustaining Areas of Assurance.** The LEA has the institutional capacity to sustain all 6 areas of assurances aligned to the 6 strategic goals of Partnerships of Hope including the following: **Goal 1: Provide wrap around services that develop family and community partnerships.** Actionable steps within goal one include bridging the gap between available community social services and student and family access to the services, an access pathway that is indefinitely sustainable for the families. **Goal 2: Increase parental involvement and engagement in the child's education.** Actionable steps within goal two involve increased family participation in student academic and community activities. The LEA and school are committed to continuing parental involvement activities after the conclusion of the grant. **Goal 3: Establish clearly defined and measurable high academic and character standards.** Actionable steps within goal three include bolstering teacher and leader knowledge of pedagogy and curriculum by way of intensive supports through a partnership with Learning Sciences International and trainings to build instructional knowledge that will remain with the educators throughout their career. **Goal 4: Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.** Actionable steps within goal four include support structures for programmatic data monitoring for return on investment purposes, creating a culture where instructional inputs are monitored for effectiveness. **Goal 5: Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.** Actionable steps within goal five include training to increase teacher content knowledge and pedagogy, inputs that will create a more effective teaching force for years to come. **Goal 6: Identify, recruit, and reward instructional personnel.** Actionable steps within goal six include building instructional effectiveness via a Master Teacher Apprenticeship Program that will by design create an increased population of master teachers in the foreseeable future.



### Turnaround Option Plan –3

**Bolstered Institutional Capacity.** LEA personnel completed 29,931 hours of professional development for FY15, 25,658 hours for FY16, and 13,428 hours so far for FY17. The current design builds upon these efforts by providing ongoing, differentiated, targeted, personalized teaching support and feedback via opportunities designed to increase effectiveness that will influence the knowledge of the teaching workforce in the foreseeable future. Of particular note is the potential for the Master Teacher Apprenticeship Program to create and maintain a pipeline of current master teachers as well as teachers who will continue to build their knowledge of both pedagogy and content as future cohorts of new teachers continue to become experts of their craft.

**Correlation to the LEA Graduation initiative.** In FY16 the LEA began a graduation initiative aimed at dropout prevention and developing early warning systems. The strategies named align with and complement the intent of the graduation initiative and efforts to identify, support, and monitor students who are off-track and most likely to experience adverse outcomes. Inputs will complement the graduation initiative design and support systemic chances for future cohorts to be successful.

**Partnerships.** The design increases partnerships with the area IHL and business community that will support the continuation of activities in the future. The partnership with LSI will build the capacity in school leaders and teachers to maintain rigorous instruction and alignment to course standards.

**Cultural impact.** The tools and strategies included in Miller's **Partnerships for Hope** will create a culture that provides equitable opportunities for student academic achievement leading to postsecondary success, a culture that will impact systemic changes in the future.

George C. Miller Middle School truly welcomes the opportunities afforded through **Partnerships for Hope**, opportunities that all who poured their love for children into this program design believe will have a tremendously important impact on a very needy population of students.

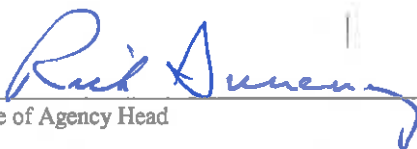
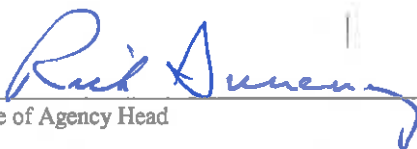
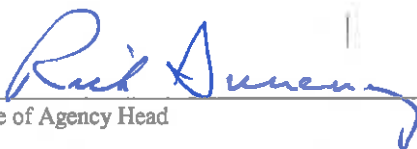
Thank you for taking the time to read our proposal.

*By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.*



# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 AUG 15 PM 2:39

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <h3 style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</h3>  <b>TAPS NUMBER: 18A085</b>	<b>DOE USE ONLY</b>  Date Received   Project Number (DOE Assigned)								
<b>B) Name and Address of Eligible Applicant:</b> Putnam County School District 200 Reid Street Palatka, FL 32177										
<b>C) Total Funds Requested:</b>  <div style="text-align: center; font-size: 1.2em;">\$ 974,000.00</div>  <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> <b>DOE USE ONLY</b>   <b>Total Approved Project:</b>           \$       </div>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Jonathan Hinke</td> <td>Telephone Numbers: 386 329-0527</td> </tr> <tr> <td>Fiscal Contact Name: Rhonda Odom</td> <td>386 329-0513</td> </tr> <tr> <td>Mailing Address: 200 Reid Street Palatka, FL 32177</td> <td>E-mail Addresses: jhinke@my.putnamschools.org rodom@my.putnamschools.org</td> </tr> <tr> <td>Physical/Facility Address: 200 Reid Street Palatka, FL 32177</td> <td>DUNS number: 010512135  FEIN number: 5960000821</td> </tr> </table>		Contact Name: Jonathan Hinke	Telephone Numbers: 386 329-0527	Fiscal Contact Name: Rhonda Odom	386 329-0513	Mailing Address: 200 Reid Street Palatka, FL 32177	E-mail Addresses: jhinke@my.putnamschools.org rodom@my.putnamschools.org	Physical/Facility Address: 200 Reid Street Palatka, FL 32177	DUNS number: 010512135  FEIN number: 5960000821
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Physical/Facility Address: 200 Reid Street Palatka, FL 32177	DUNS number: 010512135  FEIN number: 5960000821									
<b>CERTIFICATION</b>  <p>I, <u>Dr. Richard M. Surrency, Superintendent</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 RFA or RFP 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>										
<table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> <b>E)</b> <u></u>            Signature of Agency Head         </td> <td style="width: 40%; vertical-align: bottom;"> <u>Superintendent</u>            Title         </td> <td style="width: 20%; vertical-align: bottom;"> <u>8-14-17</u>            Date         </td> </tr> </table>			<b>E)</b> <u></u> Signature of Agency Head	<u>Superintendent</u> Title	<u>8-14-17</u> Date					
<b>E)</b> <u></u> Signature of Agency Head	<u>Superintendent</u> Title	<u>8-14-17</u> Date								



## Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E.** **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**



CLEAR ALL DATA

Enter the Total Grant Award in Cell H1

\$ 974,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget

\$ 974,000.00

Enter School Name Below

George C Miller Jr Middle School

Unique School ID

540231

# of Teachers/Classrooms

503

24 / 40

# of Teachers/Classrooms

503

24 / 40

Remaining

\$

CONSOLIDATE YEAR 1-2

Function	Object	Description	Cost Per Item	Quantity	YEAR 1		YEAR 2		Total Quantity	Total Cost
					Total Cost Year 1	Quantity2	Total Cost Year 2	Quantity		
6110	160	Salary 12 month Social Worker (input 1A)	\$ 60,000.00	1	\$ 60,000.00	1	\$ 60,000.00	2	\$ 120,000.00	
6110	210	Retirement Retirement benefit for Social Worker (7.92%) (input 1A, 210 (7.92%) (input 4A)	\$ 4,752.00	1	\$ 4,752.00	1	\$ 4,752.00	2	\$ 9,504.00	
6110	220	Social Security Social security benefit for Social Worker (6.20%) (input 1A, 220 Medicare Medicare benefit for Social Worker(1.45%) (input 1A, 230 1A)	\$ 3,720.00	1	\$ 3,720.00	1	\$ 3,720.00	2	\$ 7,440.00	
6110	230	Medicare Medicare benefit for Social Worker(1.45%) (input 1A, 230 1A)	\$ 870.00	1	\$ 870.00	1	\$ 870.00	2	\$ 1,740.00	
6110	230	Life Insurance Life insurance benefit for Social Worker (1A)	\$ 4,500.00	1	\$ 4,500.00	1	\$ 4,500.00	2	\$ 9,000.00	
6110	230	Life Insurance Life insurance benefit for Social Worker (1A)	\$ 147.00	1	\$ 147.00	1	\$ 147.00	2	\$ 294.00	
6110	310	Purchased Services for Mental Health Counseling (input 1B, 310 Purchased Services for Mental Health Counseling (input 1B,	\$ 20,617.00	1	\$ 20,617.00	1	\$ 20,617.00	2	\$ 41,234.00	
6400	310	Purchased Services with Learning Sciences International to support the development of Leadership, Coaches and Teachers (input 3A)	\$ 200,000.00	1	\$ 200,000.00			1	\$ 200,000.00	
5100	360	Annual subscription for access to advanced coursework/content with FLYS (input 5D)	\$ 50.00	300	\$ 15,000.00	300	\$ 15,000.00	600	\$ 30,000.00	
5100	360	Annual subscription for Panorama Education technology platform to monitor Social-Emotional Learning, Student Progress and collection of Feedback to increase engagement (input 3C)	\$ 5,000.00	1	\$ 5,000.00	1	\$ 5,000.00	2	\$ 10,000.00	
6300	130	Salary 12 month teacher/Return On Investment Coordinator (input 4A)	\$ 68,000.00	1	\$ 68,000.00	1	\$ 68,000.00	2	\$ 136,000.00	
6300	210	Retirement Retirement benefit for teacher/Return On Investment Coordinator (7.92%) (input 4A)	\$ 5,386.00	1	\$ 5,386.00	1	\$ 5,386.00	2	\$ 10,772.00	
6300	220	Social Security Social security benefit for teacher/Return On Investment Coordinator (6.20%) (input 4A)	\$ 4,216.00	1	\$ 4,216.00	1	\$ 4,216.00	2	\$ 8,432.00	
6300	230	Medicare Medicare benefit for teacher/Return On Investment Coordinator (1.45%) (input 4A)	\$ 986.00	1	\$ 986.00	1	\$ 986.00	2	\$ 1,972.00	
6300	230	Health Insurance Health Insurance benefit for teacher/Return On Investment Coordinator (\$4500.00) (input 4A)	\$ 4,500.00	1	\$ 4,500.00	1	\$ 4,500.00	2	\$ 9,000.00	
6300	230	Life Insurance Life insurance benefit for teacher/Return On Investment Coordinator (input 4A)	\$ 147.00	1	\$ 147.00	1	\$ 147.00	2	\$ 294.00	
5100	120	Teacher hours for Summer Bridge program (120 hours at \$25.00 per hour) (input 4C)	\$ 3,000.00	1	\$ 3,000.00	1	\$ 3,000.00	2	\$ 6,000.00	
5100	210	Retirement Retirement benefit for Summer Bridge Program (7.92%) (input 4C)	\$ 238.00	1	\$ 238.00	1	\$ 238.00	2	\$ 476.00	
5100	220	Social Security Social security benefit for Summer Bridge Program (6.20%) (input 4C)	\$ 186.00	1	\$ 186.00	1	\$ 186.00	2	\$ 372.00	
5100	230	Medicare Medicare benefit for Summer Bridge Program(1.45%) (input 4C)	\$ 44.00	1	\$ 44.00	1	\$ 44.00	2	\$ 88.00	
6400	310	Professional Services Intel Math Training (input 5A)	\$ 12,000.00	2	\$ 24,000.00	2	\$ 24,000.00	4	\$ 48,000.00	
6400	330	Out of County Travel Cambridge training (input 3B and 5B)	\$ 1,000.00	10	\$ 10,000.00	4	\$ 4,000.00	14	\$ 14,000.00	
6400	330	Out of County Travel for teachers to attend NCTE standards training (input 5C)	\$ 7,000.00	1	\$ 7,000.00	1	\$ 7,000.00	2	\$ 14,000.00	
6150	590	Supplies Family Engagement Activities (input 2A)	\$ 3,000.00	1	\$ 3,000.00	1	\$ 1,500.00	2	\$ 4,500.00	
6150	310	Professional Services Family Engagement Activities (input 2A)	\$ 5,000.00	1	\$ 5,000.00	1	\$ 5,000.00	2	\$ 10,000.00	



6400	310	Professional Services: Capturing Kids Hearts (Input 5E)	\$	10,000.00	1	\$	10,000.00	\$		1	\$	10,000.00	1	\$	10,000.00
7890	790	Student travel to College Campus (Input 4B)	\$	1,500.00	3	\$	4,500.00	\$		3	\$	4,500.00	6	\$	9,000.00
5100	120	Bonuses for Highly Effective Yarn (Input 6C)	\$	3,000.00	0	\$	21,000.00	\$		7	\$	21,000.00	7	\$	21,000.00
5100	120	Salary: Master teacher apprentice (Input 6A)	\$	36,000.00	2	\$	72,000.00	\$		1	\$	36,000.00	3	\$	108,000.00
5100	210	Retirement: Retirement benefit for master teacher apprentice (7.92%) (Input 6A)	\$	2,851.00	2	\$	5,702.00	\$		1	\$	2,851.00	3	\$	8,553.00
5100	220	Social Security: Social security benefit for master teacher apprentice (6.20%) (Input 6A)	\$	2,232.00	2	\$	4,464.00	\$		1	\$	2,232.00	3	\$	6,696.00
5100	220	Medicare: Medicare benefit for master teacher apprentice(1.45%) (Input 6A)	\$	522.00	2	\$	1,044.00	\$		1	\$	522.00	3	\$	1,566.00
5100	230	Health Insurance: Health Insurance benefit for master teacher apprentice (\$4500.00) (Input 6A)	\$	4,500.00	2	\$	9,000.00	\$		1	\$	4,500.00	3	\$	13,500.00
5100	230	Life Insurance: Life Insurance benefit for master teacher apprentice (Input 6A)	\$	147.00	2	\$	294.00	\$		1	\$	147.00	3	\$	441.00
5100	120	Stipend for Master Teacher (Input 6A)	\$	3,000.00	2	\$	6,000.00	\$		1	\$	3,000.00	3	\$	9,000.00
5100	210	Retirement: Retirement benefit for Stipend for Master Teacher (7.92%) (Input 6A)	\$	238.00	2	\$	476.00	\$		1	\$	238.00	3	\$	714.00
5100	210	Social Security: Social security benefit for Stipend for Master Teacher (6.20%) (Input 6A)	\$	186.00	2	\$	372.00	\$		1	\$	186.00	3	\$	558.00
5100	230	Medicare: Medicare benefit for Stipend for Master Teacher (1.45%) (Input 6A)	\$	44.00	2	\$	88.00	\$		1	\$	44.00	3	\$	132.00
5100	510	Capturing Kids Hearts Student Workbooks (Input 3C)	\$	9.00	520	\$	4,680.00	\$		520	\$	4,680.00	1040	\$	9,360.00
5100	510	Capturing Kids Hearts Teacher Materials (Input 3C)	\$	295.00	5	\$	1,475.00	\$		5	\$	1,475.00	10	\$	2,950.00
5100	120	Before/After School Tutoring: \$25 per hour stipend (Input 1C)	\$	25.00	400	\$	10,000.00	\$		400	\$	10,000.00	800	\$	20,000.00
5100	220	Medicare: Medicare benefit for before/after school tutoring(1.45%) (Input 1C)	\$	1.00	400	\$	400.00	\$		400	\$	400.00	800	\$	800.00
5100	220	Social Security: Social security benefit for before/after school tutoring (6.20%) (Input 1C)	\$	2.00	400	\$	800.00	\$		400	\$	800.00	800	\$	1,600.00
7800	790	Student and Parent Travel for real world experiences to build background knowledge (Input 2A)	\$	10,000.00	1	\$	10,000.00	\$		1	\$	10,000.00	2	\$	20,000.00
7800	790	Student transportation for Summer Bridge Program (Input 4C)	\$	3,000.00	1	\$	3,000.00	\$		1	\$	3,000.00	2	\$	6,000.00
6400	310	Partnership with NEFEC to provide Standards Focused Teacher Institute (Input 3C)	\$	10,000.00	1	\$	10,000.00	\$		1	\$	10,000.00	2	\$	20,000.00
6400	120	Stipend for teachers to attend Standards Focused Teacher Institute / \$100 a day per teacher (Input 5C)	\$	100.00	25	\$	2,500.00	\$		25	\$	2,500.00	50	\$	5,000.00
6400	220	Medicare: Medicare benefit for Stipends for Standards Institutes(1.45%) (Input 5C)	\$	2.00	25	\$	50.00	\$		25	\$	50.00	50	\$	100.00
6400	220	Social Security: Social security benefit for stipends for standards institutes (6.20%) (Input 5C)	\$	7.00	25	\$	175.00	\$		25	\$	175.00	50	\$	350.00
6400	120	Stipend to attend Intel Math training \$100 per teacher per day (Input 5A)	\$	100.00	20	\$	2,000.00	\$		20	\$	2,000.00	40	\$	4,000.00
6400	220	Medicare: Medicare benefit for Stipends for Intel Math training (Input 5A)	\$	1.00	20	\$	20.00	\$		20	\$	20.00	40	\$	40.00
6400	220	Social Security: Social Security benefit for Intel Math training (6.20%) (Input 5A)	\$	2.00	20	\$	40.00	\$		20	\$	40.00	40	\$	80.00
6400	120	Stipend to attend Cambridge training \$100 per teacher per day (Input 5B and 5B)	\$	100.00	10	\$	1,000.00	\$		4	\$	400.00	14	\$	1,400.00
6400	220	Medicare: Medicare benefit for Stipends for Cambridge training (Input 5B and 5B)	\$	1.00	10	\$	10.00	\$		4	\$	4.00	14	\$	14.00
6400	220	Social Security: Social Security benefit for Intel Math training (6.20%) (Input 5B and 5B)	\$	2.00	10	\$	20.00	\$		4	\$	8.00	14	\$	28.00
													5	\$	574,000.00



# FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

George C. Miller Jr. Middle School (540231) Putnam County School District

B) DOE Assigned Project Number:

540-2987B-8C000

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6110	160	Attendance and Social Work--Other Support Personnel		\$ 120,000.00				
6110	210	Attendance and Social Work--Retirement		\$ 9,504.00				
6110	220	Attendance and Social Work--Federal Insurance Contributions Act (FICA)		\$ 9,180.00				
6110	230	Attendance and Social Work--Group Insurance		\$ 9,294.00				
6130	310	Health Services--Professional and Technical Services		\$ 41,234.00				
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$ 278,000.00				
5100	360	Basic (FEFP K-12)--Rentals		\$ 40,000.00				
6300	130	Instruction and Curriculum Development Services--Other Certified		\$ 136,000.00				
6300	210	Instruction and Curriculum Development Services--Retirement		\$ 10,772.00				
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)		\$ 10,404.00				
6300	230	Instruction and Curriculum Development Services--Group Insurance		\$ 9,294.00				
5100	120	Basic (FEFP K-12)--Classroom Teacher		\$ 164,000.00				
5100	210	Basic (FEFP K-12)--Retirement		\$ 10,301.00				
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		\$ 11,122.00				
6400	330	Instructional Staff Training Services--Travel		\$ 28,000.00				
6150	590	Parental Involvement--Other Materials and Supplies		\$ 4,500.00				



6150	310	Parental Involvement--Professional and Technical Services		\$	10,000.00				
7800	790	Student Transportation Services--Miscellaneous		\$	35,000.00				
5100	230	Basic (FEHP K-12)--Group Insurance		\$	14,073.00				
5100	510	Basic (FEHP K-12)--Supplies		\$	12,310.00				
6400	120	Instructional Staff Training Services--Classroom Teacher		\$	10,400.00				
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$	612.00				
<b>D) TOTAL</b>				\$	<b>974,000.00</b>				

DOE 101S- Print version - Page 1 of 2

July 2015



## 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:**

**Signature:**

**Title:**

**Date:**

## 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:**

**Signature:**

**Title:**

**Date:**











## **Project Performance Accountability Information, Instructions, and Forms**

**NOTE: The following pages are included in the RFP (DOE 905D) template and are to be completed by the applicant.**

The Florida Department of Education has a standardized process for preparing proposals for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

### **The Department's project managers will:**

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

**The Scope of Work/ Project Narrative** must include the specific tasks that the grantee is required to perform.

### **Deliverables must:**

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measureable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*) Evidence or proof that the activity took place. *Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project; training & technical assistance and the method of provision; number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance will vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.*

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.



# Project Performance Accountability Form

## George C. Miller Middle School

### Definitions

- **Scope of Work**- The major tasks that the grantee is required to perform
- **Tasks**- The specific activities performed to complete the Scope of Work
- **Deliverables**- The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence**- The tangible proof
- **Due Date**- Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Providing a social worker at the school (Input 1A)	Attendance data and record of social worker interactions with students and families	Report outlining number of students and families served and attendance data	3/15/2018
Providing a social worker at the school (Input 1A)	Attendance data and record of social worker interactions with students and families	Report outlining number of students and families served and attendance data	7/30/2018
Providing a social worker at the school (Input 1A)	Attendance data and record of social worker interactions with students and families	Report outlining number of students and families served and attendance data	2/15/2019
Providing a social worker at the school (Input 1A)	Attendance data and record of social worker interactions with students and families	Report outlining number of students and families served and attendance data	7/30/2019
Mental health counseling services (Input 1B)	Record of provided counseling services	Reports from SMA detailing provided services	3/15/2018
Mental health counseling services (Input 1B)	Record of provided counseling services	Reports from SMA detailing provided services	7/30/2018
Mental health counseling services (Input 1B)	Record of provided counseling services	Reports from SMA detailing provided services	2/15/2019
Mental health counseling services (Input 1B)	Record of provided counseling services	Reports from SMA detailing provided services	7/30/2019
Before and/or after school tutoring (Input 1C)	Timesheets for tutors to fill out and student sign in sheets	Timesheets from tutors	3/15/2018
Before and/or after school tutoring (Input 1C)	Timesheets for tutors to fill out and student sign in sheets	Timesheets from tutors	7/30/2018



Before and/or after school tutoring (Input 1C)	Timesheets for tutors to fill out and student sign in sheets	Timesheets from tutors	2/15/2019
Before and/or after school tutoring (Input 1C)	Timesheets for tutors to fill out and student sign in sheets	Timesheets from tutors	7/30/2019
Family engagement activities (Input 2A)	Schedule of events for the semester	List of attendees for each family engagement activity	3/15/2018
Family engagement activities (Input 2A)	Schedule of events for the semester	List of attendees for each family engagement activity	7/30/2018
Family engagement activities (Input 2A)	Schedule of events for the semester	List of attendees for each family engagement activity	2/15/2019
Family engagement activities (Input 2A)	Schedule of events for the semester	List of attendees for each family engagement activity	7/30/2019
Partnership with Learning Sciences International (Input 3A)	Professional contract outlining services	Record of provided onsite and virtual support	7/30/2018
Cambridge professional development for teachers (Input 3B, 5B)	Registration and list of teacher participants	Registration and out of county travel expense forms	7/30/2018
Cambridge professional development for teachers (Input 3B, 5B)	Registration and list of teacher participants	Registration and out of county travel expense forms	7/30/2019
Capturing Kids Hearts workbooks and teacher materials (Input 3C)	Purchase order outlining materials ordered	Purchase order from Capturing Kids Hearts	7/30/2018
Capturing Kids Hearts professional training (Input 5E)	Purchase order and contract for services	Purchase order and contract for services	7/30/2018
Capturing Kids Hearts workbooks and teacher materials (Input 3C)	Purchase order outlining materials ordered	Purchase order from Capturing Kids Hearts	7/30/2019
Panorama contract for SEL data platform (Input 3D)	Purchase order and contract for services	Purchase order and contract for services	6/15/2018
Panorama contract for SEL data platform (Input 3D)	Purchase order and contract for services	Purchase order and contract for services	5/15/2019
Return on Investment Coordinator (Input 4A)	Schedule of data support and ROI spreadsheets	ROI Reports	12/15/2017
Return on Investment Coordinator (Input 4A)	Schedule of data support and ROI spreadsheets	ROI Reports	3/15/2018
Return on Investment Coordinator (Input 4A)	Schedule of data support and ROI spreadsheets	ROI Reports	6/15/2018
Return on Investment Coordinator (Input 4A)	Schedule of data support and ROI spreadsheets	ROI Reports	7/30/2018





Return on Investment Coordinator (Input 4A)	Schedule or data support and ROI spreadsheets	ROI Reports	11/15/2018
Return on Investment Coordinator (Input 4A)	Schedule or data support and ROI spreadsheets	ROI Reports	2/15/2019
Return on Investment Coordinator (Input 4A)	Schedule or data support and ROI spreadsheets	ROI Reports	5/15/2019
Return on Investment Coordinator (Input 4A)	Schedule or data support and ROI spreadsheets	ROI Reports	7/30/2019
Students visits to college campuses (Input 4B)	Schedule of college campus visits	List of student attendees and travel expense forms	7/30/2018
Students visits to college campuses (Input 4B)	Schedule of college campus visits	List of student attendees and travel expense forms	7/30/2019
Summer Algebra Bridge program (Input 4C)	Timesheets for tutors to fill out and student sign in sheets	Timesheets from tutors and student transportation timesheets/costs	7/30/2018
Summer Algebra Bridge program (Input 4C)	Timesheets for tutors to fill out and student sign in sheets	Timesheets from tutors and student transportation timesheets/costs	7/30/2019
Provide math teachers with Intel Math training (Input 5A)	Registration and list of teacher participants	Registration and out of county travel expense forms	7/30/2018
Provide math teachers with Intel Math training (Input 5A)	Registration and list of teacher participants	Registration and out of county travel expense forms	7/30/2019
Partner with NEFEC to provide standards-focused teacher institutes (Input 5C)	Purchase order and contract for services	Purchase order and contract for services	7/30/2018
Partner with NEFEC to provide standards-focused teacher institutes (Input 5C)	Registration list of teacher participants	Teacher evaluation forms	7/30/2018
Partner with NEFEC to provide standards-focused teacher institutes (Input 5C)	Purchase order and contract for services	Purchase order and contract for services	7/30/2019
Partner with NEFEC to provide standards-focused teacher institutes (Input 5C)	Registration list of teacher participants	Teacher evaluation forms	7/30/2019
Provide teachers with access to Florida Virtual School curriculum (Input 5D)	Contract that provides the access to FVS curriculum	Purchase order and contract for services	3/15/2018
Provide teachers with access to Florida Virtual School curriculum (Input 5D)	Contract that provides the access to FVS curriculum	Purchase order and contract for services	7/30/2018
Provide teachers with access to Florida Virtual School curriculum (Input 5D)	Contract that provides the access to FVS curriculum	Purchase order and contract for services	2/15/2019
Provide teachers with access to Florida Virtual School curriculum (Input 5D)	Contract that provides the access to FVS curriculum	Purchase order and contract for services	7/30/2019



Salaries for the Master Teacher Apprenticeship Program new teachers (Input 6A)	Teacher contracts for new teachers that are a part of the program	Class role identifying the new teachers as co-teachers with a master teacher	7/30/2018
Salaries for the Master Teacher Apprenticeship Program new teachers (Input 6A)	Teacher contracts for new teachers that are a part of the program	Class role identifying the new teachers as co-teachers with a master teacher	7/30/2019
Stipend for the Master Teachers who are identified to train the new teachers (Input 6A)	List of teachers identified as Master Teachers	Payout list	7/30/2018
Stipend for the Master Teachers who are identified to train the new teachers (Input 6A)	List of teachers identified as Master Teachers	Payout list	7/30/2019
Provide financial bonuses to teachers with highly effective VAM (Input 6C)	List of teachers with highly effective VAM	Payout list	11/15/2018

*Note: Add additional lines if necessary*



### General Education Provisions Act (GEPA) Plan

Putnam County Public Schools has determined that no students, teacher or other beneficiary will be denied access or participation in the programs and activities offered by the school system due to his or her gender, race, national origin, disability, or age. The Auditor General's Office of the State of Florida monitors programs on an annual basis to ensure equal access compliance. The school district has plans, policies and procedures in place to assure equitable access and participation in its programs and activities that are in agreement with Florida Statutes.

Title: Equal Employment Opportunity

Statutory Authority: Section 230.22(2), Florida Statutes

Laws Implemented: Section 228.2001; 230.23(5), Florida Statutes

Title: Discrimination Policy Statement

Statutory Authority: Section 230.22(2), Florida Statutes

Laws Implemented: Section 228.2001, Florida Statutes

Title: Educational Equity Complaint/Grievance Procedures

Statutory Authority: Section 230.22(2), Florida Statutes

Laws Implemented: Section 239.23(5); 230.32(4), 230.33(7), Florida Statutes

Title: Nondiscriminatory Admission of Students

Statutory Authority: Section 230.22(2), Florida Statutes

Laws Implemented: Section 228.2001, Florida Statutes

Title: Prohibition of Sexual/Racial Harassment

Statutory Authority: Section 230.22(2), Florida Statutes

Laws Implemented: Section 231.23(5), Florida Statutes

The district shall implement, but not be limited to, the following strategies to address the specific barriers that can impede access to and participation in federally assisted programs:

- Monitor and evaluate all programs to ensure compliance with the General Education Provisions Act.
- Promote timely adherence to the grievance process.
- Assign administrative staff to provide information to students, teachers, parents, staff, and community members regarding equal access to and participation in federally assisted programs.

Specific to the district's proposal for the 21<sup>st</sup> Century Community Learning Centers Program, the GEPA plan seeks to ensure program resources will be available equitably to high-need students, as defined in the program narrative. The student and adult family member outreach included in the program will encourage equal participation in all program services by the targeted population. Program staff will coordinate with district experts in the areas of English Speakers of Other Languages (ESOL) and Exceptional Student Support Services (ESSS).

  
Dr. Richard M. Surrency, Sr.

  
Date

8/15/17



## Section D

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

The Department of Education has developed a "General Assurances" document that must be signed by all agencies and organizations that receive federal or state funds. This is required by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.
- State laws and regulations pertaining to the expenditure of state funds.

#### **Return to:**

Florida Department of Education  
Bureau of the Comptroller  
325 West Gaines Street  
914 Turlington Building  
Tallahassee, FL 32399-0400

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental agencies are required to submit the certification page of the General Assurances with an original signature of the official who is legally authorized to bind the entity along with each application submitted to the Department.





## Section D

### Florida Department of Education General Assurances, Terms, and Conditions for Participation in Federal and State Programs

#### Authority for Data Collection: 20 USC 1232e (a)

**Planned Use of Data:** The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that "[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection [1232e] (b)." The application shall cover the participation by the local education agency and all other organizations participating in state and federal programs administered by the Florida Department of Education. These assurances are set forth below in the "General Assurances" section.

**Instructions:** These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant change in the circumstances affecting an assurance in such application. The superintendent, agency head, or other authorized officer must sign the certification and return it to the following address. No payment for project/grant awards will be made by this agency without a current signed General Assurances form on file. For further information, contact the Florida Department of Education, Bureau of the Comptroller, at (850) 245-0401.

#### Certification:

I, the undersigned official am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the "Project Application and Amendment Procedures for Federal and State Programs" (Green Book).

School Board of Putnam County

Typed Agency Name

Agency Number

Dr. Richard M. Surrency, Superintendent

Typed Name and Title of Authorized Official  
(Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of *General Assurances, Terms, and Conditions for Participation in Federal and State Programs* as applicable to the project(s) for which this agency is responsible.



Signature (must be original)

6/12/2015

Date

8/15/17

386-329-0602

Area Code/Telephone Number



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Return original to: Florida Department of Education  
Bureau of the Comptroller  
914 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400

School districts, state colleges, state universities, and governmental entities are required to have a signed certification page of the General Assurances on file with the Department's Bureau of the Comptroller, bearing the original signature of the current superintendent for school districts or the current agency head/president that has legal authority to bind the agency.

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental entities are required to submit the certification page of the General Assurances with an original signature of the agency head who is legally authorized to bind the entity, along with each application submitted to the Department.

### General Assurances

Assurance is hereby given that, to the extent applicable:

- The recipient has the legal authority to apply for the federal/state funding, and the instructional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.
- The recipient will comply with all the requirements in the Department's *Project Application and Amendment Procedures for Federal and State Programs* (Green Book).
- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.
- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General, the Florida Department of Education, the Florida Department of Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.



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- The recipient will submit such reports to the Florida Department of Education and to U.S. governmental agencies as may reasonably be required to enable the Florida Department of Education and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment. By signing the "General Assurances, Terms, and Conditions for Participation in Federal and State Programs", I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.
- To assure that all applications submitted for project/grant funding are proper and in accordance with the terms and conditions outlined in the RFA and/or the RFP, the official who is authorized to legally bind the agency/organization agrees to the following certification. By signing the "General Assurances, Terms and Conditions for Participation in Federal and State Programs", I certify to the best of my knowledge and belief that all applications submitted are true, complete, and accurate, for the purposes and objectives set forth in the RFA and/or the RFP. 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 false statements, false claims or otherwise.
- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
- For projects involving construction:
  - The project is not inconsistent with the Florida Department of Education's overall plans for the construction of school facilities.
  - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 794 of Title 28 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
  - When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients in excess of \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction").



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- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- The recipient will not expend funds under the applicable program to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.)
- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR §200, Subpart F, "Audit Requirements" and/or Section 215.97, Florida Statutes, "Florida Single Audit Act" as applicable.
- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The recipient will comply with the requirements in 2 CFR Part 180, Governmentwide Debarment and Suspension (Nonprocurement).





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- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal Department or agency.
- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.
- The recipient will comply with all state and federal requirements, as applicable, for internal controls to ensure compliance with federal and state statutes, regulations, and terms and conditions of the award.
- The recipient will comply with Florida's Government-in-the-Sunshine Law (Chapter 286, Florida Statutes), that provides a right of access to meeting of boards, commissions and other governing bodies of state and local governmental agencies or authorities.
- The recipient will comply with all applicable requirements of all other federal and state laws, statutes, executive orders, regulations, policies, terms and conditions governing each program funded.
- If applicable, the recipient will conduct assessments that are consistent with Section 1111(b) (3) of the No Child Left Behind Act.
- If applicable, the recipient will annually assess students who have been in the United States for three or more consecutive years, and the recipient will annually assess the English proficiency of all participating limited English proficient children, consistent with Section 1111(b)(7) of the No Child Left Behind Act.
- If applicable, after timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)
- Failure to comply with the General Assurances or any aspect of the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) may result in more restrictive conditions or project termination.

### Terms

**Applicant** - A school district or other entity seeking a project award from the Florida Department of Education.

**Budget** - The applicant's financial plan, in terms of accounts and amounts, showing use of funds for carrying out project objectives, services, or activities as found on the budget narrative form (DOE 101) and on other budget documents required by the Florida Department of Education.



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**Budget Period** - The interval of time into which a project period is divided for budgetary purposes.

**Capital Outlay** - Equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, the value or cost of which is \$1,000 or more and the normal expected life of which is one year or more (Sections 216.011 and 273.02, Florida Statutes).

**Conflict of Interest** - Must disclose in writing any potential conflict of interest in accordance with applicable federal and/or state laws or policies.

**Disbursement** - Payment made in cash, by check, or via other electronic means.

**Data Universal Numbering System (DUNS)** - Nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. The federal government's Office of Management & Budget has adopted the use of the DUNS numbers (unique entity identifier), for registering with the System for Award Management (SAM). A non-federal entity is required to have a DUNS number (unique entity identifier), and registered with SAM, in order to apply for, receive, and report on a federal award.

**Equipment** - A material item of a non-expendable nature, such as a built-in facility, a movable or fixed unit of furniture or furnishings, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period of time which is characteristic for items of its class, with a useful life of more than one year.

**Mandatory Disclosure** - Must disclose, in a timely manner, in writing all violations of criminal law involving fraud, bribery or gratuity violations potentially affecting the project award.

**Monitoring** - Actions, activities, and practices used by the Florida Department of Education to determine that funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations.

**More Restrictive Conditions** - Special requirements or restrictions imposed on a project recipient as a condition of project approval by the Florida Department of Education.

**Obligations** - The amounts for orders placed, contracts awarded, services received, or for similar transactions during the stipulated project period, which will require payment during the same or a future period.

**Private, Non-profit Organization** - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more corporations or associations whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity.

**Private, For-Profit Organization** - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more individuals, partnerships, corporations, or associations whose net earnings do or can benefit any private shareholder or entity.

**Project** - The services, activities, or program that an entity agrees to provide for a specified period of time using state or federal funds awarded to a project recipient.



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**Project Application** - An entity's request for a project award under state or federal education programs administered by the Florida Department of Education.

**Project Award** - The approval of a project application as stated in the Project Award Notification sent to project recipients that specifies the amount of funds awarded, the project period, and any special requirements or restrictions to be imposed by the Florida Department of Education.

**Project Period** - The length of time for which a project has been authorized/awarded.

**Project Recipient** - The school district, a local education agency (LEA), colleges, universities, public agency [including faith-based organizations (FBOs) and community-based organizations (CBOs)], or non-public agency that has been awarded a project to provide services or activities described in a project application approved by the Florida Department of Education.

**Roll-Forward** - Unobligated balances of an award or project that are allowed to be continued in subsequent funding periods.

**System for Award Management (SAM)** - is the Official U.S. Government system that consolidated the capabilities of CCR/FedReg, ORCA, and EPLS. There is NO fee to register for SAM. All applicants must be registered in SAM before submitting an application for federal funding and continue to maintain an active SAM registration with current information at all times during an active award. A valid "unique entity identifier" will be required when applying with SAM (see Data Universal Numbering System (DUNS) for more information regarding the "unique entity identifier"). <https://www.sam.gov/portal/SAM/#1>

**Supplies** - All personal property (excluding equipment, intangible property, and debt instruments) items of expendable nature that are consumed, worn out, or deteriorated in use or that lose their identity through fabrication or incorporation into a different or more complex unit or substance.

### **Explanation of Grants Management Requirements**

The following section elaborates on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

#### **Accounts and Records**

The recipient shall maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project for a minimum of five years (see Section C, Fiscal and Program Accountability, Record Retention, for additional information).

#### **Allowable Costs**

In accounting for and expending project/grant funds, a recipient and/or sub-recipient may only charge expenditures to the project award if they are: (a) in payment of obligations incurred during the approved project period; (b) in conformance with the approved project; (c) in compliance with all applicable statutes and regulatory provisions; (d) costs that are allocable to a particular cost



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objective; (e) spent only for reasonable and necessary costs of the program; and (f) not used for general expenses required to carry out other responsibilities of the recipient and/or sub-recipient. All recipients must have written procedures for determining allowability in accordance with Subpart E – Cost Principles of 2 CFR Part 200 and the terms and conditions of the project award.

### Amendments

Unless otherwise stated, all project recipients shall use the project amendment requirements and procedures described in the *Project Application and Amendment Procedures for Federal and State Programs* administered by the Florida Department of Education (Green Book), Section B, Project Amendments.

### Audits

This part is applicable for all non-Federal entities as defined in 2 CFR §200, Subpart F.

1. In the event that the recipient expends \$750,000 or more in federal awards in its fiscal year, the recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR §200, Subpart F. In determining the federal awards expended in its fiscal year, the recipient shall consider all sources of federal awards, including federal resources received from the Department. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR §200, Subpart F. An audit of the recipient conducted by the Auditor General in accordance with the provisions of 2 CFR §200, Subpart F, will meet the requirements of this part.
2. In connection with the audit requirements, the recipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR §200.508.
3. If the recipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, is not required. In the event that the recipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from recipient resources obtained from non-federal entities).

### Audits – State-Funded Programs

This part is applicable if the project recipient is a non-state entity as defined by Section 215.97(2), Florida Statutes.

1. In the event that the project recipient expends a total amount of state financial assistance equal to or in excess of \$500,000 in any fiscal year, the recipient must have a state single or project-specific audit for such fiscal year in accordance with Section 215.97, Florida Statutes; applicable rules of the Department of Financial Services; and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General. In determining the state financial assistance expended in its fiscal year, the recipient shall consider all sources of state financial assistance, including state financial assistance received from the Department, other state agencies, and other non-state entities.





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State financial assistance does not include federal direct or pass-through awards and resources received by a non-state entity for federal program matching requirements.

2. In connection with the audit requirements above, the project recipient shall ensure that the audit complies with the requirements of Section 215.97(8), Florida Statutes. This includes submission of a financial reporting package as defined by Section 215.97(2), Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General.
3. If the project recipient expends less than \$500,000 in state financial assistance in its fiscal year, an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, is not required. In the event that the recipient expends less than \$500,000 in state financial assistance in its fiscal year and elects to have an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, the cost of the audit must be paid from the non-state entity's resources (i.e., the cost of such an audit must be paid from the project recipient's resources obtained from non-state entities).

Pursuant to Section 215.97(8), Florida Statutes, state agencies may conduct or arrange for audits of state financial assistance that are in addition to audits conducted in accordance with Section 215.97, Florida Statutes. In such an event, the state awarding agency must arrange for funding the full cost of such additional audits.

### Reports to be Submitted

Copies of reporting packages for audits conducted in accordance with 2 CFR §200, Subpart F, shall be submitted, as required by 2 CFR §200.512(d), by or on behalf of the recipient directly to each of the following:

- Florida Department of Education  
Bureau of Contracts, Grants, and Procurement Management Services  
344 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- The Federal Audit Clearinghouse (FAC) in 2 CFR §200, Subpart F. requires the auditee to electronically submit the data collection form described in §200.512(b) and the reporting package described in §200.512(c) to FAC at:  
[https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyhlr45p1pol\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyhlr45p1pol))/account/login.aspx)  
x

Copies of financial reporting packages shall be submitted by or on behalf of the recipient directly to each of the following:



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- Florida Department of Education  
Bureau of Contracts, Grants, and Procurement Management Services  
344 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- Auditor General's Office  
401 Pepper Building  
111 West Madison Street  
Tallahassee, FL 32399-1450

Copies of reports or management letter(s) shall be submitted by or on behalf of the recipient directly to:

- Florida Department of Education  
Bureau of Contracts, Grants, and Procurement Management Services  
344 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- In response to requests by a Federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR §200.512(e).

Any reports, management letters, or other information required to be submitted to the Department pursuant to this agreement shall be submitted timely in accordance with Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, as applicable.

Recipients, when submitting financial reporting packages to the Department for audits completed in accordance with 2 CFR §200, Subpart F, or Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, should indicate the date that the reporting package was delivered to the recipient in correspondence accompanying the reporting package.

### **Davis-Bacon Act, as amended (40 U.S.C. 276a et seq.)**

When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients of more than \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor (DOL) regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the



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Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the DOL in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the federal awarding agency. DOL regulations, rules, and instructions concerning implementation of the Davis-Bacon Act and other labor laws can be found at Title 29 CFR Parts 1, 3, 5, 6, and 7.

### **Debarment, Suspension, and Other Responsibility Matters**

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR §§180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Nonprocurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment. To assure that this requirement is met, there are four options for obtaining satisfaction that subgrantees and contractors are not suspended, debarred, or disqualified. They are:

The applicant certifies that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **Drug-Free Workplace (Grantees Other Than Individual)**



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As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR §§84.200 and 84.610, the applicant certifies that it will continue to provide a drug-free workplace by:

- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- Establishing, as required by 34 CFR §84.215, an ongoing drug-free awareness program to inform employees about:
  - The dangers of drug abuse in the workplace.
  - The grantee's policy of maintaining a drug-free workplace.
  - Any available drug counseling, rehabilitation, and employee assistance programs.
  - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
  - Abide by the terms of the statement.
  - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- Notifying the agency in writing within 10 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR §84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service  
U.S. Department of Education  
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building  
No. 3]  
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- Taking one of the following actions, as stated in 34 CFR §84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
  - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
  - Requiring such employee to participate satisfactorily in drug abuse assistance or





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rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Making a good-faith effort to maintain a drug-free workplace through implementation of requirements stated above.

### **DUNS Number - Data Universal Numbering System**

The federal government requires organizations to provide a DUNS number (unique entity identifier), and register with the System for Award Management (SAM), as part of their grant applications and proposals. The DUNS number (unique entity identifier), is a nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. Some entities will also have what is known as "DUNS + 4," which is used to identify specific units within a larger entity.

Registering for a DUNS number (unique entity identifier), is free of charge with no obligation to purchase any products from the Dun and Bradstreet Company. An authorizing official of the organization should request the number. Generally, it only takes a day to obtain a DUNS number by phone (1-866-705-5711), while applications through the Dun and Bradstreet website can take up to 30 days.

All recipients and sub-recipients funded with federal funds must obtain a DUNS number (unique entity identifier), and register with SAM prior to applying/receiving a Project Award.

### **EDGAR - Education Department General Administrative Regulations**

The federal grant administrative regulations for education (Title 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99), was revised on December 26, 2014, with the implementation of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grants Guidance), and delete 34 CFR Parts 74, 80, and 85 (Part 85 changed to 2 CFR Part 180) and included the deleted regulations into the Uniform Grants Guidance. Both administrative regulations (EDGAR and Uniform Grants Guidance), apply to all federal projects/awards.

### **General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries**

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the granting institution must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists.)* In addition, all application packages for discretionary grants and



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cooperative agreements must include the "Notice To All Applicants"(attached) that explains the requirements of Section 427.

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Applicants should be asked to state in the table of contents where this requirement is met.

Department program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the applicant to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR §75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

### Gun Possession

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

- The applicant certifies that in compliance with Section 1006.13(3) (a), Florida Statutes, any student who is determined to have brought a firearm, as defined in 18 U.S.C. s. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of no less than one full year, and referred to the criminal justice or juvenile justice system.
- School boards may assign the student to a disciplinary program or second-chance school for the purpose of continuing educational services during the period of expulsion.
- Superintendents may consider the one-year expulsion requirement on a case-by-case basis and request that the school board modify the requirement if determined to be in the best interest of the student and the school system.

### Indirect Cost and Administrative Fees

**School District** - The Department has been given authority by the U. S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are required to develop an indirect cost proposal and, if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be



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approved for a program or project by the Department of Education's Comptroller. Indirect costs shall only apply to federal projects.

**State Agencies, Local Governments, Indian Tribal Governments, Universities, Colleges and all Non-Governmental Agencies** - The Department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost (administrative and/or overhead) up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency, **whichever is lower**. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000, stipends, tuition and related fees, and items of equipment, alterations, renovations, and flow-through funds ("pass through" to another entity) on projects issued by the Department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities. In the alternative, the Department will approve an indirect cost rate of eight percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. To recover indirect costs above eight percent, agencies other than school districts must furnish to the DOE's Comptroller's Office a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from eight percent to the maximum negotiated rate may be approved for a program or project by the Department's Comptroller. For agencies that may have indirect cost in excess of the eight percent limit may not charge directly, use to satisfy matching or cost sharing requirements, or charge to another federal award. Indirect costs shall only apply to federal projects.

### **Restrictions on Funds for Administration**

Restrictions on the amount or percentage that can be charged to a project's administration (which includes indirect cost) will be reflected in the RFP or RFA and/or in the approved Project Award notification or amendment, where applicable.

### **Administrative Fee for Non-Federal Funds**

An administrative fee may be approved by the Department for non-federal projects not to exceed five percent of the total cost of the project.

### **Interest Income**

Based on Section 216.181(16) (b), Florida Statutes, and 2 CFR Part §200.305 (9), project/grant recipients shall remit on an annual basis all interest earned on cash advanced by the Department.

### **Lobbying**

In accordance with Section 216.347, Florida Statutes, the disbursement of grants and aids appropriations for lobbying is prohibited. The Department may not authorize or make any disbursement of grants and aids appropriations pursuant to a contract or grant to any person or organization unless the terms of the grant or contract prohibit the expenditure of funds for the purpose of lobbying the Legislature, the judicial branch, or a state agency. The provisions of this section are supplemental to the provisions of Section 11.062, Florida Statutes, and any other law prohibiting the use of state funds for lobbying purposes.



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As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR §§82.105 and 82.110, the applicant certifies that:

- No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

### Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR §200, Subpart F, and Section 215.97, Florida Statutes, monitoring procedures may include, but not be limited to, on-site visits by Department staff, limited scope audits, and/or other procedures. By entering into this agreement (Project/Grant), the recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Department. In the event the Department determines that a limited scope audit of the recipient is appropriate, the recipient agrees to comply with any additional instructions provided by Department staff to the recipient regarding such audit. The recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Chief Financial Officer or Auditor General.

### More Restrictive Conditions

Project recipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions. (See Section G, Conditions for the Approval of Project Applications and Project Amendments, or the Termination of a Project for additional information.)

### Obligations by Project Recipients

Obligations will be considered to have been incurred by project recipients on the basis of





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documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used.

### **Ownership of Products—Intellectual Property**

The ownership of products resulting from a project, which are subject to intellectual property rights, shall remain with the Department unless such ownership is explicitly waived. The following terms and conditions apply to all grants and project recipients, unless explicitly waived:

- With respect to all products created by the grantee for this project, said materials will be the property of the Department.
- To the extent that any product constitutes a “work” within the meaning of U.S. copyright laws, 17 U.S.C.S. 101, et seq., it shall be a “work for hire.” In the event that a court of competent jurisdiction determines that a product or material is not a work for hire as a matter of law, the contractor shall assign and convey to the Department all right, title, and interest in the product or material and require its employees and subcontractors to do the same.
- The grantee agrees that its employees will not assert any ownership of the product produced under the project. The grantee shall be responsible for acquiring necessary releases or establishing appropriate contract provisions in its dealings with employees and subcontractors in order to secure the Department’s rights.
- Any claim by the grantee of ownership of pre-existing copyrights should be explicitly stated in the project documentation.
- The grantee agrees that if it hires any third party to perform any work on the project, the work shall be on a “work for hire” basis and shall not in any way infringe upon the Department’s ownership of the product.
- The grantee agrees not to convey any rights in the product to a third party.
- If the grantee hires a third party to perform any work that involves the use of pre-existing intellectual content owned by the third party, the third party shall expressly assert its ownership of the content and shall grant the grantee and the Department the non-exclusive license to use the product.
- A licensing agreement or other agreement regarding the use of intellectual property developed under the project may be developed between the Department and grantee in order to further the use of the products in the educational community.

### **Participation of Private School Students and Staff in Federal Grants**

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Appropriate personnel must be aware of, and consult, program-specific guidelines discussed in the applicable program statute,



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regulations, and guidance documents.

### **Personnel Costs – Time Distribution**

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy both the Department's requirements and the specific requirements of 2 CFR §200.430, and will be based on payrolls documented in accordance with generally accepted practices of the local educational agency (LEA) and approved by a responsible official(s) of the LEA.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Prepared at least monthly and must coincide with one or more pay periods
- Signed and dated by the employee

The U.S. Department of Education has approved for use in Florida a substitute system for allocating salaries to federal projects. As part of this substitute system, the Personnel Activity Reporting System (PARS) may be implemented by school districts so long as it is implemented in accordance with the Department's approved substitute system. This document is available upon request from the Department's Bureau of Contracts, Grants, and Procurement Management Services. When school districts choose to use the substitute system, no variations are allowed without specific written authorization from the Department. School districts choosing not to use the approved substitute system must implement a system that meets all of the requirements of both the Department and 2 CFR §200.430. School districts choosing to use the Department's substitute system must furnish to DOE's Comptroller's Office the district's policies and procedures, which specify the reporting months, as well as the actual time reporting instrument for approval. For each district given authorization to adopt a substitute system, a written approval/agreement will be in effect for the duration of the district's participation in the substitute system or until such time as the requirements change for the Department.

**Note:** This does not authorize school districts to consolidate administrative funds except as otherwise stated in the project award notification or to use "teams" as a basis for allocating personnel



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cost. These methods apply only to the Department.

### **Project Effective Dates**

For federal programs, funds shall be obligated no earlier than the date the project application was received by the Department and determined to be in substantially approvable form or the effective date of the federal grant award, whichever is later.

For state programs, funds shall be obligated no earlier than the effective date of the legislative appropriation, usually July 1.

All Project Award Notifications reflect the beginning and ending dates of the project period and the date for submission of the final expenditure report. All conditions stated in the award notification are considered binding on the project recipient.

### **Property**

Property purchased, in whole or in part, with federal funds shall be used for the purpose of that federal program and accounted for in accordance with applicable federal and state statutes, rules, and regulations, as follows.

**Disposition of Equipment** - Based on Section 273.055, Florida Statutes, and Rules 69I-72.002, and 69I-73.005, Florida Administrative Code, when original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- Items of equipment with an acquisition cost of less than \$1,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency. Income received from these sales will not be reported to the Department.
- Items of equipment with an acquisition cost in excess of \$1,000 and a useful life of one year or more may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
- In cases where a grantee or sub-grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub-grantee to take excess and disposition actions.

The Department's policy concerning proceeds received from the sale of property with a current per unit fair market value of \$1,000 through \$5,000 is the net amount received from such sales will remain at the sub-grantee level to be used in the same ongoing program. Funds from such sales will be treated as other program income in the same ongoing program(s). This type of income must be amended into a current year's project in which the sale occurred. It should then be reported on line 11 of the Project Disbursement Report (form DOE 399, DOE 499, or DOE 599) as a total for the fiscal year in which the sale(s) occurred. This identification of income is necessary to meet reporting requirements of the United States Department of Education. Complete documentation for this type of income and expenditures must be maintained for monitoring and auditing purposes. Income from the sale of this type of property should be recorded in the agency's special revenue account as other



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income and identified as such for the federal cash advance reconciliation at the end of each fiscal year. If the agency is no longer receiving funds for the particular project or program, the income from such equipment sales will be returned to the Department to be forwarded to the United States Department of Education.<sup>1</sup> Equipment that was initially purchased with federal funds with a current per-unit fair market value in excess of \$5,000, must be processed in accordance with 2 CFR §200.313( e)(2), with the assistance and written approval of the Department.

**Disposition of Real Property** - Disposition of real property will be handled on an individual basis. The local educational agency will also coordinate real property dispositions with the program coordinator responsible for the particular project or program from which the real property was purchased. Property purchased entirely with state funds shall meet the minimum requirements of the Auditor General as defined in the County and District Tangible Personal Property publication in addition to local procedures. (See Section F, Program Income, Interest Income, and the Disposition of Equipment, for additional information.)<sup>2</sup>

**Inventory of Property** – All project recipients must ensure that a complete physical inventory of all property is taken at least once each fiscal year. Chapter 691-72.006, Florida Administrative Code.

### **Protected Prayer in Public Elementary and Secondary Schools**

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, school districts and other local education agencies must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

### **Purchasing**

All recipients and subrecipients must have documented procurement policies and procedures that meet the minimum requirements of federal and state statutes, rules, and regulations. Under the Uniform Administrative Requirements, the procurement standards are located at 2 CFR §§200.317 – 200.326.

### **Reporting Requirements—Financial Disbursements**

Federal project recipients on cash advance are required to report disbursements using the Cash Advance and Reporting of Disbursements System (CARDS)<sup>3</sup> and by submitting a Project Budget Summary and Disbursement Report (DOE 399, DOE 499, or DOE 599) annually for each active project. These reports must be received in the DOE's Comptroller's Office by the 20th of the month succeeding the final month in which the disbursements were made. Failure to submit these reports in a timely manner may result in a decrease or delay in the monthly cash advance or loss of funds. Other federal project recipients are required to report in accordance with instructions stated in the Project Award Notification. State project recipients shall submit reports as required by the Department. Audit reports shall be sent in accordance with Section 215.97, Florida Statutes, to:

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<sup>1</sup> Upon termination of a project, and at the discretion of the Department, all equipment/property purchased with project funds will be transferred to the location(s) specified by the Department and all necessary actions to transfer the ownership records of the equipment/property to the Department or its designee, will be taken.

<sup>2</sup> Ibid

<sup>3</sup> CARDS (Cash Advance and Reporting of Disbursements System), is scheduled to be replaced with FLAGS (FLA Grants System). When replaced, all references to CARDS will be FLAGS.





## Section D

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Florida Department of Education  
Bureau of Contracts, Grants, and Procurement Management Services  
344 Turlington Building  
325 W. Gaines Street  
Tallahassee, FL 32399-0400

### Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal and state laws, rules, and regulations. Federal regulation 2 CFR §200.333, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

In Florida, the General Records Schedule GS1-SL for State and Local Government Agencies (available at <http://dos.myflorida.com/library-archives/records-management/general-records-schedules/>) includes the following requirements related to grant files for recipients:

This record series documents activities relating to grant-funded projects conducted by the grant recipient, including the application process and the receipt and expenditure of grant funds. These files may include, but are not limited to, grant applications; contracts; agreements; grant status, narrative, and financial reports; and supporting documentation. Project completion has not occurred until all reporting requirements are satisfied and final payments have been received.

The length of retention for these records in Florida is five years after the completion of the project provided applicable audits have been released.

Access to records of the grantee and subgrantees and the expiration of the right of access is found at 2 CFR §200.336 (a) (c), which states:

(a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, including but not limited to the, Florida Department of Education, Florida Department of Financial Services, and the Auditor General of the State of Florida, must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

(c) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

### Single Audit Act

- If a recipient expends state financial assistance equal to or in excess of \$500,000 in a fiscal year,



## Section D

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that recipient is subject to the requirements of the Florida Single Audit Act (see Resources).

- If the recipient expends **federal** financial assistance equal to or in excess of \$750,000 in a fiscal year, the recipient is subject to the requirements of the Federal Single Audit Act.

**Projects/Grants awarded by the Florida Department of Education to subrecipients will be subject to audits and/or monitoring by the Department.**

### **Supplement, Not Supplant**

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase, to the extent practical, the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

### **The Stevens Amendment**

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

### **Travel**

All travel performed in connection with approved project activities must be in compliance with the current Section 112.061, Florida Statutes, which covers per diem allowance and travel expenses. The Florida Department of Education's Travel Manual is available at:  
<http://www.fldoe.org/core/fileparse.php/5625/urlt/0076987-travelmanual.pdf>.

Section 112.061(14), Florida Statutes, Applicability to Counties, County Officers, District School Boards, Special Districts, and Metropolitan Planning Organizations, establishes statutory authority allowing specified entities to establish travel reimbursement rates other than those established by Section 112.061(6)(a), (6)(b), and (7)(d), Florida Statutes. Each entity must comply in accordance with the statute, and include with the project application a copy of the applicable document, e.g., ordinance, resolution, policy, or rule, and have a detailed description on the project budget form.

### **Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards**

The Uniform Grants Guidance or UGG (2 CFR Part 200), went into effect on December 26, 2014, which consolidated previous requirements from OMB Circulars A-21, A-87, A-89, A-102, and A-110, A-122, A-133 into a uniform set of rules.. The focus for the change, from the Office of



## Section D

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Management and Budget (OMB) is streamlining the Federal government's guidance on Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards. These regulations are required for all federally funded projects/programs.



**Florida Department of Education**  
**Risk Analysis**  
**Federal and State Grant Funding**  
**Florida School Districts, State Colleges, State Universities and State Agencies**

This form must be completed fully and accurately, including all attachments to be eligible to receive grant/project funding from the Department. All "No or N/A" responses require an explanation in the comment field. Should additional space be needed, a supplemental page which clearly identifies the applicable ID number on the form, should be included and placed behind the attachments. An original signature of the agency head who has legal authority to bind the Florida school district, state college, state university, or the state agency (hereafter referred to as the agency), and an original signature of the agency's head of financial management, is required. This form and attachments will remain in effect unless required by changes in federal or state law, other significant changes in circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to this form. Information submitted will be used to assess the financial and administrative capabilities to comply with requirements of grant/project funding. In this evaluation an agency may be determined fundable but deemed "high risk." If determined "high risk," special terms and conditions must be met as a condition for funding, and will be included on the Project Award Notification. In conjunction with this form, it is recommended that all employees of the agency that manage, directly or indirectly, grant/project awards complete the online DOE grants fiscal management training.

**Agency's Legal Name**

(Name must match registered name with DUNS)

School District of Putnam County

**FEIN Number**

59-6000821

**Name and Title of Agency Head**

Dr. Richard M. Surrency

Superintendent

**Original Signature of Agency Head**

**Date**

I certify that all the information provided on this application, and the documents attached are complete and correct to the best of my knowledge.

**Name and Title of Agency's Head of Financial Management**

Rhonda Odum, Director of Finance

**Original Signature of Agency's Head of Financial Management**

**Date**





ID	Risk Identification	Yes	No	N/A	Comments
1	Are the agency's organizational policies and procedures approved by the agency's Board?	x			
2	Are annual operating budgets prepared, submitted to, and approved by the agency's Board prior to the start of each fiscal year?	x			
3	Do organization's policies and procedures require prior Board approval for large purchases and all applications for projects, grants, contracts, subawards or subcontracts?	x			
4	Does the agency's Board establish the salary ranges for all the agency's positions and approve salary increases for the Superintendent, President or Chief Executive Officer?	x			
5	Has the agency received, operated or managed any state or federal funds in the last five years?	x			
6	Has the agency ever had a government contract/project/agreement terminated?		x		If yes, explain:
7	Has the agency or any principals thereof ever been suspended or debarred from receiving state or federal grants or contracts?		x		If yes, explain:
8	Has the agency or any principals thereof ever been the subject of a lawsuit or investigation alleging fraud, illegal activities or misappropriation of assets?		x		If yes, explain:
9	Does the agency employ a finance director/officer with at least three years experience in accounting?	x			
10	Has the agency experienced turnover in the following positions within the past year?				
	a. Superintendent, President or Chief Executive Officer?	x	x		Superintendent Elected Fall 2016



b. Finance Director/Manager/Controller?		x		
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ID	Risk Identification	Yes	No	N/A	Comments
11	Does the agency maintain current formal written policies and procedures related to the following:				
	a. Bank reconciliations	x			
	b. Cash management	x			
	c. Compensation and fringe benefits	x			
	d. Confidentiality of records	x			
	e. Conflicts of interest & disclosures	x			
	f. Contract administration	x			
	g. Determining allowability of cost	x			
	h. Financial management	x			
	i. Indirect cost rate development	x			
	j. Payroll and time records	x			
	k. Personnel policies and procedures	x			
	l. Procurement	x			
	m. Method of conducting technical proposals	x			
	n. Record retention requirements	x			
	o. Travel	x			
	p. Use of credit/debit cards	x			
12	Does the agency maintain a fixed asset management system, with policies and procedures with the following components:				
	a. Unique property identification number	x			
	b. Date of acquisition	x			
	c. Acquisition cost	x			
	d. Description of property	x			
	e. Location of property	x			
	f. Maintenance	x			
	g. Useful life and depreciation methods	x			
	h. Asset protection (physical insurance requirements, etc.)	x			
13	Does the agency use an operating budget to control project funds?	x			



14	Does the agency have a federally approved indirect cost rate? If yes, please include a copy of the plan, as attachment N. (N/A for school districts)	x (school district)			
15	For staff working on a single federal cost objective, are semi-annual certifications maintained?	x			



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ID	Risk Identification	Yes	No	N/A	Comments
16	For staff working on two or more single federal cost objectives, are personnel activity reports maintained?	x			
17	Is a complete personnel record kept on each person employed by the agency?	x			
18	Do the agency's written policies require that employees' timesheets be signed by the employee and the employee's immediate supervisor?	x			
19	Do travel expenditures require advance approval by an appropriate supervisor?	x			
20	Does the agency maintain a code of conduct that governs the performance of its officers, employees or agents engaged in procurement which will help to avoid any conflict of interest?	x			

## ATTACHMENTS

### DOE USE ONLY

Initial

ID	(Please label each attachment as identified in the ID column)	Yes	No
A	Copy of the agency's registration with the Data Universal Numbering System (DUNS)		
B	Copy of the agency's registration with the System for Award Management (SAM)		
C	Copy of agency's current organizational chart		
D	Copy of agency's current policies and procedures to generate financial statements		
E	Copy of the agency's policy and procedures on payroll cost and time and effort reporting		
F	Copy of agency's current policies and procedures for purchasing		



G	Copy of agency's current policies and procedures for fixed assets		
H	Description of agency's financial management system		
I	Copy of agency's current chart of accounts (N/A for school districts)		
J	Copy of federal approved indirect cost plan and approval documentation, if applicable. (N/A for school districts)		



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**Risk Analysis**  
**Federal and State Grant Funding**  
**Florida School Districts, State Colleges and State Universities**

**FOR DOE USE ONLY**

**Office of Audit Resolution and Monitoring**

Recommend agency for funding

Initial

Recommend agency for funding as "High Risk"

Initial

Agency "Not Recommended for Funding"

Initial

Special Conditions for "High  
Risk" or  
Justification for "Not  
Recommended  
for Funding"

Signature

Date

**Bureau Chief, Contract, Grants and Procurement**

Agency Approved as Recommended





Agency is Approved with Special Conditions

Initial

Agency "IS NOT" Approved

Initial

Special Conditions or  
Justification for "Not Approved"

Initial

Signature

Date



This Dun & Bradstreet report is provided for your company's internal review. It may not be used for any other purpose or shared.

## Business Information Report

User Id: kmann@my.putnamschools.org

Report Printed: Monday June 12, 2017 10:13 AM

### Business Summary

Company Name: SCHOOL DISTRICT OF PUTNAM COUNTY FLORIDA  
 Trade Style / DBA: PUTNAM COUNTY SCHOOL DISTRICT  
 Physical Address: 200 Reid St Ste 1  
 Physical City: Palatka  
 Physical State: FL  
 Physical Zip: 32177  
 Telephone: 386 329-0653  
 Fax: 3863290520  
 Year started: 1885  
 Legal structure of the business: Proprietorship  
 Employs: 1,600 (70 here)  
 History: CLEAR  
 SIC: 8211  
 Line of business: Elementary/secondary school

D-U-N-S Number: 010512135



### History

The following information was reported 12/29/16:

Officer(s): RICHARD SURRENCY, SUPT  
 DIRECTOR(S): THE OFFICER(S)

The school board is a political subdivision of the State of Florida.  
 Business started 1885 by the founding members of the county.  
 The board members are each elected to a four year term and are all respected business people in the county.  
 RICHARD SURRENCY, SUPT. Antecedents not available.  
 Business address has changed from 200 S 7th St, Palatka, FL, 32177 to 200 Reid St Ste 1, Palatka, FL, 32177.

### Corporate Family

#### Subsidiaries (US):

Northeast Florida Educational Consortium	Palatka, FL	DUNS # 86-127-8927
<b>Branches (US):</b>		
School District of Putnam County Florida	Crescent City, FL	DUNS # 10-017-2030
School District of Putnam County Florida	Crescent City, FL	DUNS # 18-388-2992
School District of Putnam County Florida	East Palatka, FL	DUNS # 94-925-7141
School District of Putnam County Florida	East Palatka, FL	DUNS # 05-282-1274
School District of Putnam County Florida	East Palatka, FL	DUNS # 87-676-2720
School District of Putnam County Florida	Florahome, FL	DUNS # 14-935-9726
School District of Putnam County Florida	Hawthorne, FL	DUNS # 80-091-1406
School District of Putnam County Florida	Interlachen, FL	DUNS # 18-388-3008
School District of Putnam County Florida	Interlachen, FL	DUNS # 18-388-3016
School District of Putnam County Florida	Interlachen, FL	DUNS # 13-689-0175
School District of Putnam County Florida	Melrose, FL	DUNS # 10-017-1990
School District of Putnam County Florida	Palatka, FL	DUNS # 96-917-6312
School District of Putnam County Florida	Palatka, FL	DUNS # 07-998-4257
School District of Putnam County Florida	Palatka, FL	DUNS # 10-017-1925
School District of Putnam County Florida	Palatka, FL	DUNS # 10-017-1941
School District of Putnam County Florida	Palatka, FL	DUNS # 10-017-1958
School District of Putnam County Florida	Palatka, FL	DUNS # 80-047-8898



6/12/2017

## Dun &amp; Bradstreet Business Information Report: SCHOOL DISTRICT OF PUTNAM COUNTY FLORIDA

School District of Putnam County Florida	Palatka, FL	DUNS # 10-017-2006
School District of Putnam County Florida	Palatka, FL	DUNS # 10-017-2014
School District of Putnam County Florida	Palatka, FL	DUNS # 10-017-2063
School District of Putnam County Florida	Palatka, FL	DUNS # 18-388-3040
School District of Putnam County Florida	Palatka, FL	DUNS # 82-931-3431
School District of Putnam County Florida	Palatka, FL	DUNS # 05-872-4860
School District of Putnam County Florida	Palatka, FL	DUNS # 00-558-3819
School District of Putnam County Florida	Palatka, FL	DUNS # 03-376-3025

## Business Registration

## CORPORATE AND BUSINESS REGISTRATIONS PROVIDED BY MANAGEMENT OR OTHER SOURCE

The Corporate Details provided below may have been submitted by the management of the subject business and may not have been verified with the government agency which records such data.

Registered Name: district school board of putnam county florida (inc)  
 Business type: CORPORATION  
 Corporation type: NON-PROFIT  
 Date incorporated: 1885-01-01  
 State of Incorporation: FLORIDA  
 Filing date:  
 Registration ID:  
 Status:  
 Where filed: Secretary of State, Tallahassee, FL

## Operations

2016-12-29

Description: Operates as an elementary or secondary school, specializing as a public elementary or secondary school (100%).

Funded by ad valorem taxes, state education finance programs and federal government subsidies. Sells to the general public. Territory : Local. Nonseasonal.

Employees: 1,600 which includes owner and 250 part-time. 70 employed here.

Facilities: Owns 16,000 sq. ft. in a two story concrete block building.

Branches: 18 school locations throughout Putnam County in Florida.

## SIC &amp; NAICS

SIC:

82110300 Public elementary and secondary schools

NAICS:

611110 Elementary and Secondary Schools

## PAYMENT SUMMARY

The Payment Summary section reflects payment information in Dun & Bradstreet's file as of the date of this report.

Below is an overview of the company's dollar-weighted payments, segmented by its suppliers' primary industries:

	Total Rcv'd (#)	Total Dollar Amts (\$)	Largest High Credit (\$)	Within Terms (%)	Days Slow			
					<31 (%)	31-60 (%)	61-90 (%)	90+ (%)
<b>Top Industries:</b>								
Short-term busn credit	6	22,000	7,500	81	17	2	-	-
Telephone communictns	5	55,000	50,000	100	-	-	-	-
Whol electrical equip	5	39,000	30,000	91	6	3	-	-
Books-print/publish	5	30,850	15,000	100	-	-	-	-
Electric services	5	47,500	15,000	100	-	-	-	-
Whol groceries	3	30,500	20,000	100	-	-	-	-
Business consulting	3	35,500	20,000	79	21	-	-	-
Whol heating/ac equip	2	55,000	35,000	82	18	-	-	-
Security broker/deal	1	200,000	200,000	100	-	-	-	-
Employment agency	1	75,000	75,000	50	50	-	-	-
OTHER INDUSTRIES	65	98,250	10,000	75	12	8	-	5
<b>Other payment categories:</b>								
Cash experiences	25	3,200	750					
Payment record unknown	3	2,800	2,500					
Unfavorable comments	0	0	0					
<b>Placed for collections:</b>								
With Dun & Bradstreet	0	0						
Other	0	N/A						



6/12/2017

## Dun &amp; Bradstreet Business Information Report SCHOOL DISTRICT OF PUTNAM COUNTY FLORIDA

Total in Dun & Bradstreet's file	129	694,600	200,000				
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The highest Now Owes on file is \$75,000

The highest Past Due on file is \$7,500

Dun &amp; Bradstreet has 129 payment experiences in its file for this company. For your convenience, we have displayed 80 representative experiences in the PAYMENTS section.

## PAYMENT DETAILS

## Detailed Payment History

Date Reported (mm/yy)	Paying Record	High Credit (\$)	Now Owes (\$)	Past Due (\$)	Selling Terms	Last Sale Within (months)
05/17	Ppt	200,000	0	0	N30	4-5 mos
	Ppt	35,000	500	0		1 mo
	Ppt	15,000	0	0		1 mo
	Ppt	7,500	2,500	0		1 mo
	Ppt	7,500	50	0		6-12 mos
	Ppt	5,000	0	0	N30	2-3 mos
	Ppt	5,000	0	0		1 mo
	Ppt	5,000	0	0		2-3 mos
	Ppt	5,000	2,500	0	N30	1 mo
	Ppt	2,500	0	0		2-3 mos
	Ppt	2,500	1,000	0		1 mo
	Ppt	2,500	750	0	Lease Agreement	1 mo
	Ppt	2,500	0	0		6-12 mos
	Ppt	2,500	0	0		6-12 mos
	Ppt	1,000	500	0	Lease Agreement	1 mo
	Ppt	1,000	500			1 mo
	Ppt	1,000	0	0		1 mo
	Ppt	750	0	0		4-5 mos
	Ppt	750	0	0		2-3 mos
	Ppt	750	500	0	N30	1 mo
	Ppt	500	250	0		1 mo
	Ppt	500	250	0		1 mo
	Ppt	500	0	0		6-12 mos
	Ppt	250	0	0		6-12 mos
	Ppt	250	0	0		4-5 mos
	Ppt	100	0	0		6-12 mos
	Ppt	100	100	0		1 mo
	Ppt	50	0	0		6-12 mos
	Ppt-Slow 15	75,000	75,000	7,500	N30	1 mo
	Ppt-Slow 15	7,500	0	0		6-12 mos
	Ppt-Slow 15	100	50	0		1 mo
	Ppt-Slow 30	7,500	5,000	250		1 mo
	Ppt-Slow 30	250	100	0		1 mo
	Ppt-Slow 30	100	100	0		1 mo
	Ppt-Slow 30	100	100	0		1 mo
	Ppt-Slow 30	100	100	0		1 mo
	Ppt-Slow 60	1,000	1,000	0		1 mo
	Ppt-Slow 120	1,000	750	750		6-12 mos
	Ppt-Slow 120+	250	100	100		1 mo
	Ppt-Slow 150	2,500	0			1 mo
	Ppt-Slow 150	1,000	0			1 mo
	Slow 30	500	0	0	N30	2-3 mos
	Slow 60	5,000	0	0		4-5 mos
	Slow 30-90	100	100	100		2-3 mos
	Slow 90+	50	50	50		
	Slow 120	250	250	250	N30	4-5 mos
	Slow 120	250	250	250	N30	4-5 mos
	(048)				Sales COD	1 mo





8/12/2017

## Dun &amp; Bradstreet Business Information Report: SCHOOL DISTRICT OF PUTNAM COUNTY FLORIDA

	(049)				Sales COD	1 mo
	(050)				Sales COD	1 mo
04/17	Ppt	30,000	0	0		1 mo
	Ppt	20,000	0	0		2-3 mos
	Ppt	15,000	10,000			1 mo
	Ppt	10,000	7,500			1 mo
	Ppt	10,000	7,500			1 mo
	Ppt	2,500	2,500	0		1 mo
	Ppt	2,500	500	50		1 mo
	Ppt	2,500	0	0		1 mo
	Ppt	750	0	0		1 mo
	Ppt	750	500	0		1 mo
	Ppt	750	500	0		5-12 mos
	Ppt	750	250	0		1 mo
	Ppt	500	250	0		1 mo
	Ppt	250				1 mo
	Ppt	250	0	0	N15	5-12 mos
	Ppt	100	0	0		5-12 mos
	Ppt	100	100	0		1 mo
	Ppt	100	100	0		1 mo
	Ppt	50	0	0		5-12 mos
	Ppt	50	0	0		5-12 mos
	Slow 30	2,500	0	0		5-12 mos
	Slow 30-60	2,500	0	0	N10	2-3 mos
	Slow 60	250	0	0		4-5 mos
11/16	Ppt	750	0	0		5-12 mos
09/16	Ppt	250	0	0		4-5 mos
	Ppt	50	0	0	N30	5-12 mos
08/16	Ppt	750	0	0		5-12 mos
05/16	Ppt	100	0	0		5-12 mos
	Ppt-Slow 30	15,000	0	0		5-12 mos
03/16	Ppt	2,500				1 mo

Payments Detail Key: ☒ 30 or more days beyond terms

## FINANCE

2017-01-21

Three-year statement comparative:

	Fiscal Jun 30 1997	Fiscal Jun 30 1999	Fiscal Jun 30 2000
Curr Assets	\$6,783,497	51,793,571	
Curr Liab	7,351,338	20,419,021	
Current Ratio	7.72	2.54	
Working Capital	160,810,400	49,432,159	31,374,550
Other Assets	123,168,085	132,860,293	
Total Liabilities	34,578,410		
Worth	124,884,594	142,723,081	
Sales	84,339,281	90,372,856	
Fund Balance	126,231,990		
Long Term Liab	47,715,650	21,511,762	
Revenue	76,645,483		
Net Profit (Loss)	2,621,967	(676,463)	5,501,414

D&amp;B has updated this report using available sources.

## PUBLIC FILINGS

The following Public Filing data is for information purposes only and is not the official record. Certified copies can only be obtained from the official source.

<https://update.dnb.com/Update/printViewReport.htm>



**UCC Filings**

<b>Collateral:</b>	Equipment
<b>Type:</b>	Original
<b>Sec. party:</b>	US BANCORP, MARSHALL, MN
<b>Debtor:</b>	PUTNAM COUNTY SCHOOL DISTRICT
<b>Filing number:</b>	200900623371
<b>Filed with:</b>	SECRETARY OF STATE/UCC DIVISION, TALLAHASSEE, FL
<b>Date filed:</b>	06/02/2009
<b>Latest Info Received:</b>	06/12/2009
<b>Original UCC filed date:</b>	
<b>Original filing no.:</b>	

<b>Collateral:</b>	Business machinery/equipment
<b>Type:</b>	Original
<b>Sec. party:</b>	US BANCORP, MARSHALL, MN
<b>Debtor:</b>	PUTNAM COUNTY SCHOOL DISTRICT
<b>Filing number:</b>	200809774974
<b>Filed with:</b>	SECRETARY OF STATE/UCC DIVISION, TALLAHASSEE, FL
<b>Date filed:</b>	12/30/2008
<b>Latest Info Received:</b>	01/06/2009
<b>Original UCC filed date:</b>	
<b>Original filing no.:</b>	

<b>Collateral:</b>	
<b>Type:</b>	Continuation
<b>Sec. party:</b>	FARM CREDIT OF NORTH FLORIDA, ACA, PALATKA, FL
<b>Debtor:</b>	BUCKLES, DAVID M
<b>Filing number:</b>	200704948514
<b>Filed with:</b>	SECRETARY OF STATE/UCC DIVISION, TALLAHASSEE, FL
<b>Date filed:</b>	03/02/2007
<b>Latest Info Received:</b>	03/14/2007
<b>Original UCC filed date:</b>	04/22/2002
<b>Original filing no.:</b>	200200932169

There are additional UCC's in Dun & Bradstreet's file on this company available by contacting 1-800-234-3867.

There are additional suits, liens, or judgments in Dun & Bradstreet's file on this company available by contacting.

The public record items contained in this report may have been paid, terminated, vacated or released prior to the date this report was printed.

**Government Activity****Activity summary**

<b>Borrower (Dir/Guar):</b>	NO
<b>Administrative debt:</b>	NO
<b>Contractor:</b>	NO
<b>Grantee:</b>	YES
<b>Party excluded from federal program(s):</b>	NO

**Possible candidate for socio-economic program consideration**

<b>Labor surplus area:</b>	YES (2017)
<b>Small Business:</b>	N/A
<b>8(A) firm:</b>	N/A

The details provided in the Government Activity section are as reported to Dun & Bradstreet by the federal government and other sources.





## Entity Overview Details

DUNS: 010612135  
CAGE: 5B6E3  
Status: Active

200 REID ST STE 1  
PALATKA, FL, 32177 - 3737  
UNITED STATES

D&B Legal Business Name: School District of Putnam County Florida  
Doing Business as: Putnam County School District



### Core Data

#### Business Information:

Business start date: 07/03/1949  
Fiscal year end close date: 06/30  
Company Division Name:  
Company Division Number:  
Corporate URL: <http://www.putnamschools.org>  
Congressional District: FL 05  
Registration Date: 02/09/2009  
Activation Date: 12/13/2016  
Expiration Date: 12/13/2017  
Renewal Date: 12/13/2016  
MPIN: Putnam054

#### Physical Address:

Address line 1: 200 REID ST STE 1  
City: PALATKA  
State: FL  
ZIP/Postal Code: 32177 - 3737  
Country: UNITED STATES

#### Mailing Address:

Address line 1: 200 Reid Street STE 1  
City: PALATKA  
State: FL  
ZIP/Postal Code: 32177 -  
Country: UNITED STATES

#### Sensitive Information:

EIN: 586000621

#### IRS Consent:

Tax payer name: SCHOOL DISTRICT OF PUTNAM COUNTY FLORIDA  
Address Line 1: 200 Reid Street  
Address Line 2:  
City: PALATKA  
State: FL  
Country: UNITED STATES  
Zip/Postal Code: 32177 -  
Type of Tax: Applicable Federal Tax  
Tax Year (Most Recent Tax Year): 2008  
Name of individual executing consent: RHONDA ODOM  
Title of the individual executing consent: CHIEF FINANCIAL OFFICER  
Signature: RHONDA ODOM  
Tin consent date: 08/10/2015

#### CAGE/NCAGE Code:

CAGE: 5B6E3

#### General Information

Country of Incorporation: null  
State of Incorporation: null  
Company Security Level:  
Highest Employee Security Level:

#### Business Types:

For more information on an entity's socio-economic status please see SBA's Dynamic Small Business Search.

Entity Structure  
U.S. Government Entity  
Entity Type  
US Local Government  
Government Type  
U.S. Local Government  
School District  
Purpose of Registration  
Federal Assistance Awards





## Entity Overview Details

### Financial Information

Do you accept credit cards as a method of payment? No.  
Department Code: Account Details: CAPITAL CITY BANK - Checking  
CAGE Code: 589E3  
- New Account/Electronic Funds Transfer:  
Account Type: Checking  
Financial Institution: CAPITAL CITY BANK  
ABA Routing Number: 063100688  
Account Number: [REDACTED]  
Lockbox Number:  
Automated Clearing House (ACH):  
ACH U.S. Phone: (866)317-6582  
ACH Non-U.S. Phone:  
ACH Fax: (850)402-7258  
ACH Email: electronicbanking@cccag.com  
Remittance Address:  
Remittance Name: RHONDA ODOM, CFO  
Address Line 1: 200 REID STREET  
Address Line 2:  
City: PALATKA  
State: FL  
Country: UNITED STATES  
ZIP/Postal Code: 32177 - 4612

### Executive Compensation Questions

In your business or organization's preceding completed fiscal year, did your business or organization (the legal entity to which this specific SAM record, represented by a DUNS number, belongs) receive both of the following: 1. 80 percent or more of your annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements and 2. \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?

No

Does the public have access to information about the compensation of the senior executives in your business or organization (the legal entity to which this specific SAM record, represented by a DUNS number, belongs) through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986?

No

### Proceedings Questions

Is there a Federal solicitation on which your business or organization, as represented by the DUNS number on this specific SAM record, is bidding that contains the FAR provision 52.209-7, or has your business or organization, as represented by the DUNS number on this specific SAM record, been awarded a Federal contract that contains FAR clause 52.209-8?

N

Does your business or organization, as represented by the DUNS number on this specific SAM record, have current active Federal contracts and/or grants with total value (including any exercised/unexercised options) greater than \$10,000,000?

Within the last five years, had the business or organization (represented by the DUNS number on this specific SAM record) and/or any of its principals, in connection with the award to or performance by the business or organization of a Federal contract or grant, been the subject of a Federal or State (1) criminal proceeding resulting in a conviction or other acknowledgment of fault; (2) civil proceeding resulting in a finding of fault with a monetary fine, penalty, reimbursement, restitution, and/or damages greater than \$5,000, or other acknowledgment of fault; and/or (3) administrative proceeding resulting in a finding of fault with either a monetary fine or penalty greater than \$5,000 or reimbursement, restitution, or damages greater than \$100,000, or other

### SAM Search Authorization

I authorize my entity's non-sensitive information to be displayed in SAM public search results: Yes.

### Assertions

NAICS Codes Selected	Primary	Description
NAICS Code		

Product & Service Codes Selected	Description
PSC	

### Size metrics:

World Wide:  
Total Receipts (3 year average):  
Average Number of Employees (12 Month Average):







## Entity Overview Details

Location (Optional):  
Annual Receipts (3 Year Average):  
Annual Receipts (3 Year Average):

### EDI Information:

Do you wish to enter EDI Information for your non-government entity? No

### Disaster Response Information:

Do you wish to enter Disaster Relief Data for your entity? No

### Point of Contacts:

#### Mandatory Point of Contact:

##### Electronic Business POC

Title:  
First Name: KIMBERLY  
Middle Name:  
Last Name: MANN  
Email: kmann@my.putnamschools.org  
US Phone: (386)329-0511  
Extension:  
NON US Phone: 386-329-0514  
Notes:  
Address Line 1: 200 Reid Street  
Address Line 2:  
City: PALATKA  
State/Province: FL  
Country: UNITED STATES  
ZIP/Postal Code: 32177

##### Government Business POC

Title:  
First Name: KIMBERLY  
Middle Name:  
Last Name: MANN  
Email: kmann@my.putnamschools.org  
US Phone: (386)329-0511  
Extension:  
NON US Phone: 386-329-0514  
Notes:  
Address Line 1: 200 Reid Street  
Address Line 2:  
City: PALATKA  
State/Province: FL  
Country: UNITED STATES  
ZIP/Postal Code: 32177

##### Accounts Receivable POC

Title:  
First Name: Rhonda  
Middle Name:  
Last Name: Odom  
Email: rododm@my.putnamschools.org  
US Phone: (386)329-0513  
Extension:  
NON US Phone:  
Notes:

#### Optional Point of Contact:

##### Electronic Business Alternate POC

Title:  
First Name: RHONDA  
Middle Name:  
Last Name: Odom  
Email: rododm@my.putnamschools.org  
US Phone: (386)329-0513  
Extension:  
NON US Phone:  
Notes:  
Address Line 1: 200 SOUTH 7TH STREET  
Address Line 2:  
City: PALATKA  
State/Province: FL  
Country: UNITED STATES  
ZIP/Postal Code: 32177 - 4812

##### Past Performance POC

Title:  
First Name: Rhonda





## Entity Overview Details

Middle Name:  
Last Name: Odom  
Email: rododm@putnamschools.org  
US Phone: (386)329-0513  
Extension:  
NON US Phone:  
Notes:  
Address Line 1: 200 S.7th St.  
Address Line 2:  
City: Palatka  
State/Province: FL  
Country: UNITED STATES  
ZIP/Postal Code: 32177

### Government Business Alternate POC

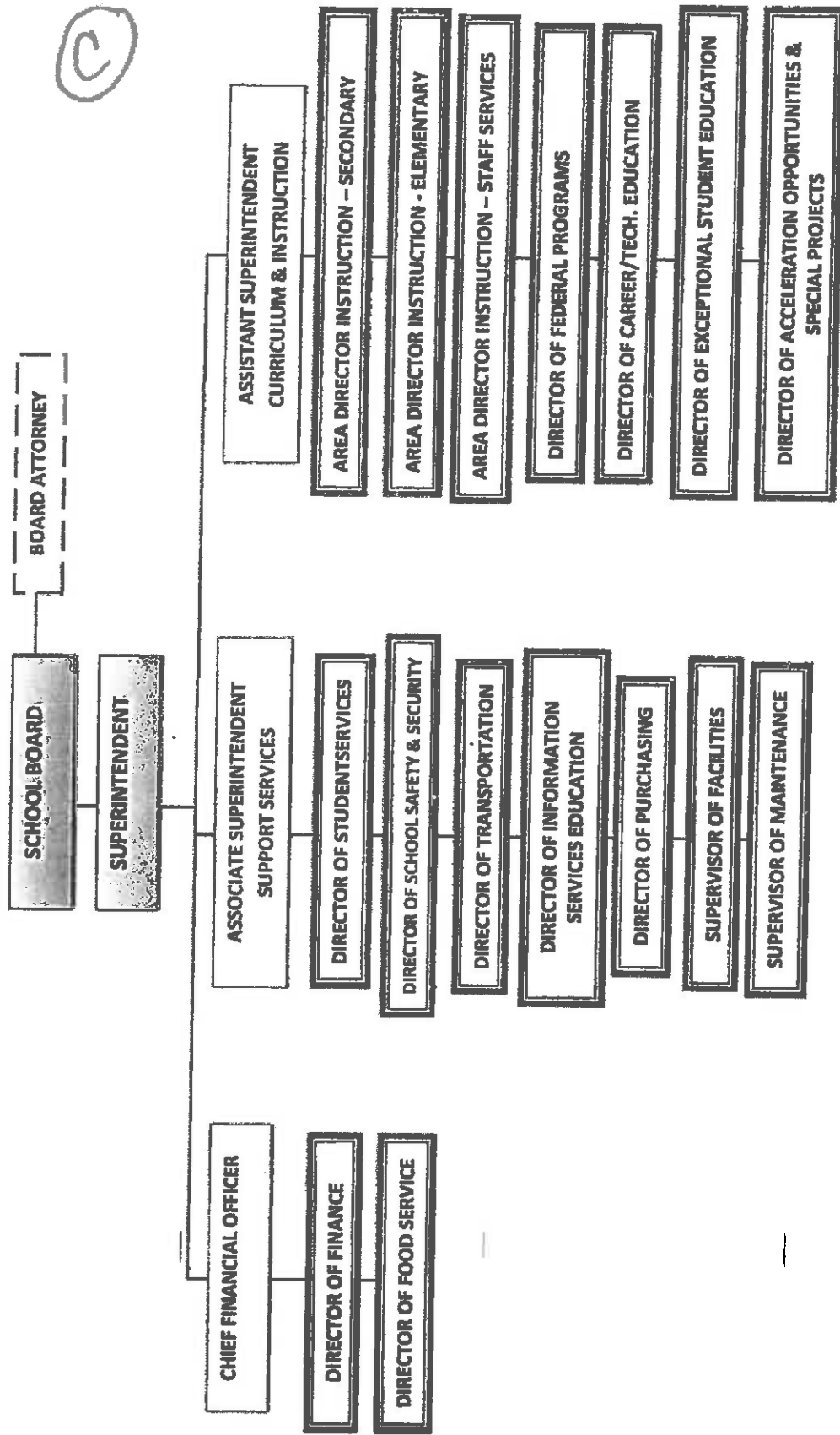
Title:  
First Name: RHONDA  
Middle Name:  
Last Name: Odom  
Email: rododm@putnamschools.org  
US Phone: (288)329-0513  
Extension:  
NON US Phone:  
Notes:  
Address Line 1: 200 SOUTH 7TH STREET  
Address Line 2:  
City: PALATKA  
State/Province: FL  
Country: UNITED STATES  
ZIP/Postal Code: 32177 - 4812

### Past Performance Alternate POC

Title:  
First Name: Rhonda  
Middle Name:  
Last Name: Odom  
Email: rododm@putnamschools.org  
US Phone: (386)329-0513  
Extension:  
NON US Phone:  
Notes:  
Address Line 1: 200 S. 7th St.  
Address Line 2:  
City: Palatka  
State/Province: FL  
Country: UNITED STATES  
ZIP/Postal Code: 32177



# PUTNAM COUNTY SCHOOL DISTRICT ORGANIZATIONAL CHART 2016 -2017







### Financial Statement Preparation

The main financial statement that is produced by the District is the Annual Financial Report (AFR). At the end of each fiscal year, the District prepares the AFR according to the Department of Education guidelines. Various templates are set up in the District's accounting system (Skyward) to assist in the preparation of these statements.

The District also prepares monthly financial statements which are approved by the School Board. These statements include a summary of cash and investments, a statement of revenues and fund equity, and a statement of expenditures. These statements are prepared on an excel spreadsheet. The bottom of each spreadsheet contains notes regarding which Skyward report (s) to use for the corresponding statement.







## The School Board of Putnam County Bylaws & Policies

Unless a specific policy has been amended and the date the policy was revised is noted at the bottom of that policy, the Bylaws and Policies of The School Board of Putnam County were adopted on October 2, 2012, and were in effect beginning October 3, 2012.

### 6510 - PAYROLL PROCEDURES

Payrolls shall be submitted for all School Board employees and shall be properly signed by a designated administrative employee. Such payrolls shall be supported, where applicable, by time records.

Payroll checks or warrant distribution dates shall be established administratively to ensure that the employees are paid promptly in accordance with Florida statutes.

No payment shall be made except to properly authorized and approved personnel.

Payment shall be based on the duly adopted salary schedule for each position. From time-to-time payments in the form of a bonus or other legally authorized payment may be made.

Full time and part-time regular, probationary, and temporary employees shall be paid at the regular established pay period.

Principals and department heads shall be responsible for submitting accurate payrolls in accordance with the payroll time schedules and procedures.

Salary adjustments shall be paid at subsequent payroll periods. A person whose services are terminated shall be paid the full salary balance at the next reasonable regular pay period following termination. Any exceptions shall be approved by the Superintendent/designee.

A payroll deduction for an employee beyond those required by Florida statutes and/or Federal statutes shall have the Superintendent's or his/her designee's approval and shall be made only upon the written request of the employee.

Miscellaneous employee deductions will be allowed if the deduction has a basis in law or was previously approved by the School Board or is approved by the School Board based on a recommendation of an official School Board committee. After approval by the School Board, a deduction must have a minimum of twenty-five (25) participants before the deduction will begin. If the number of participants falls below twenty-five (25), the deduction will be deleted. Deductions approved prior to March 28, 2005, will not be subject to the twenty-five (25) participant requirements.

Those companies/organizations that currently have employees with payroll deductions will be allowed to continue having deductions. If at any time no employee is enrolled in a deduction for a particular company/organization, that company/organization will be dropped from the deduction list. The company/organization may not again be placed on the deduction list unless the deduction has a basis in law.

No company will be placed on the deduction list unless it has at least twenty-five (25) employees signed up for the deduction.

Any employee organization certified by the Florida Public Employees Relations Commission as the official bargaining agent for a group of District employees may be entitled to a payroll deduction for membership dues. The organization may be billed annually for the cost of deducting and transmitting such dues to the organization.

No payments shall be made for overtime services without prior approval of the Superintendent or designee.

F.S. 106.15, 218.72 - .75, 1001.41, 1001.42, 1001.43, 1001.51, 1011.06, 1011.60





# PURCHASING PROCEDURES MANUAL

**2015-2016**  
Revised July 2015



## **Section I**

### **General Statements**

**The Putnam County School District (herein PCSD) shall develop and adopt policies as may be prescribed by Florida Statutes and State Department of Education Rules in establishing a plan to be followed in making purchases of commodities or services.**

**The PCSD recognizes that fair and open competition is a basic principal of public purchasing; that such competition reduces the appearance and opportunity for favoritism and inspires public confidence that contracts are awarded equitably and economically. To accomplish this, the Superintendent or his designee, the Director of Purchasing, in matters related to purchasing, for purchases of commodities or services totaling less than the formal bid-threshold adopted by the PCSD, may choose to use informal or formal written quotes or for purchases of commodities or services totaling more than the formal bid threshold adopted by the PCSD may choose to issue requests for bid proposals, request for proposals or request for qualification statements. Specific procedures to be followed in both instances are set forth later in this manual.**

**This purchasing procedures manual endeavors to define when informal quotes can be used to select the lowest price from a responsible and responsive supplier or if formal written quotes or the competitive sealed proposal process has to be used to select the supplier. It discusses situations when State Statutes and the State Board of Education Rules may, by regulation, provide for alternative procedures to the competitive sealed process when the character of the item requested renders competitive sealed proposals impractical. Procedures for emergency and sole source purchases are discussed as well as procedures for the purchase of commodities or services when the cost is determined to be less than or more than the amount established for the Category Two Bid Threshold as defined in Florida Statutes, Chapter 287.017. The Superintendent or his designee (the Director of Purchasing, as it relates to these procedures) may also deem it to be in the best interest of the PCSD to use State Purchasing Contracts, State Pricing Agreements, or other Governmental Agency contracts such as but not limited too other School Districts, Counties, or Cities.**

**Expenditures from district and all other funds available for the public schools programs conducted in the Putnam County School District shall be authorized by law and must be in accordance with policies and procedures approved and adopted by the PCSD. This manual is intended to establish and describe appropriate procedures and mechanisms to govern the expenditure of funds available to the PCSD for purchase of commodities and services required in conducting business of the PCSD.**

**No person, unless authorized by PCSD Policy, may make any purchase, any rental, or enter any lease or contract involving the use of PCSD funds, including petty cash and internal funds. All purchases of commodities or services, excluding petty cash purchases, regardless of the process used to determine the cost and supplier, will require the issuance of a PCSD purchase order prior to obligating or encumbering PCSD funds.**



## Section II

### Definition of Words or Terms Applicable to Purchasing

Purchasing, in general, describes the process of buying, i.e., learning of a need, locating and selecting a supplier, negotiating prices and other pertinent terms, and follow-up to ensure delivery of the commodities or services. The important consideration that separates public purchasing from private sector purchasing is the use of public funds and certain restrictions designed to control the expenditure of the public funds (taxpayer's dollar). Such controls are in the form of specific laws and regulations, competitive bidding, fixed budgetary limitations, rigid auditing of accounts, and prescribed specifications.

Expenditure of Public Funds shall be limited to the amount budgeted under the classification of accounts provided for each fund and to the total amount of the budget after the budget has been amended and approved as prescribed by law and regulations of Florida Statutes and the State Board of Education Rules. The PCSD shall endeavor to obtain maximum value for all expenditures (Florida Statutes, Chapter 237.02 and Chapter 1011). The emphasis in public purchasing is to obtain greater value for the tax dollar.

Director of Purchasing, as an agent of the PCSD, has authority to issue and sign PCSD purchase orders as well as a custodial relationship to PCSD funds; his first and foremost obligation is integrity in spending those funds. The Director of Purchasing is responsible for ensuring that PCSD funds are spent in compliance with State Statutes, Department of Education Rules, and PCSD Policies. The Director of Purchasing is also responsible for the active searching out and dissemination of ideas and suggestions concerning cost savings or for improved commodities and services available from the many suppliers with whom the Director of Purchasing deals. The Director of Purchasing has the approval and authority to prepare and issue formal or informal requests for price quotes on commodities and services; prepare and issue requests for written & sealed bid proposals (RFBP), requests for written & sealed Proposals (RFP), or requests for quotations (RFQ). Proposals received in the Purchasing Office on or before the date and time specified in the proposal documents are opened and tabulated under the supervision of the Director of Purchasing. Once the proposals have been opened and tabulated, the Director of Purchasing will establish an evaluation committee to evaluate and make recommendations for award. In some cases may recommend rejection of proposals to the Superintendent who then presents the recommendation to the PCSD for action. The Director of Purchasing has approval and authority to sign leases for tangible person property if the amount of the lease does not exceed the bid threshold adopted by the PCSD.

Purchase Requisitions are processed and submitted to the Purchasing Department by each School or Department and serve two functions: (1) to inform purchasing of the needs of the School or Department for commodities or services and (2) to authorize the encumbrance of School or Department funds. Authorization to encumber the School or Department funds to complete the purchase order process of reviewing, printing, signing, and mailing or faxing purchase orders is evidenced by the approval trails included in the transmission of purchase orders to the Purchasing Department. The purchase order cannot be completed or printed by the Purchasing Department until the School or Department and finally, the Director of Purchasing approved the request. The Director of Purchasing and his staff reviews all purchase requisitions entered, paying with attention to the vendor, the description of the commodities or services, price, and accounting code. The Director of Purchasing may reject the purchase order for improper execution such as incomplete description of commodities or services, incorrect account codes, incorrect ship-to address or if it is





determined that changing vendors will result in better prices or better quality of commodities or services.

Purchase Orders are generally regarded as containing the offer by the PCSD to purchase and becomes a legal contract when accepted by the vendor. Once a contract (purchase order) is executed (issued and accepted), it is expected that both parties will adhere to the terms and conditions of the contractual agreement (purchase order). Both contracting parties will have to agree to cancellation of a purchase order or to changes to a purchase order.

Blanket Purchase Orders are contractual agreements under which the vendor agrees to provide commodities or services to the PCSD on a demand or as-needed basis for a specified period of time or up-to a specified amount. The blanket purchase order generally establishes price, terms, conditions, and the period covered (month, year). Quantities do not have to be specified. Shipments are made as needed or required by the PCSD.

**If a PCSD employee makes a commitment to a purchase before a properly executed purchase order is signed and issued by the Director of Purchasing; by PCSD policy that employee could be required to pay for the commodities or services from personal funds.**

A Change order is a written modification to a purchase order or to PCSD contractual agreements, which normally establishes a change to the cost of the purchase order or contract. Change orders to purchase orders below the formal bid threshold for Category Two, as defined in Florida Statutes, Chapter 287.017, may be approved by the Director of Purchasing. However, prior to approval of the change order, the Director of Purchasing will discuss the proposed change order with the appropriate person at the School or Department. Change orders to purchase orders or contractual agreements resulting from the competitive sealed bid or proposal process and exceeding the formal bid threshold amount, as defined, will require PCSD approval prior to changing either a purchase order or contractual agreement as originally issued.

**Any changes to Purchase Orders that total less than \$100.00 do not require prior approval.**

Emergency Purchases are described as purchases necessary to remedy a situation that has been determined to be an immediate danger to health, welfare, or other substantial loss to the PCSD. If a situation has been determined to be an emergency by the Superintendent or his designee the competitive bidding process can be waived by PCSD action. Emergency purchasing procedures are detailed later in this manual.

Sole Source Purchases are described as a purchase of commodities or services when only one acceptable supplier has been identified who is able to furnish the required good or service. The Director of Purchasing has sole responsibility for making all sole source determinations since the potential elimination of competition exists. The Director of Purchasing must carefully examine the intended use of the good or service and assure that only one supplier is capable of satisfying the specifications and intended use. The Director of Purchasing must determine that the price is fair and reasonable. Negotiations are called for, especially where the purchase is substantial. The Director of Purchasing will require a letter from the potential supplier stating why and that they are, in fact, a sole source supplier. Items over \$25,000.00 will be posted on website for a period of 7 business days. Possible supplier will have 48 hours after the close of posting to document item.

Contract, as established by the Uniform Commercial Code, means a legally enforceable agreement to do or not to do a specified thing. The total legal obligation results from the parties' agreement as affected by the UCC and/or any other applicable rules of law. To be legal, a contract



must have the following basic elements:

- Competent parties (either the principals or their agents)
- Legal subject matter or purpose
- Offer
- Acceptance
- Consideration
- Mutuality of purpose
- Definiteness

Contracts exist in a variety of types, usually either some type of fixed price or cost. Regardless of the type or name, to be a valid and legal contract, all the basic elements stated above must exist. The most common contract document used by the PCSD is the purchase order. The PCSD does not use any type of oral contract, all purchases of commodities or services shall be evidenced by a PCSD purchase order or an owner-contractual agreement (major construction projects).

**Informal Proposal, Informal Bid, or Informal Quote** is defined as either a written or a verbal quotation from at least three or more responsible suppliers. Neither a formal public opening at a specific time or date, nor action for award by the PCSD is required as a part of the process.

**Responsible Bid Proposals or Proposals** are defined as a responsible offer in full compliance with the specifications and conditions of the request for bid proposals or proposals issued by the PCSD.

**Competitive Sealed Proposals, Formal Bids, or Competitive Sealed Bids** are defined as sealed bid proposals, or proposals with the title, date and hour of the public opening designated in the documents issued by the PCSD. The request for proposals include printed instructions prescribing all general and special rules, regulations and conditions for submitting a bid proposal or proposal, and criteria that will be used to evaluate the proposal offered. To be responsive the proposal offered must contain a manual signature by the owner(s) or an authorized representative of the firm offering the bid proposal or proposal. "Competitive Sealed Bid", "Competitive Sealed Proposal", or "Formal Bid" are terms generally used and are interchangeable. Regardless of the term used, PCSD action is required for award of any contract that may result from the process.

**Request for Bid Proposals (RFBP) or Invitation to Bid** means a written solicitation for competitive sealed bid proposals with the title, date & hour of the public opening designated. Specifications of the commodities, group and quantity of commodities or definitions of services for which bid proposals are sought are an integral part of the RFBP documents. Included are instructions prescribing all general conditions, special conditions, and other regulations for the bidding process, evaluation criteria and a space or spaces is provided for the proposal offered and a manual signature of an authorized owner, owner's representative or agent.

**Request for Proposals (RFP)** means a written solicitation for competitive sealed proposals with the title, date & hour of the public opening designated. Request for Proposals are used when a specific description or definition of the scope of work for which the commodities, group of commodities or the contractual services cannot be clearly defined. RFP's may also be used when requesting that a qualified person or business entity propose a good, a group of commodities or a contractual service to meet the need specified in the RFP documents. A Request for Proposal includes, but is not limited to, general information, applicable laws and rules, functional or general specifications, statement of work, proposal instructions, and evaluation criteria and shall state the relative importance of price and any other criteria that may be used to evaluate the proposal.



**Responsible Bidder, Qualified Bidder** means a person or business entity that has the capacity and capability to perform completely the contractual requirements, whether for commodities or services and has responded in all respects to PCSD requests as specified in the requests documents.

**Term Bid** is defined as a bid proposal or proposal of indefinite quantity whereby vendors furnish commodities or services during a prescribed time period (such as 3, 6, or 12 months or until a specified date). The elapse of the specific time period or date completes such a contractual agreement.

**Definite Quantity Bid** is defined as a bid proposal in which the vendor(s) agree to furnish a specific quantity on a one-time basis.

**Identical (Tie) Bids** is defined as two or more bid proposals or proposals received by the PCSD that are equal in every respect as to terms, conditions, price, quality, and service. Award of Tie Bids proposals; except for preferences that may be outlined in PCSD Policy, shall generally be determined by lot (e.g., coin toss) or, on factors deemed to serve the best interest of the PCSD.

**Renewal** means contracting with the same contractor for an additional period of time after the expiration of initial contract period and at the same terms, conditions and prices as in the original contractual agreement. The original contract terms must contain language for such renewal and both contracting parties must agree to the renewal.

**Extension** means an increase in the time allowed for the contractual period due to circumstances which, without fault of either party, make performance impracticable or impossible, or which prevent a new contract from being executed. An extension may be for a period not to exceed six (6) months and shall be subject to the same terms and conditions set forth in the initial contract. There shall be only one extension of a contract unless the failure to meet the criteria set forth in the contract for completion of the contract is due to events beyond the control of the contractor.

**Commodities or Commodities** means any type of supplies, materials, equipment, and food or other personal property including portable structures or trailers containing less than 3,000 square feet of floor space purchased, leased, or otherwise procured by the PCSD.

**Contractor** is a person or business entity that contracts to provide commodities or services to the PCSD

**Local vendor** is described as a vendor whose principal place of business is located in Putnam County, FL.

**Competitive Selection** for each proposed project, the PCSD shall evaluate statements of qualifications and performance data requested and submitted regarding the proposed project, and shall conduct discussions with, and may require public presentations by, no fewer than three firms regarding their qualifications, approach to the project, and ability to furnish the required services.

**Competitive Negotiations** as defined by the Consultant's Competitive Negotiations Act, Florida Statutes, Chapter 287.055, means the PCSD shall negotiate a contract with the most qualified firm for professional services at compensation that the PCSD determines is fair, competitive, and reasonable. In making such determination, the PCSD shall conduct a detailed analysis of the cost of the professional services required in addition to considering their scope and complexity. Should



the PCSD be unable to negotiate a satisfactory contract with the firm considered to be the most qualified at a price the PCSD determines to be fair, competitive, and reasonable, negotiations with that firm must be formally terminated. The PCSD shall then undertake negotiations with the second most qualified firm and so on until a contract is executed.

**Continuing Contract** is a contractual agreement for professional services entered into in accordance within the scope of the Competitive Negotiations Act, Florida Statutes, Chapter 287.055 between the PCSD and a firm whereby the firm provides professional services to the PCSD for projects in which construction costs do not exceed \$1 million, for study activity when the fee for such professional services does not exceed \$50,000, or for work of a specified nature as outlined in the contract required by the PCSD, with no time limitation except that the contract must provide a termination clause.

**Public Records:** The contractor(s) agrees to retain all books, records, and other documents relative to this agreement for three (3) years after final payment. The District, its authorized agents and/or Federal representatives shall have full access to, and the right to, examine any of said materials during said period. If an investigation or audit is in progress, records shall be maintained until stated matter is closed.

### **Section III**

#### **General Responsibilities and Primary Functions of the Purchasing Department**

**Develop and administer** a program to advise all Schools and Departments on correct purchasing procedures for the procurement of all supplies, materials, furniture, fixtures, equipment, and services in such a manner that the maximum value will be obtained from PCSD funds expended.

**Formulate, review or modify** standards or specifications for all commodities or services. In the formulation, review, or modification of any standards or specifications, the Purchasing Department may seek the advice, assistance and cooperation of any source to establish precise requirements for any given item or items. In the Establishment of suitable specifications for equipment, supplies, and services certain brands, if available, may be used as the "standard" that meets specifications or contain the desired features and quality of the commodities or services desired. To avoid lessening competition, brands that have not been named as a "standard or name brand" will be reviewed by purchasing to determine if they meet the desired specifications. After specifications and standards have been developed and adopted, each standard or specification shall until revised or rescinded, apply to every purchase of the described item(s). No School or Department shall be exempt from compliance with established standards or specifications. However, the Purchasing Department, whenever it deems necessary, may waive the requirements of this section due to unusual or particular circumstances.

**Negotiate and execute** purchase orders, contractual agreements and leases with vendors that best serve the interest of the PCSD,

**Consolidate purchases** of like or common items for the purpose of maximizing economic benefits and obtain the maximum from expending PCSD funds.

**Maintain a file** of the current contractual agreements awarded by the PCSD or contractual agreements of other governmental agencies that may be beneficial to the PCSD. The file will contain information on suppliers, dates of the contractual agreement, and ordering information. Schools and Departments will be notified of these agreements so purchases can be made under





these agreements when it is advantageous to the PCSD.

**Develop and maintain a current list of qualified vendors** whose reputations, financial position, and price structures are acceptable for consideration as credible sources of supply. A list of potential suppliers for various types of materials, equipment and supplies will be kept up-to-date and available. Among other things, this list will be used in the development of mailing lists for distribution of requests for competitive sealed proposals. The Director of Purchasing may remove the name of a vendor or supplier from the vendor mailing list, for reasons of non-performance, failure to respond to three (3) consecutive requests for bid proposals, or other pertinent factors deemed irresponsible and valid. Any attempts to influence an award resulting from a request for bid proposals shall be considered a primary justification for removal of a vendor from the mailing list(s). School or Departments shall report to the Purchasing Department, any significant violation of a purchase condition by a supplier. Upon such notification, and following proper notice to the supplier, the Director of Purchasing may remove such supplier from the mailing list and notify all Schools or Departments to cease doing business with said supplier for such time as deemed necessary.

**Work with Schools and Departments** to improve and promote better community and supplier relations. To help achieve this objective, the Director of Purchasing shall routinely visit local suppliers and establish lines of communication with all suppliers.

When user Schools or Departments are unable to resolve contractual violations or are faced with continuous supplier problems or inferior commodities, late deliveries, etc., the Director of Purchasing must be notified in writing of the specific violations or problems. Unless deemed an emergency that requires immediate attention, all complaints will be stated in a letter to the supplier. This letter will become a part of the permanent vendor file. It is imperative that all information be verified by the Schools Principal or Bookkeeper, or if a District office Department, a Director, or manager prior to sending the vendor a letter.

**After contracted sources of supply** have been established the Director of Purchasing will notify the Schools or Departments of these contractual agreements. The Schools or Departments on an as-needed basis requisition orders for all supplies or materials from the established sources of supply.

Approval to purchase from other than a contracted supplier may be requested by the School or Department. The request must include information relative to the conditions and circumstances necessitating the change of supplier. Upon receipt of such requests, the Director of Purchasing may or may not approve the purchase.

**Only the PCSD may contract for the leasing of furniture, Schools equipment, other supplies and materials** for such terms and for such length of time, as it deems proper. The Director of Purchasing is approved by the PCSD to sign leases when the lease payment total is less than Category Two Bid Threshold, as defined in Florida Statutes, Chapter 287.017, or the lease has been approved by the PCSD. The procedure to be followed in securing offers to lease will be determined by the Director of Purchasing and will be based on the total rental payments under the lease, and according to the procedures pertaining to purchases as stated in this Manual.

**Unauthorized purchases** are those acquisitions for which a properly executed purchase order has not been issued or a contractual agreement has not been properly executed.

**Under Florida Statutes, State Department of Education Rules and PCSD Policies, the Superintendent or his authorized representative(s) are the only persons empowered to make**



**purchases and encumber funds.**

**Persons authorized to encumber and expend PCSD funds (sign PCSD purchase orders) are:**

- 1. Director of Purchasing – No approval or signature limit except budget capacity**
- 2. Superintendent – No approval or signature limit except budget capacity**
- 3. Chief Financial Officer – Approval or signature of P.O.'s less than \$15,000.00**

**No other person may make any purchase (sign PCSD purchase orders) involving the use of PCSD funds and furthermore, the PCSD is specifically prohibited from paying for unauthorized purchases.**

***Unauthorized purchases are the responsibility and liability of the person responsible for placing the order.***

**Under no circumstances shall purchase orders be split into smaller increments or issued to multiple suppliers for the purpose of circumventing rules, regulations, policies, or procedures.**

**The PCSD is also responsible for the administration and control of all local School funds (internal funds) derived by any public Schools from any or all activities or sources, and shall prescribe the procedures to be followed in administering these funds consistent with regulations adopted by the State Board of Education, Rule 6A-1.001; Florida Statutes, Chapter 237.02(4)(a)(b). Principals or their designee are authorized to encumber and expend internal funds at their Schools. Procedures set forth in this manual shall apply to internal funds.**

## **Section IV**

**Procedures for determining the cost and the subsequent purchase of Commodities or Services totaling less than the amount of the Category Two Bid Thresholds as defined in Florida Statutes, Chapter 287.017 are as follows:**

**The PCSD has authorized the Superintendent or his designee (the Director of Purchasing as it relates to these procedures) to make or to approve purchases of commodities or services totaling less than the Category Two Bid Threshold, as defined in Florida Statutes, Chapter 287.017. They are:**

**The following limits relate to each purchase and to purchases of like kind commodities or contractual services whose cumulative total cost over a fiscal School year will not exceed the Category Two Bid Threshold as defined in Florida Statutes, Chapter 287.017. Purchases of commodities and services falling into these categories do not require prior approval by the PCSD.**

- Up to \$25.00 - Purchases of commodities or services or group of like-kind commodities or contractual services costing less than a total of \$25.00 each occurrence may be purchased with petty cash or if the School or Department chooses the purchase may be made by issuing an internal accounts purchase order.**
- Over \$25.00 and up to \$5000.00– Purchases of \$25.00 to \$5000.00 each or accumulative will require at least one quote from a current catalog, price sheet, phone quote, sales representative quote, or State contracts, other School District contracts, other governmental agency contracts.**



- **Over \$5000.01 and up to \$25,000.00** – Purchases of \$5000.01 to \$25,000.00 each or accumulative will require at least three informal written or telephone quotes with written follow-up or State contracts, other School District contracts, other governmental agency contracts, or a verifiable sole source.
- **Over \$25,000.01 and up to \$49,999.99** - Purchases of \$25,000.01 and up to \$50,000.00 each or accumulative will require at least three formal (sealed) written quotes or State contracts, other School District contracts, other governmental agency contracts, or a verifiable sole source. The Purchasing Office will be responsible for requesting and evaluating formal sealed quotes. Pursuant to Florida Statutes, Chapter 287.057(13) (4) if less than two responsive quotes are received; the agency may negotiate on the best terms and conditions.
- **Over \$50,000.00 and up -** Purchases of \$50,000.00 or Above each or accumulative, will require at least three sealed bid proposals or State contracts, other governmental agency contracts, other School District contracts, or a verifiable sole source. Pursuant to Florida Statutes, Chapter 287.057(13) (4) if less than two responsive bid proposals are received, the agency may negotiate on the best terms and conditions or to Florida Statutes, Chapter 287.057 (2), the School Board may, by regulation, provide for alternative procedures for bidding or purchasing in cases in which the character of the item requested renders competitive bidding impractical. These alternative procedures, by regulation, will include, but not limited to, competitive negotiations. As an alternative, if the commodities or contractual services are available through an existing state contract, or State Pricing Agreement or other governmental agency contract such as other school districts the Schools or Departments may use this source to purchase the commodities or contractual services needed. If this method is chosen, the contract or bid number or pricing agreement number must be included on the purchase order before the purchase order will be approved for processing.

**Procedures for purchasing commodities or services after prices and terms have been established between the PCSD and supplier.**

All Schools and Departments shall enter an on-line purchase requisition order and transmit the purchase requisition order electronically through purchasing process to the Purchasing Department.

Before printing, signing, and mailing purchase orders, the Director of Purchasing or his designee will review the purchase orders received electronically for:

- Adequate description of the commodities or services to be ordered
- The unit price of the commodities or services
- Correct accounting code
- The vendor
- The "ship to" address
- The total amount of the purchase order to determine if procedures for the cost of the commodities or contractual services have been followed, i.e. if formal or informal quotes were necessary. If formal quotes were required the Director of Purchasing or his designee will review the documents or will contact the School or Department to forward copies of the quotes to purchasing for review.

The Director of Purchasing will review the description of the commodities or contractual services requested the unit price of the commodities or service, the vendor, the total dollar amount of the



purchase order, and the correctness of the accounting code entered on the purchase order. If the information is correct and accurate and the Director of Purchasing determines that the vendor's offer is the most advantageous to the PCSD, the purchase order will be printed and signed. The original purchase order will be mailed or faxed to the vendor. If the Director of Purchasing has questions or determines that a purchase order needs changes or corrections the purchase order will not be approved. The Purchasing Department will direct the contact person at the School or Department responsible for the purchase requisition to make the changes or corrections. Once the corrections are made the purchase requisition shall be resubmitted to purchasing for review and approval.

If entry of a purchase requisition will cause a budget line to go to a negative balance, the system will not allow the purchase requisition to be entered.

## **Section V**

**Procedures for purchases of commodities for services costing more than the Category Two Bid Thresholds (\$25,000.00) as defined in Florida Statutes, Chapter 287.017 are as follows:**

**Procedures set forth here in Section V applies to each individual purchase or to purchases whose cumulative total cost for like kind commodities or contractual services over a fiscal School year will exceed the Category Two Bid Threshold as defined.**

Purchases of commodities or services or group of like-kind commodities or contractual services costing in excess of the category two bid threshold as defined, in Florida Statutes, Chapter 287.017 on each occurrence or cumulative over a twelve-month period, fiscal School year, will be accomplished through the Formal Competitive Sealed Bid or Proposal Process. There are five exceptions to the formal competitive sealed proposal process, they are: (1) emergency purchase as defined later in the purchasing manual, (2) sole source purchase, (3) purchasing commodities or services off of an existing state contract or pricing agreement, or other governmental agency contract such as other Schools districts, other counties, cities, or (4) in certain instances Federal GSA contracts, (5) or for the purchase of certain commodities or services as set forth in Florida Statutes, Chapter 287.057(3)(f) and In State Department of Education Rules, Chapter 6A-1.012.

**Formal Competitive Sealed Proposals for commodities or contractual services costing in excess of the Category Two Bid Threshold, as defined, must have PCSD approval prior to the issuance of a purchase order or prior to the execution of a contractual agreement.**

**Competitive Sealed Proposals** – Both a request for bid proposals or requests for proposals are formal requests issued by the Director of Purchasing, as agent for the PCSD, when seeking sealed written proposals from qualified suppliers to provide commodities or contractual services. "Sealed" written proposals, as distinguished from written proposals, will be used to determine the proposal that is deemed in writing to be the most advantageous to the PCSD when the total cost of the





commodities or contractual services will exceed the Category Two Bid Threshold as defined by Florida Statutes, Chapter 287.017. If the Director of Purchasing or the End User School or Department anticipates spending more than the Category Two Bid Threshold for purchases in a twelve-month period for "like-kind" commodities or contractual services, competitive sealed proposals shall be requested by the Director of Purchasing, from at least three qualified suppliers. Competitive sealed proposals, whether they are called request for bid proposals, invitation to bid, or request for proposals will be issued by the Director of Purchasing in accordance with Florida Statutes, State Department of Education Rules, and PCSD Policies.

The Director of Purchasing has the responsibility to issue all requests for competitive sealed bid proposals; to receive the proposals in response to the request; to publicly open the proposals received on or before the opening time designated in the request documents; to tabulate and post the results of the proposals received in a public place. Once the proposals have been received, opened, and tabulated the Director of Purchasing will evaluate or will assemble an evaluation committee to evaluate the proposals received and submit a recommendation of the proposal that is deemed to be the most advantageous to the PCSD to the Superintendent who will review and submit the recommendation to the PCSD for action.

Legal Advertisements for requests for competitive sealed proposals will be placed at the discretion of the Director of Purchasing or as required by Florida Statutes, State Board of Education Board Rules, Federal Regulations, grant requirements or to enhance supplier competition.

When less than two Responsive Proposals are received in response to a request for competitive sealed proposals, the Director of Purchasing is empowered by Florida Statutes, Chapter 287.057, to recommend acceptance of the proposal received, to open negotiations either with the supplier who submitted the proposal or with a supplier who can provide the commodities or services, or to reject the proposal received and request new proposals.

Determination of the Proposal deemed in writing to be most advantageous to the PCSD will be the responsibility of the Director of Purchasing. In most instances the Director of Purchasing will have support from an evaluation committee composed of at least two other PCSD staff personnel. All proposals received timely will be publicly opened and evaluated to determine if the proposal is responsive too and satisfies all specifications set forth in the request for proposal documents. Needless to say, the economic advantage offered the PCSD will certainly be considered in evaluating the proposals received but may not be the only evaluation criteria.

**Local Preference:** Following the State Board of Education Administrative Code 6A-1.012 Purchasing Policies requires that each school board accept the lowest and best bid. School Boards may not establish a policy to provide preferential treatment for local vendors.

The PCSD reserves the Right to reject any part of any proposal received or to reject all proposals received and to re-issue the request for proposals.

The PCSD reserves the right to award contracts resulting from the competitive sealed proposal process on an "all-or-none" basis or on an "item-by-item" basis and to contract in the best interest of the PCSD. The basis for evaluation and award will be specified in the RFBP, RFP or RFQ. Neither Notice of Award or Notice of Tabulation Results for proposals solicited, received, and opened constitutes an order of the commodities or contractual services. Notice is given primarily to assist the apparent successful supplier in planning for the needs and requirements of the PCSD.



Following approval by the PCSD, a purchase order will be issued and/or a contractual agreement will be executed. Either a purchase order or a contractual agreement constitutes an offer from the PCSD. If either is accepted by the supplier a contract has been executed.

**Right of Protest:** Any person who is adversely affected by the decision or intended decision of the PCSD shall file a protest in writing within 72 hours after the posting of the decision or intended decision. With respect to protest of the terms, conditions, and specifications contained in a request for proposals, including any provisions governing the methods for evaluation, awarding contracts reserving rights of further negotiation or modifying or amending any contract, the notice of protest shall be filed in writing within 72 hours after the posting of the request for proposals. The formal written protest shall be filed within 10 days after the date the notice of protest is filed. Failure to file a protest or failure to file a formal written protest shall constitute a waiver of proceedings under Chapter 120.57.3. The formal written protest shall state with particularity the facts and law upon which the protest is based. Saturdays, Sundays, and State Holidays shall be excluded in the computation of the 72 hour time periods provided by this paragraph.

The following commodities or contractual services according to Florida Statutes or State board of Education Rules are not subject to the competitive sealed proposal requirements:

1. Artistic services
2. Academic program reviews
3. Auditing services
4. Lectures by individuals
5. Legal services
6. Health services
7. Services provided to persons with mental health or physical disabilities by 501(c)(3) not-for-profit organizations
8. Medicaid services delivered to eligible Medicaid recipients
9. Family placement services
10. Prevention services related to mental health, including drug abuse prevention programs, child abuse prevention programs, and shelters for runaways operated by not-for-profit organizations
11. Training and education services provided to injured employees
12. Services or commodities provided by governmental agencies
13. Continuing education events or programs offered to the general public

The requirement for competitive sealed proposals are also waived for the purchase of educational tests, textbooks, printed instructional materials, films, filmstrips, video tapes, disc and tape recordings, or similar audio-visual materials, or for library and reference books and printed library cards where such materials are purchased directly from a producer or publisher, the owner of the copyright, and exclusive agent within the state, a governmental agency or a recognized educational institution; State Board of Education Rules 6A-1.012(7).

Although the above categories of commodities and contractual services are not subject to the competitive sealed proposal process, prudent business practices may indicate that the PCSD could benefit economically if we explore the sealed proposal process when it is deemed practical to do so.

**Emergency Purchases** - In the event of a major emergency, which is defined in Florida Statutes, Chapter 1011.15 as a condition "in an existing school plant that demands immediate correction in order to prevent further damage to building or equipment or to eliminate a safety hazard that



constitutes an immediate danger to the students or other occupants..." the PCSD may take corrective action as provided for herein. The PCSD may, if such condition exists, create a financial obligation for a period not to exceed one (1) year, with satisfaction of such obligation to be made from revenues which are anticipated and would have been applied for capital outlay purposes when received. This one (1) year obligation may be extended on an annual basis with consent of the lender for a period not to exceed a total of five (5) years from the date of the original obligation. Any obligation incurred for these purposes may be, but is not required to be, repaid from revenues received from taxes imposed under Florida Statutes, Chapter 1011.71(2) for the purposes stated therein.

In compliance with the Sunshine State Standards all PCSD bid files are open to the public

## **Section VI**

### **Purchase of Instructional Materials**

The Department of Education is authorized to allocate and distribute to each School District an amount prescribed annually by the Legislature for instructional materials in basic and special programs in grades K-12, which will provide for growth and maintenance needs.

Funds will be disbursed based on previous February fle count:  
75% of Allocation in April, 15% in September  
The final 10% will be released after your October FTE count.

## **Section VII**

### **Petty Cash Purchases**

Low cost or incidental purchases of commodities or contractual services costing less than \$75.00 each may be made through the use of petty cash funds.

Purchases from petty cash funds may be made as often as needed and shall be supported by either a vendor invoice or an itemized register tape with the vendor name printed on the tape. The person receiving the commodities or services shall sign the invoice or register tape. The original petty cash voucher shall be signed by the employee receiving the funds for reimbursement and shall be attached to the invoice or register tape. The appropriate account code shall be reflected on the original petty cash voucher.

Petty cash funds were originally established for the primary purpose of small day-to-day purchases or minor equipment repairs. It is suggested that petty cash funds be considered in lieu of purchase orders when the purchase of commodities or services is less than \$25.00 each and up to \$75.00 each.



As stated petty cash funds may be used to make purchases totaling less than \$75.00 each. All requests for reimbursements must be handled immediately.

Petty cash may be used for such purchases as:

- Postage, UPS, FedEx, COD
- Clinic supplies
- Mower gas
- Office supplies
- Repair parts and supplies of any nature
- Instructional supplies of any nature

Petty cash funds may not be used to reimburse for:

- Sales tax
- Check cashing for anyone
- Salary payments including advances against salary
- Loans to any organization or person
- Food, refreshments
- Contracts or leases including maintenance contracts
- Administrative travel
- Utilities
- Any expenditures contrary to PCSD policy

All petty cash funds must be replenished prior to the closing of the records for the current fiscal Schools year so that all expenditures may be recorded in the appropriate fiscal Schools year. All cafeterias must turn in their petty cash funds to finance prior to the close of the fiscal Schools year. Finance will re-establish cafeteria petty cash funds at the beginning of the new fiscal Schools year. The same PCSD Rules and accounting procedures that apply to any PCSD funds also apply to the Petty Cash Fund.

## Section VIII

The PCSD Purchasing Card Program is designed to improve efficiency in processing low dollar, and other purchases that meet the requirements of the PCSD purchasing policies. The purchasing card program will be a Visa, MasterCard, American Express, or similar card program that will allow the schools and departments to purchase approved commodities and contractual services directly from our suppliers without having to generate a paper purchase order. To reemphasize all PCSD purchasing policies will remain in effect when using the purchasing card. If a purchase is not allowed using a purchase order neither will it be allowed using the purchasing card. The purchasing card program is designed to manage, control, and monitor expenditures of certain approved commodities and services within specific dollar limits.

Principals and department heads will be responsible for the cards issued to PCSD employees on their staff. Dollar limits for single and monthly transactions amounts will be determined for each cardholder based on their job responsibilities within the PCSD.





Each purchasing card is issued to a named individual, a current PCSD employee in good standing. The PCSD will clearly be shown on each card as the government entity purchasing the commodities or services.

It is the responsibility of the schools and departments to reconcile their monthly statements and get them to accounts payable in a timely manner. If statements are not reconciled and sent to accounts payable on time, cards will be collected and cancelled.

Additional information including specific procedures is included in the PCSD Purchasing Card Administrative Procedures and User Guide published by the PCSD Purchasing Department. A copy of will be issued to each director, principal, Director, and to each individual cardholder.

## **Section IX**

### **Leases and Lease-Purchases**

All Lease Agreements that would obligate the PCSD are to be forwarded to the Director of Purchasing for review and subsequent signature or for presentation to the PCSD for approval. The Director of Purchasing shall review the documents and advise the School or Department of any changes or legal prohibitions prior to committing to any obligation or signing a lease agreement.

Lease or Lease Purchase Agreements that exceed twelve months or June 30th of the current Schools year will not be executed unless the lease agreement contains a "non-appropriation" clause.

**Cancellation Clause** - Lease documents which contain no provision for purchase or ownership must include a cancellation clause without cause of 30, 60, or 90 days, whichever is determined to be in the best interest of the PCSD, or state appropriation of funds will determine length of contract.

## **Section X**

### **Miscellaneous**

**Orders on approval** are those commodities that must be viewed before making a final determination to retain or return them. Examples are certain books, magazines, specialized equipment, etc. In all cases, when a user Department wishes to review the commodities, an on-line purchase order must be entered with the wording "Order on-approval – right to return" entered in the description section of the purchase order. The School or Department seeking the "on approval" purchase order will have the responsibility to reach an agreement with the supplier to provide the commodities "on-approval-right to return".

**Damages or Shortages** on shipment of commodities, a written report should be made and sent immediately to the Purchasing Department with a copy being sent to accounts payable and to the



vendor supplying the commodities, giving the following information:

1. Name of carrier(s) and signed, annotated copy of freight bill
2. Purchase Order number and date
3. Vendor to whom the purchase was issued
4. Invoice number and date, if available
5. Extent of damage or shortage

In the case of a lost shipment or a part of a shipment being lost, the written report should give items (1) to (4) above and an additional item (5), list the number of cartons ordered, the number received and the number lost. Note "loss or damage" on the bill of lading and obtain trucker's signature on all copies of the shipping document. The same procedure should be used with local vendors using their own trucks for delivery. Please note all concealed damage claims must be reported within 5 days of delivery from the vendor.-This is from the National Motor Freight Association. This does not apply to standard deliveries from UPS and FedEx.

Acceptance of gifts other than advertising novelties is at all times prohibited. PCSD employees must not become obligated to any vendor. Commercial bribery is an action for which there is no justification. Bribery in any form is most serious because it is frequently hard to detect and very insidious in its nature. Open bribery is seldom attempted; usually it consists of an attempt to secure favoritism by gifts or entertainment. Attempts to influence decisions unfairly may be directed against purchasing personnel, receiving personnel, and other PCSD employees when they can in any way influence the selection of equipment, supplies, or services to be purchased. It is important that Purchasing and all other PCSD employees do not place themselves in a position, which permits suspicion of their ethics.

In many cases, products and equipment warranties are for a one-year period - both parts and labor. Generally, the end user is responsible for maintaining copies and enforcing all warranties. However, should any questions arise, contact the Purchasing Department for information and steps necessary to remedy the situation.

Records of all purchases are carefully compiled, readily available to PCSD employees as well as to the public and are maintained as required by PCSD.

Members of the Purchasing Department, School and Department staff should attempt to always remain aware of current prices through published price lists, information available from salesmen, or published market data; if prices cannot be determined from such sources, the proper price is established through negotiation or competition.

The Purchasing Department personnel under the direction of the Director of Purchasing shall systematically select useful information from the mass of information received daily. New sources of supply, new lines and grades of material, and prices paid for equipment shall be analyzed. The information gathered through this analysis shall be shared with the Schools and Departments.

Written Correspondence with vendors shall be handled by the Purchasing Department, except in special cases where the technical details involved make it advisable to delegate this authority to the User School or Department. In all cases, the Purchasing Department must receive copies of any vendor correspondence. In addition, it may be necessary for faculty members or other PCSD employees to correspond directly with suppliers to obtain information on commodities or services



they may be utilizing; this is encouraged to insure proper use of equipment, supplies, and materials.

No purchase order will be allowed to overdraw a budget account except by written authority of the Superintendent. It is the responsibility of the School or Department to know if funds are available in a designated account before attempting to enter a purchase order. All Schools and Departments have on-line access to the budgets.

**Fairness** - The Purchasing Department as well as all other PCSD employees can and should promote the reputation of the School system for fair dealing:

1. By giving all salesmen a full, fair, prompt and courteous hearing on any subject that is justified by the nature of their products.
2. By keeping competition open and fair.
3. By declining to take advantage of a supplier's error.
4. By discouraging revision of bids by suppliers after submission and insisting on receiving the best price first and holding the bidder to it.

**Integrity** - The Purchasing Department as well as all other PCSD employees can and should promote the reputation of the School system for integrity:

1. By observing strict truthfulness in all transactions with salesmen and in all correspondence.
2. By respecting the confidence of the salesman or his company as to quotations or other confidential information.
3. By keeping the School system free from obligation to any vendor.

**Service** - The Purchasing Department as well as all other PCSD personnel can and should promote the reputation of the School system for service and integrity:

1. By answering letters promptly.
2. By furnishing complete information to seller and by sending samples, blueprints, or other information when needed.
3. By visiting, when advisable, major sources of supply and keeping informed as to their stability and methods.

**Interviewing Hours** - The Purchasing Department does not limit hours of the workday during which salesmen will be seen. One of the basic reasons for this is that limited interview hours would result in less efficient utilization of time by the vendor's representatives, hence our costs for purchased material might increase. However, due to potential calendar conflicts, it is strongly suggested that appointments be established before visiting our offices.

**Doing business with one's agency** - No PCSD Employee, acting in an official capacity, shall rent, lease or sell any commodities, services, or realty to the PCSD. The Florida Commission on Ethics has ruled that one acts in a private capacity when he/she is an officer or director, or owns more than 5% of the business entity that is selling such commodities or services. The only exceptions are when purchases are rotated among all qualified suppliers in the school district or when purchases are awarded as the result of the competitive sealed proposal process. A conflict of interest may also exist if a spouse or close relative desires to rent, lease, or sell to the PCSD.





# Policy & Procedures Fixed Assets





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**Contents:**

**(Based on capitalized values)**

**Receiving New Equipment**

**Disposing of unusable Equipment**

**Requirements for reporting stolen equipment**

**Donation of Equipment**

**Annual Inventory**

**Loaning Equipment**

| | | |



### **Receiving New Equipment**

All tangible property received into the District will receive a Barcode number from the Stores Warehouse. The Barcode number will be recorded on a New Furniture and Equipment Form. This form will include the following information:

Date Received, Delivery Destination, Purchase Order Number, Manufacturer, Model and Serial Number. Signature of the person receiving and delivering item.

### **Disposing of Unusable Equipment- Per Board Policy 7310**

The District shall inspect the equipment used in the instructional program periodically, to determine the condition and usability of such equipment in the current educational program. Should the equipment be deemed no longer serviceable or usable, the following criteria will be used to determine possible disposal:

1. repair parts for the equipment no longer readily available
2. repair records indicate equipment has no usable life remaining
3. obsolete and/or no longer contributing to the educational program
4. some potential for sale at a school auction
5. creates a safety or environmental hazard

#### **C. Disposition**

The Superintendent is authorized to dispose of obsolete instructional and other property by selling it to the highest bidder, by donation to appropriate parties, or by proper waste removal. Disposal of surplus property purchased with Federal funds shall be disposed of in accordance with Federal Procedures.

The Department or Principal shall complete the PCDSB Form: F-6- Disposition of Furniture, Fixtures, and Equipment. Disposition will be based on the site evaluation of each item.

### **Requirements for Reporting Stolen Equipment:**

The Department or Principal shall complete the PCDSB Form: F-6- Disposition of Furniture, Fixtures, and Equipment. A Report from the appropriate authority must be attached to this document.



**Donation of Surplus to Non Profit Organization(s):**

Copy of the organization's Consumer Certificate of Exemption (DR-14) Issued by the Florida Dept of Revenue

Request for Donation of item(s) on letterhead

Signed letter stating & listing who is authorized to pickup and sign for donated property on their organization's behalf

Disposition of equipment form stating the bar code of the item(s)

Equipment which has been deemed surplus by a department or school, will be available for donation after it has been offered to the other schools in the District

**Annual Inventory**

Property inventories shall be performed annually. It shall be each principal's duty to designate a person to make an annual inventory of all school property within his/her building(s). This report shall include recommendations for the disposition of obsolete and surplus equipment and equipment beyond economical repair.

**Loaning Equipment**

If property is loaned out to an employee a Form 1-3 Loan of Furniture, Fixtures or Equipment, must be completed and kept in the active inventory file at each site.





8G-PR-108

PUTNAM COUNTY SCHOOL SYSTEM  
NEW FURNITURE AND EQUIPMENT  
DELIVERY RECORD

Date \_\_\_\_\_

Deliver to \_\_\_\_\_

The following, obtained from Purchase Order Number \_\_\_\_\_

Delivered by \_\_\_\_\_

Received by \_\_\_\_\_

Principal





**DISTRICT SCHOOL BOARD OF PUTNAM COUNTY**  
**DISPOSITION OF FURNITURE, FIXTURES, AND EQUIPMENT**

SCHOOL OR DEPARTMENT \_\_\_\_\_ DATE \_\_\_\_\_

PROPERTY  
RECORD NO. \_\_\_\_\_ DESCRIPTION \_\_\_\_\_ LOCATION \_\_\_\_\_

I wish to dispose of this equipment  
for the following reasons: \_\_\_\_\_ COST  
CNTR \_\_\_\_\_ BLDG. \_\_\_\_\_ RM. \_\_\_\_\_

Signature of Principal or Department Head \_\_\_\_\_ Signature of Personnel Receiving Item(s) \_\_\_\_\_ Date \_\_\_\_\_

(TO BE COMPLETED BY PROPERTY RECORDS OFFICE)  
THIS EQUIPMENT WAS DISPOSED OF AS FOLLOWS (CHECK ONE):

\_\_\_\_ CANNIBALIZED    \_\_\_\_ DESTROYED IN FIRE    \_\_\_\_ JUNK    \_\_\_\_ REMOVE    \_\_\_\_ RETURNED TO VENDOR  
\_\_\_\_ TRADE-IN    \_\_\_\_ VANDALIZED    \_\_\_\_ TRANSFERRED TO SURPLUS ROOM    \_\_\_\_ TRANSFERRED TO ANOTHER SCHOOL/DEPT.

Signature \_\_\_\_\_ Date \_\_\_\_\_ COST CNTR \_\_\_\_\_ BLDG \_\_\_\_\_ RM. \_\_\_\_\_

PCDSB Form: F-6    Original - School Board Office    Copy - Distribution Warehouse    Pink - School or Department    Gold - Receiving School



**FOURNAM COUNTY SCHOOL DISTRICT**

**LOAN OF FURNITURE, FIXTURES OR EQUIPMENT**

SCHOOL OR DEPARTMENT \_\_\_\_\_ DATE \_\_\_\_\_

PROPERTY RECORD NO. \_\_\_\_\_ DESCRIPTION \_\_\_\_\_

LOCATION \_\_\_\_\_ CONDITION \_\_\_\_\_

EXPECTED DATE OF RETURN \_\_\_\_\_

Failure to return furniture, fixture or equipment within 30 days of exiting the Family Literacy program or termination of employment with the School Board, will result in legal action being taken.

\_\_\_\_\_  
Signature of Borrower

\_\_\_\_\_  
Organization Name (if applicable)

\_\_\_\_\_  
Home Telephone

\_\_\_\_\_  
Business Telephone (if applicable)

\_\_\_\_\_  
Signature of Principal or Dept. Head

\_\_\_\_\_  
Date

CHAPTER 7.00 (c)  
SCHOOL BOARD EQUIPMENT MAY BE USED BY EMPLOYEES AWAY FROM SCHOOL BOARD PROPERTY UNDER CERTAIN CONDITIONS WHEN PRIOR APPROVAL IS OBTAINED FROM THE PRINCIPAL OR DISTRICT DEPARTMENT HEAD. THESE CONDITIONS INCLUDE FAMILIARIZATION WITH THE EQUIPMENT FOR INSTRUCTIONAL PURPOSES OR IMPROVEMENT OF JOB PERFORMANCE.

CHAPTER 7.00 (d)  
SCHOOL BOARD EQUIPMENT SHALL NOT BE USED FOR GAINFUL OUTSIDE EMPLOYMENT OR PRIVATE USE OF EMPLOYEES.  
STATUTORY AUTHORITY 230.22 (2), F.S.

**COMPLETE THIS SECTION WHEN FURNITURE, FIXTURES, OR EQUIPMENT HAS BEEN RETURNED.**

\_\_\_\_\_  
Date of Return

\_\_\_\_\_  
Condition of Equipment

\_\_\_\_\_  
Signature of Borrower

\_\_\_\_\_  
Organization Name (if applicable)

\_\_\_\_\_  
Signature of Principal or Dept. Head

\_\_\_\_\_  
Date

COMPLETE IN DUPLICATE:  
ORIGINAL TO SCHOOL, COPY TO BORROWER

PCSD FORM 1-3

CHAPTER 7 - 14

Adopted 6-22-98  
Revised 3-10-03





### **Description of Agency's Financial Management System**

**System Used: Skyward – School Business Suite- converted to current system in 2010.**

**[www.skyward.com/K-12/School-Business-Suite](http://www.skyward.com/K-12/School-Business-Suite)**

**Skyward is one of the best Accounting Information Systems (AIS) available for school districts. The systems we use in Skyward are Financial Management, Human Resources, and Product Setup. The Financial Management system allows us to maintain a budget, vendor records, meet state reporting requirements, process purchase orders and process accounts payable invoices. The Human Resources system, allows us to maintain employee records, process payroll, and meet staff reporting requirements required by the state of Florida. The Product Setup system, allows us to maintain and monitor the access to the data and information stored in Skyward.**

