


**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Bay County School District	<b>2 PROJECT NUMBER</b> 030-2121B-1CB01	
<b>3 PROJECT/PROGRAM TITLE</b> Title I, Part A - Improving the Academic Achievement of the Disadvantaged  <p align="right"><b>TAPS 21A001</b></p>	<b>4 AUTHORITY</b> <b>84.010A Title I, Part A, Basic USDE or Appropriate Agency</b>  <b>FAIN#:</b> S010A200009	
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2020 - 06/30/2021 Program Period:07/01/2020 - 06/30/2021	
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:       \$7,506,151.00 Amendment Amount: Estimated Roll Forward:         \$1,260,275.00 Certified Roll Amount: Total Project Amount:            \$8,766,426.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance	
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2021</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2021</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>05/31/2021</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> <li>• Federal Award Date : <span style="float: right;"><u>07/01/2020</u></span></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> Michelle Gaines <b>Phone:</b> (850) 245-0978 <b>Email:</b> <a href="mailto:Michelle.Gaines@fldoe.org">Michelle.Gaines@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>Duns#:</b> 100012624 <b>FEIN#:</b> F596000511026	
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.</li> <li>• For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.</li> <li>• All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.</li> </ul>		
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between;"> <div data-bbox="152 1633 768 1745"> <p><i>Michelle L. Gaines</i>            _____            Authorized Official on behalf of Richard Corcoran            Commissioner of Education</p> </div> <div data-bbox="850 1633 1125 1713"> <p>July 17, 2020            _____            Date of Signing</p> </div> <div data-bbox="1192 1577 1511 1682" style="text-align: right;">  <p>FLORIDA DEPARTMENT OF <b>EDUCATION</b> fldoe.org</p> </div> </div>		

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

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

**FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION**

TAPS Number:  
1. 21A001

Please return to:

Florida Department of Education  
Office of Grants Management  
Room 332, Turlington Building  
325 West Gaines Street  
Tallahassee, Florida 32399-0400  
Telephone: (850) 245-0496

**A) Name and Address of Eligible Applicant:**

Bay County District School Board  
1311 BALBOA AVE  
PANAMA CITY, FL 32401

DOE USE ONLY

Date Received

RECEIVED  
 2020 MAY -1 AM 11:38  
 OFFICE OF GRANTS MANAGEMENT

**B) Applicant Contact Information**

Contact Name: Eugenia Robinson

Telephone Number: 850-767-4354 Ext:

Fiscal Contact Name: Eugenia Robinson

Mailing Address: 1311 Balboa Ave Panama City, FL

Fax Number: 850-872-4434

E-mail Address: robiner@bay.k12.fl.us

Physical/Facility Address: 1311 Balboa Ave

DUNS Number: 100012624

FEIN Number: 59-6000511

**Programs**

**C) Program Name:**

**Project Number:  
(DOE Assigned):**

**D) Total Funds  
Requested:**

**Total Approved Project  
(DOE USE ONLY):**

1. Title I, Part A: Improving the Academic  
Achievement of the Disadvantaged 2020-2021

~~030-211B-1CB01~~

\$8,766,426.00

\$7,506,151 Allocation  
\$1,260,275 Estimated Roll Forward

030-2121B-1CB01

**CERTIFICATION**

I, William V. Husfelt, III, (*Please Type Name*) 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.

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.

E) Dorinda K. Harris Deputy Superintendent 4/30/2020

Signature of Agency Head

Title

Date

DOE 100



Richard Corcoran, Commissioner



**WILLIAM V. HUSFELT III**

**SUPERINTENDENT**

1311 Balboa Avenue

Panama City, Florida

32401-2080

(850) 767-4100

Hearing Impaired Access

(800) 955-8770 Voice

(800) 955-8771 TDD

[www.bay.k12.fl.us](http://www.bay.k12.fl.us)

Board Members:

Jerry Register

District 1

Ginger Littleton

District 2

Pamm Chapman

District 3

Ryan Neves

District 4

Steve Moss

District 5

December 2, 2019

**To Whom It May Concern:**

In my absence, I hereby delegate to Sandra Davis, the Deputy Superintendent of Bay District Schools, the authority to sign Proposals, Grant Agreements, Contracts, Financial Documents or any other documents requiring my signature during the 2019-2020 School Year.

  
\_\_\_\_\_  
William V. Husfelt  
Superintendent

  
\_\_\_\_\_  
Sandra Davis  
Deputy Superintendent

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM -**

**Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2020-2021**

A) NAME OF ELIGIBLE RECIPIENT: **Bay County District School Board**  
 B) Project Number (DOE USE ONLY): **030-2121B-1CB01**

E) TAPS Number 21A001
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count		Activity	Function	Object	Account Title and Description	FTE	Amount
1	AoF-1	1	5100	120	<u>121</u> 1	9.000	\$351,832.00
2	AoF-1	4	5100	120	<u>121</u> 4	0.069	\$37,830.00
3	AoF-1	6	5100	120	<u>123</u> 6	0.000	\$65,798.00
4	AoF-1	2	5100	130	<u>131</u> 2	11.891	\$604,459.00
5	H-4	AoF 8-1	5100	130	<u>131</u> 1	4.000	\$162,326.00
6	H-4	AOF 8 -1	5100	130	<u>133</u> 1	0.000	\$2,500.00
7	H-5	AOF 8-2	5100	130	<u>131</u> 2	0.130	\$5,243.00
8	AoF-1	3	5100	150	<u>151</u> 3	106.129	\$1,306,682.00
9	I	AoF 1-3	5100	150	<u>151</u> 3	25.494	\$313,892.00
10	AoF-1	4	5100	150	<u>151</u> 4	0.043	\$624.00
11	AoF-1	4	5100	210	<u>Retirement</u> 4	0.000	\$63.00
12	I	Aof 1-3	5100	210	<u>Retirement</u> 3	0.000	\$31,389.00
13	AoF-1	6	5100	210	<u>Retirement</u> 6	0.000	\$6,736.00
14	AoF-1	4	5100	210	<u>Retirement</u> 4	0.000	\$3,783.00
15	AoF-1	3	5100	210	<u>Retirement</u> 3	0.000	\$132,003.00
16	AoF-1	2	5100	210	<u>Retirement</u> 2	0.000	\$71,598.00
17	H-5	AOF8-2	5100	210	<u>Retirement</u> 2	0.000	\$524.00
18	H-4	AoF8-1	5100	210	<u>Retirement</u> 1	0.000	\$16,483.00
19	AoF-1	1	5100	210	<u>Retirement</u> 1	0.000	\$35,185.00
20	AoF-1	1	5100	220	<u>Social Security</u> 1	0.000	\$26,916.00
21	AoF-1	1	5100	220	<u>Social Security</u> 1	0.000	\$151.00
22	H-4	AoF 8-1	5100	220	<u>Social Security</u> 1	0.000	\$12,641.00
23	H-5	Aof 8-2	5100	220	<u>Social Security</u> 2	0.000	\$402.00
24	AoF-1	2	5100	220	<u>Social Security</u> 2	0.000	\$46,242.00
25	AoF-1	2	5100	220	<u>Social Security</u> 2	0.000	\$140.00
26	AoF-1	3	5100	220	<u>Social Security</u> 3	0.000	\$99,961.00
27	AoF-1	4	5100	220	<u>Social Security</u> 4	0.000	\$2,896.00
28	AoF-1	6	5100	220	<u>Social Security</u> 6	0.000	\$5,036.00
29	I	Aof 1-3	5100	220	<u>Social Security</u> 3	0.000	\$24,013.00
30	AoF-1	3	5100	220	<u>Social Security</u> 3	0.000	\$11.00
31	AoF-1	4	5100	220	<u>Social Security</u> 4	0.000	\$48.00
32	I	Aof 1-3	5100	230	<u>Group Insurance</u> 3	0.000	\$4,392.00

33	AoF-1	3	5100	230	<u>Group Insurance</u> 3	0.000	\$40,511.00
34	AoF-1	2	5100	230	<u>Group Insurance</u> 2	0.000	\$75,950.00
35	H-4	Aof8-1	5100	230	<u>Group Insurance</u> 1	0.000	\$31,332.00
36	AoF-1	1	5100	230	<u>Group Insurance</u> 1	0.000	\$39,573.00
37	AoF-1	1	5100	240	<u>Workers Compensation</u> 1	0.000	\$5,279.00
38	AoF-1	1	5100	240	<u>Workers Compensation</u> 1	0.000	\$104.00
39	H-4	AOF 8-1	5100	240	<u>Workers Compensation</u> 1	0.000	\$2,506.00
40	H-5	AoF 8-2	5100	240	<u>Workers Compensation</u> 2	0.000	\$79.00
41	AoF-1	2	5100	240	<u>Workers Compensation</u> 2	0.000	\$9,071.00
42	AoF-1	2	5100	240	<u>Workers Compensation</u> 2	0.000	\$46.00
43	AoF-1	3	5100	240	<u>Workers Compensation</u> 3	0.000	\$19,602.00
44	I	AoF 1-3	5100	240	<u>Workers Compensation</u> 3	0.000	\$4,708.00
45	AoF-1	3	5100	240	<u>Workers Compensation</u> 3	0.000	\$11.00
46	AoF-1	4	5100	240	<u>Workers Compensation</u> 4	0.000	\$9.00
47	AoF-1	6	5100	240	<u>Workers Compensation</u> 6	0.000	\$986.00
48	AoF-1	4	5100	240	<u>Workers Compensation</u> 4	0.000	\$571.00
49	AoF-1	8	5100	310	<u>Professional and Technical Services</u> 8	0.000	\$2,194.00
50	D	AoF 4-4	5100	310	<u>Professional and Technical Services</u> 4	0.000	\$4,320.00
51	H-5	AoF 8-1	5100	330	<u>Travel</u> 1	0.000	\$1,000.00
52	H-5	Aof 8-1	5100	369	<u>Technology-Related Rentals</u> 1	0.000	\$4,264.00
53	D	AOF 4-5	5100	369	<u>Technology-Related Rentals</u> 5	0.000	\$650.00
54	AoF-1	8	5100	369	<u>Technology-Related Rentals</u> 8	0.000	\$29,268.00
55	AoF-10	B.2	5100	369	<u>Technology-Related Rentals</u> B.2	0.000	\$5,426.00
56	AoF-10	B.2	5100	390	<u>Other Purchased Services</u> B.2	0.000	\$4,954.00
57	AoF-1	8	5100	390	<u>Other Purchased Services</u> 8	0.000	\$7,930.00
58	AoF-10	A.1	5100	390	<u>Other Purchased Services</u> A.1	0.000	\$24,000.00
59	L	AoF 1-7	5100	394	7	0.000	\$1,585.00
60	L	AoF 1-8	5100	394	8	0.000	\$9,938.00
61	L	AoF 1-3	5100	394	3	0.000	\$71,908.00
62	L	AoF 1-1	5100	394	1	0.000	\$170,164.00
63	K	AoF 11-8	5100	394	8	0.000	\$7,548.00
64	L	AoF 2 - B.1	5100	394	B.1	0.000	\$22,091.00
65	L	AoF 2 - B.1	5100	394	B.1	0.000	\$8,146.00
66	AoF-10	B.2	5100	510	<u>Supplies</u> B.2	0.000	\$4,856.00
67	H-5	Aof 8-1	5100	510	<u>Supplies</u> 1	0.000	\$653.00
68	D	AOF 4-4	5100	510	<u>Supplies</u> 4	0.000	\$90.00
69	AoF-1	8	5100	510	<u>Supplies</u> 8	0.000	\$193,828.00
70	AoF-10	A.1	5100	510	<u>Supplies</u> A.1	0.000	\$3,432.00

71	AoF-1	8	5100	519	<u>Technology-Related Supplies</u> 8	0.000	\$36,916.00
72	D	AOF 4-4	5100	519	<u>Technology-Related Supplies</u> 4	0.000	\$60.00
73	H-5	AoF 8-1	5100	519	<u>Technology-Related Supplies</u> 1	0.000	\$1,108.00
74	AoF-10	A.1	5100	520	<u>Textbooks</u> A.1	0.000	\$8,100.00
75	I	AoF 1-10	5100	622	<u>Audio Visual Materials Non-Capitalized</u> 10	0.000	\$863,013.00
76	AoF-1	8	5100	644	<u>Computer Hardware Non-Capitalized</u> 8	0.000	\$225,285.00
77	H-5	AoF 8-1	5100	644	<u>Computer Hardware Non-Capitalized</u> 1	0.000	\$5,595.00
78	H-4	AoF 8-1	5100	644	<u>Computer Hardware Non-Capitalized</u> 1	0.000	\$7,405.41
79	AoF-1	8	5100	649	<u>Technology-Related Noncapitalized Furniture, Fixtures and Equipment</u> 8	0.000	\$5,298.00
80	AoF-1	2	5100	750	<u>Other Personal Services</u> 2	0.000	\$3,005.00
81	AoF-1	3	5100	750	<u>751</u> 3	0.000	\$770.00
82	H-4	AoF 8-1	5100	750	<u>Other Personal Services</u> 1	0.000	\$2,240.00
83	AoF-1	1	5100	750	<u>Other Personal Services</u> 1	0.000	\$7,040.00
84	AoF-1	1	5200	120	<u>121</u> 1	1.580	\$59,808.00
85	AoF-1	6	5200	120	<u>123</u> 6	0.000	\$11,025.00
86	AoF-1	2	5200	130	<u>131</u> 2	1.161	\$48,905.00
87	AoF-1	3	5200	150	<u>151</u> 3	5.120	\$63,099.00
88	AoF-1	3	5200	150	<u>153</u> 3	0.000	\$2,242.00
89	AoF-1	4	5200	150	<u>151</u> 4	0.081	\$1,391.00
90	AoF-1	4	5200	210	<u>Retirement</u> 4	0.000	\$139.00
91	AoF-1	6	5200	210	<u>Retirement</u> 6	0.000	\$1,103.00
92	AoF-1	3	5200	210	<u>Retirement</u> 3	0.000	\$6,535.00
93	AoF-1	2	5200	210	<u>Retirement</u> 2	0.000	\$4,892.00
94	AoF-1	1	5200	210	<u>Retirement</u> 1	0.000	\$5,982.00
95	AoF-1	1	5200	220	<u>Social Security</u> 1	0.000	\$4,576.00
96	AoF-1	2	5200	220	<u>Social Security</u> 2	0.000	\$3,743.00
97	AoF-1	1	5200	220	<u>Social Security</u> 1	0.000	\$12.00
98	AoF-1	2	5200	220	<u>Social Security</u> 2	0.000	\$11.00
99	AoF-1	3	5200	220	<u>Social Security</u> 3	0.000	\$4,999.00
100	AoF-1	3	5200	220	<u>Social Security</u> 3	0.000	\$10.00
101	AoF-1	6	5200	220	<u>Social Security</u> 6	0.000	\$844.00
102	AoF-1	4	5200	220	<u>Social Security</u> 4	0.000	\$107.00
103	AoF-1	3	5200	230	<u>Group Insurance</u> 3	0.000	\$18,011.00
104	AoF-1	2	5200	230	<u>Group Insurance</u> 2	0.000	\$8,695.00
105	AoF-1	1	5200	230	<u>Group Insurance</u> 1	0.000	\$12,377.00
106	AoF-1	1	5200	240	<u>Workers Compensation</u> 1	0.000	\$898.00
107	AoF-1	2	5200	240	<u>Workers Compensation</u> 2	0.000	\$735.00
108	AoF-1	2	5200	240	<u>Workers Compensation</u> 2	0.000	\$12.00
109	AoF-1	1	5200	240	<u>Workers Compensation</u> 1	0.000	\$13.00
110	AoF-1	3	5200	240	<u>Workers Compensation</u> 3	0.000	\$981.00
111	AoF-1	3	5200	240	<u>Workers Compensation</u> 3	0.000	\$10.00

112	AoF-1	4	5200	240	<u>Workers Compensation</u> 4	0.000	\$21.00
113	AoF-1	6	5200	240	<u>123</u> 6	0.000	\$167.00
114	AoF-1	8	5200	310	<u>Professional and Technical Services</u> 8	0.000	\$2,000.00
115	AoF-10	B.2	5200	310	<u>Professional and Technical Services</u> B.2	0.000	\$1,500.00
116	AoF-1	8	5200	360	<u>Rentals</u> 8	0.000	\$1,000.00
117	AoF-1	8	5200	369	<u>Technology-Related Rentals</u> 8	0.000	\$1,967.00
118	AoF-1	8	5200	510	<u>Supplies</u> 8	0.000	\$10,371.00
119	AoF-1	8	5200	519	<u>Technology-Related Supplies</u> 8	0.000	\$3,233.00
120	AoF-1	8	5200	644	<u>Computer Hardware Non-Capitalized</u> 8	0.000	\$9,850.00
121	AoF-1	3	5200	750	<u>Other Personal Services</u> 3	0.000	\$660.00
122	AoF-1	2	5200	750	<u>751</u> 2	0.000	\$770.00
123	AoF-1	1	5200	750	<u>Other Personal Services</u> 1	0.000	\$825.00
124	AoF-10	C.1	5300	120	<u>121</u> C.1	1.000	\$38,110.00
125	AoF-10	C.1	5300	210	<u>Retirement</u> C.1	0.000	\$3,811.00
126	AoF-10	C.1	5300	220	<u>Social Security</u> C.1	0.000	\$2,916.00
127	AoF-10	C.1	5300	220	<u>Social Security</u> C.1	0.000	\$12.00
128	AoF-10	C.1	5300	230	<u>Group Insurance</u> C.1	0.000	\$7,833.00
129	AoF-10	C.1	5300	240	<u>Workers Compensation</u> C.1	0.000	\$572.00
130	AoF-10	C.1	5300	240	<u>Workers Compensation</u> C.1	0.000	\$13.00
131	AoF-10	C.1	5300	750	<u>Other Personal Services</u> C.1	0.000	\$825.00
132	C	AoF 3-2	6110	130	<u>131</u> 2	0.150	\$6,891.00
133	AoF-1	5	6110	130	<u>131</u> 5	4.050	\$175,235.00
134	AoF-1	5	6110	210	<u>Retirement</u> 5	0.000	\$17,527.00
135	C	AoF 3-2	6110	210	<u>Retirement</u> 2	0.000	\$690.00
136	C	AoF 3-2	6110	220	<u>Social Security</u> 2	0.000	\$528.00
137	AoF-1	5	6110	220	<u>Social Security</u> 5	0.000	\$13,407.00
138	AoF-1	5	6110	230	<u>Group Insurance</u> 5	0.000	\$17,728.00
139	C	AoF 3-2	6110	230	<u>Group Insurance</u> 2	0.000	\$1,175.00
140	C	AoF 3-2	6110	240	<u>Workers Compensation</u> 2	0.000	\$104.00
141	AoF-1	5	6110	240	<u>Workers Compensation</u> 5	0.000	\$2,631.00
142	C	AoF 3-2	6110	330	<u>Travel</u> 2	0.000	\$1,000.00
143	C	AoF 3-3	6120	130	<u>131</u> 3	0.900	\$54,434.00
144	D	AOF 4-1	6120	130	<u>131</u> 1	0.200	\$10,735.00
145	AoF-1	6	6120	130	<u>131</u> 6	0.439	\$21,979.00
146	AoF-10	A.2	6120	130	<u>131</u> A.1	3.000	\$128,996.00
147	AoF-	A.2	6120	130	<u>133</u> A.1	0.000	\$2,500.00



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148	AoF-10	A.2	6120	210	<u>Retirement A.1</u>	0.000	\$13,150.00
149	AoF-1	6	6120	210	<u>Retirement 6</u>	0.000	\$2,493.00
150	D	AoF 4-1	6120	210	<u>Retirement 1</u>	0.000	\$1,074.00
151	C	AoF 3--3	6120	210	<u>Retirement 3</u>	0.000	\$5,444.00
152	C	AoF 3--3	6120	220	<u>Social Security 3</u>	0.000	\$4,165.00
153	D	AoF 4-1	6120	220	<u>Social Security 1</u>	0.000	\$822.00
154	AoF-1	6	6120	220	<u>Social Security 6</u>	0.000	\$1,683.00
155	AoF-10	A.2	6120	220	<u>Social Security A.1</u>	0.000	\$10,060.00
156	AoF-10	A.2	6120	230	<u>Group Insurance A.1</u>	0.000	\$23,499.00
157	D	AoF 4-1	6120	230	<u>Group Insurance 1</u>	0.000	\$1,567.00
158	C	AoF 3-3	6120	230	<u>Group Insurance 3</u>	0.000	\$7,050.00
159	C	AoF 3-3	6120	240	<u>Workers Compensation 3</u>	0.000	\$817.00
160	D	AoF 4-1	6120	240	<u>Workers Compensation 1</u>	0.000	\$162.00
161	AoF-10	A.2	6120	240	<u>Workers Compensation A.1</u>	0.000	\$1,973.00
162	AoF-1	6	6120	240	<u>Workers Compensation 6</u>	0.000	\$332.00
163	C	AoF 3-3	6120	330	<u>Travel 3</u>	0.000	\$1,400.00
164	AoF-1	9	6150	120	<u>121 9</u>	0.000	\$4,750.00
165	C	AoF 3-1	6150	130	<u>131 1</u>	1.000	\$65,254.00
166	H-2	AoF 8-3	6150	130	<u>131 3</u>	0.000	\$300.00
167	B-2	AoF 2-A.1	6150	160	<u>161 A.1</u>	1.000	\$26,617.00
168	AoF-1	9	6150	160	<u>161 9</u>	15.240	\$176,411.00
169	AoF-1	9	6150	210	<u>Retirement 9</u>	0.000	\$17,650.00
170	AoF-1	9	6150	210	<u>Retirement 9</u>	0.000	\$475.00
171	B-2	AoF 2-A.1	6150	210	<u>Retirement A.1</u>	0.000	\$2,662.00
172	H-2	Aof 8-3	6150	210	<u>Retirement 3</u>	0.000	\$30.00
173	C	AoF 3-1	6150	210	<u>Retirement 1</u>	0.000	\$11,081.00
174	C	AoF 3-1	6150	220	<u>Social Security 1</u>	0.000	\$4,992.00
175	H-2	AoF 8-3	6150	220	<u>Social Security 3</u>	0.000	\$23.00
176	B-2	AoF 2-A.1	6150	220	<u>Social Security A.1</u>	0.000	\$2,037.00
177	AoF-1	9	6150	220	<u>Social Security 9</u>	0.000	\$364.00
178	AoF-1	9	6150	220	<u>Social Security 9</u>	0.000	\$13,502.00
179	AoF-1	9	6150	220	<u>Social Security 9</u>	0.000	\$630.00
180	AoF-1	9	6150	230	<u>Group Insurance 9</u>	0.000	\$8,777.00
181	B-2	AoF 2-A.1	6150	230	<u>Group Insurance A.1</u>	0.000	\$8,183.00
182	C	AoF 3-1	6150	230	<u>Group Insurance 1</u>	0.000	\$7,833.00
183	C	AoF 3-1	6150	240	<u>Workers Compensation 1</u>	0.000	\$979.00
184	B-2	AoF 2-A.1	6150	240	<u>Workers Compensation A.1</u>	0.000	\$400.00
185	H-2	AoF 8-3	6150	240	<u>Workers Compensation 3</u>	0.000	\$5.00
186	AoF-1	9	6150	240	<u>Workers Compensation 9</u>	0.000	\$2,651.00

187	AoF-1	9	6150	240	<u>Workers Compensation 9</u>	0.000	\$255.00
188	AoF-1	9	6150	240	<u>Workers Compensation 9</u>	0.000	\$72.00
189	B-2	AoF 2-A.1	6150	330	<u>Travel A.1</u>	0.000	\$600.00
190	C	AoF 3-1	6150	330	<u>Travel 1</u>	0.000	\$1,100.00
191	B-2	AoF 2-A.2.	6150	350	<u>Repairs and Maintenance A.2.</u>	0.000	\$1,750.00
192	B-2	AoF 2-B.1	6150	369	<u>Technology-Related Rentals B.1</u>	0.000	\$13,976.00
193	B-2	AoF 2-B.1	6150	370	<u>Communications B.1</u>	0.000	\$9,350.00
194	B-2	Aof 2-A.1	6150	370	<u>Communications A.1</u>	0.000	\$330.00
195	B-2	Aof 2-A.1	6150	379	<u>Telephone and Other Data Communication Services A.1</u>	0.000	\$438.00
196	B-2	AoF 2 B.1	6150	390	<u>Other Purchased Services B.1</u>	0.000	\$8,810.00
197	B-2	AoF 2-B.1	6150	394	B.1	0.000	\$3,058.00
198	L	AoF 1-9	6150	394	9	0.000	\$18.00
199	B-2	AoF 2-A.1	6150	450	<u>Gasoline A.1</u>	0.000	\$300.00
200	C	AoF 3-5	6150	450	<u>Gasoline 5</u>	0.000	\$300.00
201	B-2	AoF 2-A.1	6150	510	<u>Supplies A.1</u>	0.000	\$1,332.00
202	B-2	AoF 2-A.2.	6150	510	<u>Supplies A.2.</u>	0.000	\$2,613.00
203	H-2	AoF 8-3	6150	510	<u>Supplies 3</u>	0.000	\$2,261.65
204	B-2	AoF 2-B.1	6150	510	<u>Supplies B.1</u>	0.000	\$17,068.00
205	AoF-1	9	6150	510	<u>Supplies 9</u>	0.000	\$23,160.00
206	B-2	AoF 2-B.1	6150	519	<u>Technology-Related Supplies B.1</u>	0.000	\$17,738.00
207	B-2	AoF 2-A.2	6150	519	<u>Technology-Related Supplies A.2</u>	0.000	\$2,000.00
208	B-2	AoF 2-A.1	6150	519	<u>Technology-Related Supplies A.1</u>	0.000	\$700.00
209	B-2	AoF 2-A.1	6150	540	<u>Oil and Grease A.1</u>	0.000	\$75.00
210	B-2	AoF 2-A.1	6150	550	<u>Repair Parts A.1</u>	0.000	\$1,000.00
211	B-2	AoF 2-A.1	6150	560	<u>Tires and Tubes A.1</u>	0.000	\$50.00
212	B-2	AoF 2-A.1	6150	644	<u>Computer Hardware Non-Capitalized A.1</u>	0.000	\$2,500.00
213	AoF-1	9	6150	750	<u>Other Personal Services 9</u>	0.000	\$17,030.00
214	AoF-1	4	6200	130	<u>131 4</u>	0.065	\$5,251.00
215	AoF-1	3	6200	150	<u>151 3</u>	4.667	\$56,293.00
216	AoF-1	3	6200	210	<u>Retirement 3</u>	0.000	\$5,631.00
217	AoF-1	4	6200	210	<u>Retirement 4</u>	0.000	\$526.00
218	AoF-1	4	6200	220	<u>Social Security 4</u>	0.000	\$403.00
219	AoF-1	3	6200	220	<u>Social Security 3</u>	0.000	\$4,310.00
220	AoF-1	3	6200	230	<u>Group Insurance 3</u>	0.000	\$150.00
221	AoF-1	3	6200	240	<u>Workers Compensation 3</u>	0.000	\$848.00
222	AoF-1	4	6200	240	<u>Workers Compensation 4</u>	0.000	\$81.00
223	K	AoF 11-1	6300	110	<u>111 1</u>	1.000	\$83,549.00
224	K	AoF 11-2	6300	130	<u>131 2</u>	0.800	\$34,259.00
225	K	AoF 11-2	6300	130	<u>133 2</u>	0.000	\$1,780.00
226	K	AoF 11-8	6300	130	<u>133 8</u>	0.000	\$46,721.00
227	D	AOF 4-2	6300	130	<u>131 2</u>	0.290	\$19,043.00

228	E	AoF 5-1	6300	130	<u>131</u> 1	1.027	\$49,945.00
229	E	AoF 5-1	6300	130	<u>133</u> 1	0.000	\$2,501.00
230	H-1	AoF 8-5	6300	130	<u>131</u> 5	1.000	\$8,565.00
231	H-1	AoF 8-5	6300	130	<u>133</u> 5	0.000	\$445.00
232	AoF-10	B.1	6300	130	<u>131</u> B.1	7.580	\$342,830.00
233	AoF-10	B.1	6300	130	<u>133</u> B.1	0.000	\$10,550.00
234	AoF-10	B.1	6300	150	<u>151</u> B.1	14.540	\$211,365.00
235	D	AOF 4-3	6300	160	<u>161</u> 3	0.200	\$5,905.00
236	C	AoF 3-4	6300	160	<u>161</u> 4	0.350	\$11,809.00
237	K	AoF 11-4	6300	160	<u>161</u> 4	0.400	\$11,809.00
238	K	AoF 11-3	6300	160	<u>161</u> 3	2.000	\$59,418.00
239	K	AoF 11-3	6300	210	<u>Retirement</u> 3	0.000	\$5,942.00
240	K	AoF 11-2	6300	210	<u>Retirement</u> 2	0.000	\$3,604.00
241	K	AoF 11-1	6300	210	<u>Retirement</u> 1	0.000	\$14,187.00
242	K	AoF 11-4	6300	210	<u>Retirement</u> 4	0.000	\$1,181.00
243	K	AoF 11-8	6300	210	<u>Retirement</u> 8	0.000	\$4,673.00
244	C	AoF 3-4	6300	210	<u>Retirement</u> 4	0.000	\$1,181.00
245	D	AOF 4-3	6300	210	<u>Retirement</u> 3	0.000	\$591.00
246	D	AOF 4-2	6300	210	<u>Retirement</u> 2	0.000	\$3,234.00
247	H-1	AoF8-5	6300	210	<u>Retirement</u> 5	0.000	\$901.00
248	E	AoF 5-1	6300	210	<u>Retirement</u> 1	0.000	\$5,245.00
249	AoF-10	B.1	6300	210	<u>Retirement</u> B.1	0.000	\$21,140.00
250	AoF-10	B.1	6300	210	<u>Retirement</u> B.1	0.000	\$35,343.00
251	AoF-10	B.1	6300	220	<u>Social Security</u> , B.1	0.000	\$27,039.00
252	AoF-10	B.1	6300	220	<u>Social Security</u> , B.1	0.000	\$16,172.00
253	E	AoF 5-1	6300	220	<u>Social Security</u> , 1	0.000	\$4,013.00
254	H-1	AoF 8-5	6300	220	<u>Social Security</u> , 5	0.000	\$690.00
255	D	AOF 4-2	6300	220	<u>Social Security</u> , 2	0.000	\$1,457.00
256	D	AOF 4-3	6300	220	<u>Social Security</u> , 3	0.000	\$452.00
257	C	AoF 3-4	6300	220	<u>Social Security</u> , 4	0.000	\$904.00
258	K	AoF 11-8	6300	220	<u>Social Security</u> , 8	0.000	\$3,575.00
259	K	AoF 11-4	6300	220	<u>Social Security</u> , 4	0.000	\$904.00
260	K	AoF 11-1	6300	220	<u>Social Security</u> , 1	0.000	\$6,392.00
261	K	AoF 11-2	6300	220	<u>Social Security</u> , 2	0.000	\$2,757.00
262	K	AoF 11-3	6300	220	<u>Social Security</u> , 3	0.000	\$4,546.00
263	K	AoF 11-3	6300	230	<u>Group Insurance</u> 3	0.000	\$16,366.00
264	K	AoF 11-2	6300	230	<u>Group Insurance</u> 2	0.000	\$7,833.00
265	K	AoF 11-1	6300	230	<u>Group Insurance</u> 1	0.000	\$7,833.00

266	K	AoF 11-4	6300	230	<u>Group Insurance</u> 4	0.000	\$3,274.00
267	C	AoF 3-4	6300	230	<u>Group Insurance</u> 4	0.000	\$3,274.00
268	D	AOF 4-3	6300	230	<u>Group Insurance</u> 3	0.000	\$1,637.00
269	D	AOF 4-2	6300	230	<u>Group Insurance</u> 2	0.000	\$2,272.00
270	H-1	AoF 8-5	6300	230	<u>Group Insurance</u> 5	0.000	\$1,567.00
271	E	AoF 5-1	6300	230	<u>Group Insurance</u> 1	0.000	\$7,833.00
272	AoF-10	B.1	6300	230	<u>Group Insurance</u> B.1	0.000	\$33,062.00
273	AoF-10	B.1	6300	230	<u>Group Insurance</u> B.1	0.000	\$51,068.00
274	AoF-10	B.1	6300	240	<u>Workers Compensation</u> B.1	0.000	\$5,306.00
275	AoF-10	B.1	6300	240	<u>Workers Compensation</u> B.1	0.000	\$3,174.00
276	E	AoF 5-1	6300	240	<u>Workers Compensation</u> 1	0.000	\$787.00
277	H-1	AoF 8-5	6300	240	<u>Workers Compensation</u> 5	0.000	\$136.00
278	D	AOF 4-2	6300	240	<u>Workers Compensation</u> 2	0.000	\$286.00
279	D	AOF 4-3	6300	240	<u>Workers Compensation</u> 3	0.000	\$89.00
280	C	AoF 3-4	6300	240	<u>Workers Compensation</u> 4	0.000	\$178.00
281	K	AoF 11-4	6300	240	<u>Workers Compensation</u> 4	0.000	\$178.00
282	K	AoF 11-8	6300	240	<u>Workers Compensation</u> 8	0.000	\$701.00
283	K	AoF 11-1	6300	240	<u>Workers Compensation</u> 1	0.000	\$1,254.00
284	K	AoF 11-2	6300	240	<u>Workers Compensation</u> 2	0.000	\$541.00
285	K	AoF 11-3	6300	240	<u>Workers Compensation</u> 3	0.000	\$892.00
286	K	AoF 11-5	6300	330	<u>Travel</u> 5	0.000	\$1,200.00
287	E	AoF 5-1	6300	330	<u>Travel</u> 1	0.000	\$500.00
288	K	AoF 11-6	6300	350	<u>Repairs and Maintenance</u> 6	0.000	\$1,000.00
289	K	AoF 11-6	6300	369	<u>Technology-Related Rentals</u> 6	0.000	\$2,000.00
290	K	AoF 11-7	6300	369	<u>Technology-Related Rentals</u> 7	0.000	\$12,600.00
291	K	AoF 11-6	6300	370	<u>Communications</u> 6	0.000	\$300.00
292	K	AoF 11-6	6300	510	<u>Supplies</u> 6	0.000	\$2,407.56
293	E	AoF 5-1	6300	510	<u>Supplies</u> 1	0.000	\$500.00
294	K	AoF 11-6	6300	519	<u>Technology-Related Supplies</u> 6	0.000	\$2,000.00
295	K	AoF 11-6	6300	644	<u>Computer Hardware Non-Capitalized</u> 6	0.000	\$4,650.00
296	AoF-1	6	6400	110	<u>111</u> 6	0.000	\$455.00
297	AoF-1	7	6400	110	<u>111</u> 7	0.000	\$572.00
298	AoF-1	7	6400	120	<u>121</u> 7	0.000	\$3,174.00
299	AoF-1	6	6400	120	<u>121</u> 6	0.000	\$68,659.00
300	AoF-1	6	6400	130	<u>131</u> 6	0.000	\$320.00
301	AoF-1	7	6400	130	<u>131</u> 7	1.000	\$58,560.00
302	AoF-1	7	6400	130	<u>131</u> 7	0.000	\$347.00
303	K	AoF 11-8	6400	130	<u>131</u> 8	0.000	\$1,680.00
304	AoF-1	7	6400	210	<u>Retirement</u> 7	0.000	\$5,856.00
305	AoF-1	7	6400	220	<u>Social Security</u> , 7	0.000	\$4,480.00

306	AoF-1	7	6400	220	<u>Social Security</u> 7	0.000	\$244.00
307	AoF-1	7	6400	220	<u>Social Security</u> 7	0.000	\$47.00
308	AoF-1	6	6400	220	<u>Social Security</u> 6	0.000	\$24.00
309	AoF-1	6	6400	220	<u>Social Security</u> 6	0.000	\$5,279.00
310	AoF-1	6	6400	220	<u>Social Security</u> 6	0.000	\$1,542.00
311	AoF-1	7	6400	220	<u>Social Security</u> 7	0.000	\$27.00
312	AoF-1	7	6400	220	<u>Social Security</u> 7	0.000	\$107.00
313	AoF-1	6	6400	220	<u>Social Security</u> 6	0.000	\$35.00
314	K	AoF 11-8	6400	220	<u>Social Security</u> 8	0.000	\$129.00
315	AoF-1	7	6400	230	<u>Group Insurance</u> 7	0.000	\$7,834.00
316	AoF-1	7	6400	240	<u>Workers Compensation</u> 7	0.000	\$880.00
317	AoF-1	7	6400	240	<u>Workers Compensation</u> 7	0.000	\$13.00
318	AoF-1	7	6400	240	<u>Workers Compensation</u> 7	0.000	\$53.00
319	AoF-1	6	6400	240	<u>Workers Compensation</u> 6	0.000	\$526.00
320	AoF-1	6	6400	240	<u>Workers Compensation</u> 6	0.000	\$1,031.00
321	AoF-1	6	6400	240	<u>Workers Compensation</u> 6	0.000	\$5.00
322	AoF-1	7	6400	240	<u>Workers Compensation</u> 7	0.000	\$21.00
323	AoF-1	7	6400	240	<u>Workers Compensation</u> 7	0.000	\$5.00
324	AoF-1	6	6400	240	<u>Workers Compensation</u> 6	0.000	\$7.00
325	K	AoF 11-8	6400	240	<u>Workers Compensation</u> 8	0.000	\$26.00
326	AoF-10	B.2	6400	310	<u>Professional and Technical Services</u> B.2	0.000	\$65,320.00
327	K	AoF 11-5	6400	330	<u>Travel</u> 5	0.000	\$6,000.00
328	C	AoF 3-3	6400	330	<u>Travel</u> 3	0.000	\$1,500.00
329	C	AoF 3-1	6400	330	<u>Travel</u> 1	0.000	\$1,500.00
330	C	AoF 3-2	6400	330	<u>Travel</u> 2	0.000	\$1,500.00
331	AoF-1	7	6400	330	<u>Travel</u> 7	0.000	\$42,294.00
332	K	AoF 11-7	6400	369	<u>Technology-Related Rentals</u> 7	0.000	\$1,200.00
333	H-3	AoF 8-4	6400	369	<u>Technology-Related Rentals</u> 4	0.000	\$2,085.00
334	AoF-1	7	6400	510	<u>Supplies</u> 7	0.000	\$1,098.00
335	AoF-10	B.2	6400	510	<u>Supplies</u> B.2	0.000	\$3,255.00
336	AoF-1	7	6400	750	<u>Other Personal Services</u> 7	0.000	\$1,386.00
337	AoF-1	6	6400	750	<u>Other Personal Services</u> 6	0.000	\$35,107.00
338	AoF-1	3	6500	150	<u>151</u> 3	3.958	\$52,099.00
339	AoF-1	3	6500	210	<u>Retirement</u> 3	0.000	\$5,212.00
340	AoF-1	3	6500	220	<u>Social Security</u> 3	0.000	\$3,988.00
341	AoF-1	3	6500	230	<u>Group Insurance</u> 3	0.000	\$8,345.00
342	AoF-1	3	6500	240	<u>Workers Compensation</u> 3	0.000	\$784.00
343	D	AOF 4-4	6500	319	<u>Technology-Related Professional and Technical Services</u> 4	0.000	\$200.00
344	H-1	AoF 8-5	7200	792	5	0.000	\$7,522.94
345	K	AoF 11-9	7200	792	9	0.000	\$214,392.44
346	AoF-1	7	7730	150	<u>151</u> 7	0.000	\$10,450.00

347	AoF-1	7	7730	220	Social Security 7	0.000	\$803.00
348	AoF-1	7	7730	240	Workers Compensation 7	0.000	\$204.00
349	B-2	AoF 2-A.1	7730	330	Travel A.1	0.000	\$800.00
350	AoF-1	8	7800	360	Rentals 8	0.000	\$6,250.00
351	C	AoF 3-7	7800	390	Other Purchased Services 7	0.000	\$10,000.00
352	J	AoF 9-2	7800	390	Other Purchased Services 2	0.000	\$10,000.00
353	AoF-1	5	7800	450	Gasoline 5	0.000	\$500.00
354	AoF-1	8	7800	790	Miscellaneous Expenses 8	0.000	\$9,314.00
355	AoF-10	A.1	7800	790	Miscellaneous Expenses A.1	0.000	\$500.00
356	J	AoF 9-1	7800	790	Miscellaneous Expenses 1	0.000	\$25,000.00
357	C	AoF 3-6	7800	790	Miscellaneous Expenses 6	0.000	\$50,000.00
358	AoF-10	C.1	7800	790	Miscellaneous Expenses C.1	0.000	\$500.00
Totals:						230.554	\$8,766,426.00

Totals:

Code	Description	Total
B-2	Parent and Family Engagement for LEAs with greater than \$500,000 set-aside	\$124,387.00
C	Homeless Education Set-Aside	\$257,083.00
D	Neglected & Delinquent Education Set-Aside	\$54,646.00
E	Educational Services Funded at the LEA-Level (Not to Exceed 1%)	\$71,324.00
H-1	Private School Administrative Costs	\$19,826.94
H-2	Private School Parent and Family Engagement	\$2,619.65
H-3	Private School Professional Development	\$2,085.00
H-4	Private School Instructional Services	\$237,433.41
I	2017-2018 Roll-Forward	\$1,241,407.00
J	Transportation for Foster Care Children	\$35,000.00
K	Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$581,302.00
L	Reimbursements for Charter School Expenditures	\$283,850.00
H-5	Roll Forward for Equitable Services	\$18,868.00
AoF-1	Student Achievement	\$4,723,432.00
AoF-10	College and Career Readiness	\$1,113,162.00
	Total	\$8,766,426.00

DOE 101



Richard Corcoran, Commissioner

BAY COUNTY SCHOOL DISTRICT

PROJECT #030-2121B-1CB01

TAPS# 21A001

<b>INDIRECT COSTS PLAN B</b>	0 • C
8,766,426.00 +	
2,194.00 -	
4,320.00 -	
<b>Line Items</b> 863,013.00 -	
<b>5xxx</b> 225,285.00 -	
<b>31x,</b> 5,594.59 -	
<b>7800 31x</b> 7,405.41 -	
<b>and ALL</b> 5,298.00 -	
<b>6xx</b> 2,000.00 -	
<b>Object codes</b> 1,500.00 -	
9,850.00 -	
2,500.00 -	
4,650.00 -	
7,632,816.00 *	
7,632,816.00 ÷	
<b>2.89%</b> 1.0289 ÷	
7,418,423.55914 -	
7,632,816.00 +	
214,392.44 *	
<b>Line Item 7200 792</b>	
214,392.44 -	
<b>Row# 345</b> 214,673.33 +	
<b>Excess →</b> 280.89 *	
<b>Line Item 6300 510</b>	
280.89 +	
<b>Row# 292</b> 2,127.32 +	
<b>Supplies</b> 2,408.21 *	

<b>ADMINISTRATIVE COSTS</b>	0 • C
7,506,151. ×	
<b>10%</b> 10. %	
<b>Max</b> 750,615.10 *	
<b>Budgeted</b>	0 • C
750,615.10 -	
<b>H1</b> 19,826.94 +	
<b>K</b> 581,302.65 +	
149,485.51 - *	
<b>Parent &amp; Family Engagement</b>	0 • C
7,506,151. ×	
<b>1% →</b> 1. %	
<b>Min →</b> 75,061.51 *	
<b>Budgeted (B-2)</b>	0 • C
7,506,151. ×	
<b>2% →</b> 2. %	
<b>Max</b> 150,123.02 *	
<b>Budgeted (B-2)</b>	0 • C
150,123.02 -	
124,387.00 +	
25,736.02 - *	

<b>Ed Services Funded at LEA Level</b>	0 • C
7,506,151. ×	
<b>1% →</b> 1. %	
<b>Max</b> 75,061.51 *	
<b>Budgeted (E)</b>	0 • C
75,061.51 -	
71,324.00 +	
3,737.51 - *	

<b>2121B Total Award</b>	0 • C
8,766,426.00 +	
7,506,151.00 -	
<b>ERF</b> 1,260,275.00 *	
<b>Budgeted (E)</b>	0 • C
1,260,275.00 -	
1,241,407.00 +	
<b>Under</b> 18,868.00 - *	

<b>Budgeted Private Schools</b>	0 • C
<b>Allocation</b> 261,965.00 -	
<b>H1</b> 19,826.94 +	
<b>H2</b> 2,619.65 +	
<b>H3</b> 2,085.00 +	
<b>H4</b> 237,433.41 +	
<b>H5</b> 18,868.00 +	
<b>PS ERF →</b> 18,868.00 *	

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## DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

### A. Financial Rewards & Incentives Reservations:

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved: **\$0.00**

Explain the financial incentives and reward system in your district.

**Response:**

*This will not allow me to enter the information and save.*

Do you have a Memorandum of Understanding to address the financial incentives and reward system.

**Response:**

Yes

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### B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	<b>\$ 75,061.51</b>	<b>\$ 124,387.00</b>
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	<b>\$ 67,555.36</b>	<b>\$70,000.00</b>
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	<b>N/A</b>	<b>\$54,387.00</b>

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### C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved **\$257,083.00**

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### D. Neglected and Delinquent Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local



institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved **\$54,646.00**

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**E. Educational Services Funded at the LEA-Level**

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved **\$71,324.00**

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**F. Discretionary Educational Services Funded at the School-Level**

LEA's amount reserved **\$0.00**

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**G. Early Childhood**

LEA's amount reserved **\$0.00**

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**H. Private School Services**

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

**H-1. Private School Administrative Costs \$19,826.94**

**H-2. Private School Parent and Family Engagement \$2,619.65**

**H-3. Private School Professional Development \$2,085.00**

**H-4. Private School Instructional Services \$237,433.41**

**H-5. Roll Forward for Equitable Services \$ 18,868.00**

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**I. 2017-18 Roll-Forward \$ 1,241,407.00**

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**J. Transportation for Foster Care Children \$ 35,000.00**

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**K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10% \$ 581,302.00**

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**L. Reimbursements for Charter School Expenditures \$ 283,850.00**

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**M. Transportation for School Choice (Not to Exceed 5%) \$**

## EQUITABLE PROPORTION OF FUNDS

<b>Total District Allocation</b>		\$7,506,151.00
<b>Number of Public CLIF</b>	<b>Number of Private CLIF</b>	<b>Total CLIF</b>
6696	242	6938.00
<b>Total Public School Proportion</b>	<b>Total Private School Proportion</b>	
96.51%	3.49%	
<b>Total Public School Allocation</b>	<b>Total Private School Allocation</b>	
\$ 7,244,186.00	\$ 261,965.00	
	<b>Private School Administrative Cost Reservation</b>	
	\$ 19,826.94	



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**Bay County District School Board**

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## Federal Requirements - Specific Program Assurances

In order to request funding, LEAs must agree to the following assurances and ensure that schools served substantially help children meet Florida's challenging academic standards.

**Assurance 1, Collaboration:** The LEA plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and parents of children in schools served under Title I. Â§1112(a)(1)(A)

**Assurance 2, Coordination of Programs:** As appropriate, the LEA plan is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. Â§1112(a)(1)(B)

**Assurance 3, Migratory Children:** The LEA will ensure that migratory and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. Â§1112(c)(1)

**Assurance 4, Private Schools:** The LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. Â§1112(c)(2)

**Assurance 5, NAEP:** The LEA will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). Â§1112(c)(3)

**Assurance 6, Cross Coordination:** The LEA will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Â§1112(c)(4)

**Assurance 7, Child Welfare Agency Point of Contact:** The LEA will collaborate with the state or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. Â§1112(c)(5)(A)

**Assurance 8, Child Welfare Agency Procedures:** The LEA will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. The procedures will:

- ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
- ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if
  - the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;

- the LEA agrees to pay for the cost of such transportation; or
- the LEA and the local child welfare agency agree to share the cost of such transportation. Â§1112(c)(5)(B)

**Assurance 9, Certification:** The LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Â§1112(c)(6). The LEA will also ensure parents are notified appropriately according to the "Parents Right-To-Know" provision. Â§1112(e)(1)(A-B)

- At the start of each school year (in a timely manner), and LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.
- When a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified, but teaching out-of-field, the LEA must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**Assurance 10, Early Childhood Education:** In the case of a LEA that chooses to use Title, I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). Â§1112(c)(7)

**Assurance 11a, Parent Consultation:** The LEA will ensure that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**Assurance 11b, School Parent and Family Engagement Policy:** The LEA will ensure that all requirements outlined in section 1116(b)(1-4) are met.

- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.
- If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection.
- If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state.

**Assurance 11c, Policy Involvement:** The LEA will ensure that each school served under this part shall meet all the requirements outlined in section 1116(c)(1-5).

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
- Provide parents of participating children - (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

**Assurance 11d, Shared Responsibilities for High Student Academic Achievement:** The LEA will ensure that all requirements outlined in section 1116(d)(1-2) are met.

- As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall - (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Assurance 11e, Building Capacity for Involvement:** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under this part will meet the requirements outlined in section 1116(e)(1-14).

**Assurance 11f, Accessibility:** The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

**Assurance 11g, Family Engagement in Education Programs:** In a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

**Assurance 12, Private School Consultation:** The LEA conducted timely and meaningful consultation with appropriate private school officials, will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to section 1116. Â§1117(a)(1)(A), Â§1117(a)(3)(B)

**Assurance 13, Private School and LEA Agreement:** After conducting the timely and meaningful consultation with appropriate private school officials, the LEA has submitted a copy of the agreement between the LEA and the private school to the ombudsman. Â§1117(b)(1)

**Assurance 14, Affirmation of Agreement:** The LEA has submitted to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the state educational agency. Â§1117(b)(5)

**Assurance 15, Methodology:** The LEA is in compliance with paragraph (1) a LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. Â§1118(b)(1-2)

**Assurance 16, Comparability:** The LEA is in compliance with the requirements of section 1118(c)(2) (A) concerning comparability if such agency has filed with the state educational agency a written assurance that such agency has established and implemented:

- a LEA-wide salary schedule;
- a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

**Assurance 17, English Language Learners (ELLs) Notification Requirements:** The LEA is in compliance with the requirements of section 1112(e)(3)(A-B), the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

**Assurance 18, Constitutionally Protected Prayer:** The LEA must certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year.

By checking this box, I hereby certify that the **Bay County District School Board** agrees to all Federal Assurances, and will abide by all federal, state and local laws.

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## Area of Focus

### Area of Focus 1

Area of Focus 1: <b>Student Achievement</b>	
1.	<p>Describe how the LEAs will monitor students' progress in meeting Florida's challenging academic standards by:</p> <p>a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;</p> <p><b>Response:</b> <i>Bay District monitors student progress in meeting our standards through our school-based, ongoing Bay District Schools (BDS) Professional Learning Community(PLC) processes that critically and cyclically look at student data, curriculum, instructional techniques for differentiation, and other resources that teachers pull from to meet individual student needs for instruction. Teachers display, as well as explain, daily learning targets which are based on the standards. These processes undergo the PLC teams examination for equity, viability, and consistency. All students have an equal opportunity to learn through these practices. BDS also provides an ELA instructional coach for observations, principals conduct regular classroom walk- throughs and provide specific and timely feedback to the teachers about the instruction. Report cards are more concrete examples of this work and documenting student progress toward the standards. We offer parents the opportunity to view immediate, up-to date student progress through the online Parent Portal.</i></p> <p>b. identifying students who may be at risk for academic failure (may use Early Warning Systems);</p> <p><b>Response:</b> <i>District Student Wellness Programs provide our schools a mental health continuum which focuses on improving the provision of early intervention of services and assists students that are dealing with trauma and violence. Schools use Strengths-based Social Emotional Learning Universal Screener: CoVitality Licenses to screen identified "at-risk" students and target specific and appropriate social emotional interventions.</i></p> <p>c. providing additional educational assistance to individual students the LEA or school determines need help in meeting Florida's challenging academic standards; and</p> <p><b>Response:</b> <i>BDS Mental Health and MTSS Teams train, guide and support students with the implementation of evidence-based mental health services for students with one or more co-occurring health or substance abuse diagnoses and students at high risk of such diagnoses. Examples of practices to support students at the Tier 2 level include, but are not limited to:</i></p> <ul style="list-style-type: none"><li>• <i>Check-In/Check-Out</i></li><li>• <i>Mentoring</i></li><li>• <i>Social Skills Groups</i></li><li>• <i>Online social skills programs including Zoo-U and Suite 360</i></li><li>• <i>PROMISE Para-professionals provide opportunities for recovery, reflection and re-entry to the classroom as an alternative to suspension (elementary schools only)</i></li></ul>



- *Social skills small groups for educationally relevant therapeutic intervention for anxiety, depression, grief and other adjustment issues.*

d. identifying and implementing instructional and other strategies intended to strengthen improve school conditions for student learning.

**Response:**

*The BDS Mental Health and MTSS Behavior Teams provide customized training and professional development (PD) to district staff and personnel who in turn utilize this information with students school-wide. Training topics include, but are not limited to, Trauma Informed Care, Tier 1 implementation, Classroom Management, Bullying, Brain Friendly Teaching, Youth Mental Health First Aid, and Positive Behavior Supports. The ultimate goal of the on-going PD is to build capacity and promote awareness and understanding of the importance of social emotional learning and its impact on students' achievement and well being.*

*The Botvin Life Skills Training Program is implemented at identified BDS elementary and middle schools. The Botvin Life Skills curriculum is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, opioid misuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.*

*The Merrell's Strong Kids curriculum is being made available to every school, including the charters. This is a student capacity building curriculum focusing on emotions and the social-emotional skills. Some of the topics include managing anger, reducing stress, and solving interpersonal problems. This scientifically-based curriculum has partially scripted lessons, handouts, and worksheets. Through this program, teachers have everything they need to implement the program with little added cost or preparation.*

*BDS uses the CofC referral process for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders that have been referred for, screened or given an assessment for mental health services or supports. This process is initiated at the school level by the school problem solving team or at the request of a parent but always with parental notification. The school completes demographic information about the student, the perceived problem(s) of the student and the parent's input. This information is then sent to the BDS Mental Health Team for review. Contact is made with the parent again to align the identified needs of the student with services of the BDS Mental Health team or Community Based Partners. Families' unique perception of mental health services requested, payscale and availability are all taken into consideration. The referral is then sent to the agency identified as most appropriate and they reach out to the families for the initial intake / assessment appointment and further services. If referred to a community based agency the agency will report back to the BDS Mental Health Team the date of the initial assessment as well as the date that services were initiated. The BDS Mental Health Team will coordinate to remove any barriers, if appropriate with the school based counselors, social workers and paraprofessionals that have direct contact with the student and parent.*

2. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*1. Classroom teachers to lower class size, beyond class size requirements, in grade levels or subject areas identified as in greatest need.*

*Elementary: 4 regular ed classrooms teacher – FTE 4 @ \$49,861 = Salaries \$199,443, Subs for teachers on sick/personal leave \$3,058; 58% of an ESE classroom teacher– FTE .58, Salary \$30,705*

*Middle School: 1 regular ed classroom teacher – FTE 1, Salary \$52,936; subs for teacher when on leave \$849*

*High School: 4 regular ed classroom teachers – FTE 4 @ \$51,602 = Salaries \$206,406, subs for teachers on leave \$3,388; 1 ESE classroom teacher – FTE 1, Salary \$52,936, subs for teacher when on leave \$850*

*Charter Schools: 3.5 teachers @ \$48,618 = Salaries \$170,164 (located in code L in the budget)*

*Total cost of activity 1: \$720,735*

*2. Intervention teachers to push in and pull out MRSS Tier II and Tier III students and provide supports in inclusion classrooms.*

*Elementary: 7 reg ed intervention teachers – FTE 6.721 \$61,578 Salaries \$413,863; subs for teachers on leave \$1,510; 2 ESE intervention teachers FTE 1.161 @ \$57,683 = Salary \$66,970; subs teachers when on leave \$793*

*Middle School: 4 reg ed intervention teachers – FTE 4.17 @ \$79,757 = Salaries \$332,588; subs for teachers when on leave \$1,681*

*High School: 1 reg ed intervention teacher – FTE 1, Salary \$60,869*

*Total cost of activity 2: \$878,274*

*3. Paraprofessionals to provide support in classrooms, conduct small group instruction, assist in the media centers, and manage computer labs.*

*Elementary: Reg ed classroom paras – FTE 108.919 @ \$14,848 = Salaries \$1,617,252 NOTE: \$378,394 of ROLL FORWARD FUNDS ARE INCLUDED IN THIS COST; temporary para if para resigns the last 9 weeks \$792; ESE classroom paras – FTE 5.12 @ \$18,724 = Salaries \$95,867, subs for paras when on leave \$680; Media paras – FTE 4.667 @ \$14,404 = Salaries \$67,232; Computer lab paras – FTE 1.833 @ \$16,666 = Salaries \$30,549*

*Middle School: Reg ed classroom paras – FTE 5.954 @ \$13,566 = Salaries \$80,773*

*High School: Reg ed classroom paras – FTE 16.75 @ \$16,664 = Salaries \$279,128; Computer lab paras – FTE 2.125 @ \$18,766 = Salaries \$39,879*

*Charter Schools: Classroom paras Salaries \$71,908 (located in code L in the budget)*

*Total cost of activity 3: \$2,284,060*

*4. Extended learning opportunities for students outside of the scheduled school day*

*Elementary: 5 schools offering afterschool tutorials for a total of 760 hrs and 1 school offering 36 hrs in July to assess upcoming kindergarten students – FTE.508, Salaries \$30,006; 1 ESE school offering before school tutorial for 30 min a day for a total of 89.5 hrs – FTE .082, Salary \$1,658 (para); 2 schools will offer summer reading programs and have the media open for students for a total of 111 hrs – FTE .025, Salaries \$4,180*

*Middle School: 1 school offering 81 hrs of before school tutoring – FTE .055, Salaries \$2,896*

*High School: 1 school offering a 2 day camp for upcoming 9th grade students; 1 school offering credit recovery for 12 days, 4 hrs a day during the month of June; and 1 school is offering 1 hr of credit recovery assistance before school for 108 days – FTE .133; (teachers) and .044 (para), Salaries \$12,178 (teachers) \$744 (para); 1 school opening the media center for students for 60 hrs during the month of July – FTE .041, Salary \$2,081.*

*Total cost of activity 4: \$53,743*

*5. Address needs of students having a negative impact on their learning*

*Elementary: 3 Social workers – FTE 3.050 @ \$51,180 = Salaries \$171,351; gas for district provided van for a rural school to address attendance issues by making home visits to transport students with attendance issues to school when they claim to have missed the bus \$500*

*High School: 1 Social worker – FTE 1, Salary \$55,177*

*Total cost of activity 5: \$227,028*

*6. Opportunities to the faculty to collect and analyze data, plan, and collaborate.*

*Pay supplements, beyond what is provided by the district, for teachers to serve on committees that make decisions that impact the school – 32 supplements, Cost \$78,556 reg ed and \$13,139 ESE; 8 guidance counselors to work a total of 982 hrs during the summer to plan and address targeted needs – FTE .44 Cost \$26,487; stipends for teachers to attend PLC and leadership team meetings outside of the school day, Saturdays, and during the summer – Cost \$497 for 3 10 month administrators during the summer, \$74,969 for teachers to meet for a total of 8,879 hours, and \$349 for intervention teachers for 24 hours. Substitutes to cover classrooms while teachers meet in PLCs for a total of 338 days – Cost \$37,175*

*Total cost of activity 6: \$231,172*

*7. Professional Development to address needs and initiatives at the schools.*

*A literacy coach split between 2 elementary schools to address the needs of teachers – FTE 1, Salary \$77,610; stipends to pay 67 teachers and 13 10 month administrators and teachers from Title I schools to attend School Improvement Training during the month of July – total of 80 participants cost \$4,482; 18 substitutes to cover classrooms while teachers attend conferences or training during the school day – Cost \$1,514; training in July/Aug for paraprofessionals, stipends for 116 paras Cost \$11,457; 330 travel expenses for PD (out of state events that are not offered in Florida - AVID, Council for Exceptional Children, and Ron Clark Academy; in state – FETC, visit Success Academy in Tallahassee)- Cost \$42,294; consumable supplies (binders, tab dividers, chart paper, post-its, markers) and books for book studies – Cost \$1098; Charter schools - \$1,585 for Project Based Learning starter kits (25 x \$31), Setting the Standard books (10 x 31); and \$500 for consumable supplies. (located in code L in the budget)*

*Total cost of activity 7: \$140,040*

*8. Other purchases to support and enhance core instruction and interventions in reading, math, and science*

*310 Contract with Brickz for Kids, Pensacola MESS Hall to provide students with hands on activities – 5100 \$2,194, 5200 \$2,000*

*360 – Rent lego sets with lesson plans for a year 5200 \$1,000*

*369 - Annual subscriptions – 5100 \$2936 for ED Helper and Planbook; 5200 \$1,967 for Help Kids Learn, IXL, Starfall, Tumble Books; 8 copier rentals to*

duplicate instructional materials 5100 \$26,332 (\$274.29 x 12 months x 8 schools).  
Total for 5100-369 \$29,268

390 – Printing of student planners \$7,930 (1,750 students x \$4.53)

510 – Binders with divider tabs for 250 students 5100 \$1,585; Classroom libraries 5100 \$8,469 (82 classroom x \$103.28) 5200 \$3,000 (15 classrooms x \$200); Performance Coach workbooks 5100 \$13,839 (1249 x \$11.08); Consumable supplies (classroom supplies- markers, post-its, tape, staples, pencils; and consumable science experiment materials) 5100 \$108,565 (528 teachers x \$205.62) 5200 \$3,511 (15 teachers x \$234); Duplicating paper for instructional materials 5100 \$53,298 (1974 cases x \$27); Student Planners 5100 \$350 (100 planners x \$3.50); Scholastic publications 5100 \$7,398 (1190 sets x \$6.22); Sharpeners 5100 \$324 (12 x \$27); Science manipulatives 5200 \$1,600; Osmo manipulatives 5200 \$1,110 (15 pks x \$24.45); Sensory items 5200 \$500; Getting to the Core Writing Books 5200 \$650 (20 x \$32.50)

519 - Chromebook cases 5100 \$575 (30 x \$19.17); graphing calculators 5100 \$3,870 (30 x \$129); Language translators \$690 (3 x \$230); Osmo 5200 \$498 (15 x 33.20); headphones 5100 \$3,040 (800 x \$3.80); mice 5100 \$680 (120 x \$5.66); replacement chargers 5100 \$1116 (75 x \$14.88); ink/toner to duplicate instructional materials 5100 \$26,945 (17 schools x \$1,584.98), 5200 \$2,735 (2 schools x \$1,367.50). Total for 519: 5100 \$36,916, 5200 \$3,233

644 - Chromebooks to use in the classroom 5100 \$222,145 (541 x \$385); PC for student use 5100 \$3,140 (4 x \$785), 5200 \$7,850 (10 x 785); ipads for Osmo 5200 \$2000 (4 x \$500); Total for 644 5100 \$225,285, 5200 \$9,850

649 – Chromebook carts 5100 \$4,710 (6 x \$785); printers for student use 5100 \$588 (4 x \$147)

7800-360 Charter bus for 4th grade students to go to Tallahassee \$6,250 (5 buses x \$1,250)

7800-790 District buses for extended learning to Biophilia, Wonder Works, Gulf World, Marianna Caverns, State Park \$9,314 (6 schools requesting - \$1,552,33 per school)

5100-393 Charter schools instructional supplies \$8,538 (38 teachers x \$224.68); duplicating paper \$1,400 (40 cases x \$35). Total for 394 \$9,938 (located in code L in the budget)

Total of activity 3: \$554,641

#### 9. Parent Engagement expenditures beyond the Parent Involvement set-aside

Pay parent liaisons to implement school level PFEPs - FTE 15.33 @ \$14,285 = Salaries \$218,991; Conduct parent workshops as planned in the PFEPs. Expenditures include: \$5,661 (190 hrs x \$29.79) to pay teachers stipends to conduct workshops and parent teacher conference outside of the school day when convenient for parents; \$17,915 (221 sub days x \$81.06) for substitutes to cover classrooms while teachers conduct parent-teacher conferences during the school day for parent who work at night. \$23,160 (20 schools x \$1,158) to purchase consumable supplies, workshop materials to give to parents to use at home with their students, light refreshments/meals for parents during meal times. Charter schools \$18 beyond the set aside for supplies. (located in code L in the budget)

Total cost for activity 9: \$265,745

10. The DSNAP program after Hurricane Michael caused an inflation of Direct Cert numbers in the Feb 2019 Date Certain count. Since the preliminary allocation is

based off these inflated numbers, the LEA is anticipating a decrease in the final allocation in July. \$863,013 of projected roll forward funds are placed in line 5100-622. If a decrease in funding occurs, these roll forward funds will be used to fill in the gap to prevent schools' budgets from changing. If there is not a decrease, the LEA will get stakeholder input on the best use of the funds and an amendment will be written. This is coded "I" in the budget.

## Area of Focus 2

### Area of Focus 2: Parent and Family Engagement Plan (PFEP)

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

a. Identify if the activity is at the LEA level and include the evidence-based research for each activity. The four levels of evidence may be used.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

#### **Response:**

*A.1 Employ an 8 hr District Parent Liaison to provide technical assistance and support to the schools to plan and implement their PFEPs (FTE 1 - salary \$39,899; \$600 in county travel; \$800 professional development travel expenses to a state provided conference); to coordinate with community agencies and housing authorities to conduct parenting workshops in the community and to conduct parenting workshops for the schools. Workshops will include Love and Logic, 5 Love Languages and Parent Portal to address communication issues. Expenses: 6150-379 MiFi hotspot \$36.5 X 12month = \$438; 6150-644 - 5 laptops for parent use X \$500 =\$2500; 6150-510 -Love & Logic workbooks 24 x \$9 = \$216, Five Love Languages of Children 24 X \$9 = \$216, \$300 for meeting refreshments or light meals, \$600 for consumable supplies for workshops and make-and-take materials such as colored paper, glue, laminating sheets, markers, post its; 6150-519 - Love & Logic Trauma Informed Care Program \$700; 6150-370 postage to mail parents workshop information 6 rolls x \$55 =\$330. Provide parents transportation, upon request to attend meetings, workshops, and appointments for community resources using a district provided van 6150-450 - \$300 gas, 6150-540 - \$75 oil changes, 6150-550 - \$1,000 repairs, 6150-560- \$50 tires. Total cost of activity \$48,024*

*A study published in the spring 2009 School Community Journal analyzed parenting behaviors such as parental language and stimulation. The study found that parents who attended the classes stimulated their children's language and cognitive development more than those parents who did not attend classes. Children of parents who attended the classes also had higher scores for cognitive outcomes. This study shows that parenting classes have a positive impact on parenting. Tier 2*

*A.2 Provide participating schools with Title I publications to distribute to parents that include: Right to Know Letter; PFEP Summaries; Title I Newsletter; Title I Parent Information: Spring Parent Surveys; and monthly copies of the Home and School Connection Newsletter to be distributed to parents at Title I elementary schools to provide parents information and strategies to use at home with their children. Expenses: 6150-510 \$688 for Home School Connection subscriptions, \$50 X 25 cases of colored paper = \$1,250; \$27 x 25 cases of white paper = \$675; 6150-350 - \$1,750 Rizo maintenance; 6150-519- \$2,000 ink/toner; Total cost of activity \$6,363.*

*The Power of Parents (Thigpen, D., Freedberg, L. and Frey, S. (2014) The Power of Parents: Research underscores the impact of parent involvement in schools. EdSource and New America Media). This report looks at research*

*showing that parent involvement in their children`s school is associated with a range of positive outcomes for students, including greater academic success, improved attitudes toward school, and a reduction in at-risk behavior. The research also shows that parent involvement leads to more teacher satisfaction. Newsletters are a great way to get parents involved who are not able to attend workshops at the schools due to work schedules or other barriers. Tier 2*

b. Identify if the activity is at the school level and include the evidence-based research for each activity. The four levels of evidence may be used.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*B.1 Maintain frequent and timely communications to parents. Expenses: 6150-369 \$13,976 – digital communications for All Pro Dads, iMom and 4 SMORE Newsletter \$749 and 4 copier rentals @ \$275.56 month = \$13,227; 6150-370 \$9,350 Postage 170 rolls x \$55 = \$9,350 ; 6150-390 \$8,810 - brochures 1700 x \$1=\$1,700, compacts 1800 x \$.50 = \$900, DoJo pads 20 x \$750 = \$150; planners 2550 x \$2.38= \$6,060; 6150-393 \$3,058 for charter schools for postage, paper, ink/toner; 6150-510 \$17,068 – colored paper 135 cases x \$50 = \$6,750, white paper 185 cases x \$27 = \$4,995, communication folders 2702 x \$1.82 = \$4,918, brochures 300 x \$1.35 = 405; 6150-519 \$17,738 – replace ink/toner 18 schools x \$985.44 . Total cost of activity \$70,000*

*Home-school collaboration refers to the relationship between families and schools where parents and educators work together to promote the academic and social development of children. Eighteen empirical studies of home-school collaboration interventions that also measured a school-based outcome were identified and evaluated according to guidelines outlined by the American Psychological Association's Division 16 Task Force on Evidence-Based Interventions in School Psychology. Based on the results of coding, it is concluded that home-school collaboration interventions are effective in helping achieve desired school outcomes for children, including changes in academic performance and school-related behavior. The most effective interventions are those where parents and school personnel work together to implement interventions utilizing a two-way exchange of information (e.g., parent-teacher action research teams), and those involving communication between school and home (e.g., daily report cards, school-to-home notes). Methodological strengths and limitations of home-school collaboration studies, as well as recommendations for future research, are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved) Tier 2*

- 2 **LEA Written Policy**-Each LEA that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement. Describe how the agency will:
- involve parents and family members in jointly developing the LEA plan under section 1112, and the development of support and improvement plans under paragraphs (1-2) of section 1111(d).
  - provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

- coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying-
  - i. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - iii. strategies to support successful school and family interactions;
- use the findings of such evaluation in subparagraph (D) to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

**Response:**

*The Title I District Parent Task Force is a committee composed of parents from each of the Title I schools. Input from the committee members during Task Force meetings, their responses from meeting evaluations, and their responses from a District Task Force Survey are used to develop the LEA's plan.*

*The LEA develops the Spring Parent Survey with the input of the District Parent Task Force. Prior to Spring Break, the LEA copies and distributes the surveys and creates online surveys for parents to complete. The survey results are used at the school level to plan and implement effective parent engagement activities. The Title I Supervisor and the Title I District Parent Liaison conduct school visits/webinars/emails/meetings to provide coordination, technical assistance, and supports to schools in implementing their PFEPs effectively. In-county travel is provided for the District Parent Liaison to make school visits to provide individual support, and out-of-county travel to learn new strategies from individuals with expertise in effectively engaging parents to share with the schools. The liaison will follow up with schools to ensure parents' suggestions and request to volunteer are acted upon. The LEA oversees the expenditures for parent engagement activities by requiring prior approval by the Title I supervisor for all purchases.*

*i. VPK - Title I and VPK work together to coordinate transition workshops for parents of students entering kindergarten. Pre-K families are invited to parenting events at their schools.*

*ii. Title III - Title I, Part A provides refreshments for parent workshops offered by Title III to the parents and families of ELL students. The bilingual clerk/parent liaison for the ESOL program will reach out to ESOL families to invite them to district provided workshops and will attend the events to translate.*

*iii. Title I, Part D - The Title I Supervisor collaborates with the Transition Specialist in the planning stages of the Title I, Part D application process and monitors implementation to ensure that all required parent involvement components are included.*

*The LEA develops the Spring Parent Survey with the input of the District Parent Task Force. Survey questions identify barriers, needs of the families, provides parents the opportunity to suggest strategies to support successful school and family interactions. Prior to Spring Break, the LEA copies and distributes the surveys and creates online surveys for parents to complete.*

*The Spring Parent Survey results are used at the school level to plan/revise the evidence based strategies in their PFEP. The LEA provides guidance and reviews the draft for approval.*

*The schools have established school advisory committees and membership is based on guidance from the SEA. These members take an active part in developing, revising, and reviewing the parent and family engagement plans. The LEA also has the District Parent Task Force to assist with the developing, revising, and reviewing of the LEA plan.*

### Area of Focus 3

#### Area of Focus 3: Homeless Education

- 1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.  
**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

1. Salary (FTE 1.0 \$90,139), in-county travel (\$1,100), and in-state travel for professional development (\$1,500) for the district's homeless liaison to provide homeless identification trainings for school staff, LEA staff, and community partners; and attend outreach opportunities to identify homeless students and youth as outlined in McKinney Vento Law. Conduct case management to ensure students identified as homeless are connected to resources to eliminate academic and attendance barriers. Currently, we have identified 3,368 homeless students. The total amount of this activity is \$92,739.

2. Salary (FTE .15 \$9,388), in-county travel (\$1,000), and in-state travel for professional development (\$1,500) for a social worker to provide homeless identification trainings for school staff, LEA staff, and community partners; and attend outreach opportunities to identify homeless students and youth as outlined in McKinney Vento Law. Conduct case management to ensure students identified as homeless are connected to resources to eliminate academic and attendance barriers. This social worker serves as the district's foster care contact who ensures successful enrollment and transfer of records of students placed in foster care and arranges transportation when it is in the child's best interest to stay in the school of origin. We currently have 3,368 homeless students and 190 students in foster care. This position is cost shared with Title IX. The total amount of this activity is \$11,888.

3. Salary (FTE .90 \$71,910) , in-county travel (\$1,400) and in-state travel for professional development (\$1,500) for an intervention teacher to provide wrap-around services for homeless high school students to ensure graduation success and preparation for post-secondary education as outlined in McKinney Vento Law. Currently, there are 769 homeless high school students. This position is cost shared with TIPA N&D set-aside. The total amount of this activity is \$74,810.

4. Salary (FTE .35 \$17,346) for 7 hr records clerk to process Student Residency Questionnaires, conduct data entry, and pull attendance and academic reports for the homeless liaison, social worker, and interventionists to analyze. This position is split funded with TIPA homeless set aside, TIPA N&D, and TIPA administration. The total cost of this activity is \$17,346



5. Purchase gas for district provided vans to transport parents and students, with no other means of transportation, to meetings at schools and appointments for community resources that impact students' attendance and academic success. Total cost of this activity is \$300 (120 gallons of gas x \$2.50 per gallon).

6. Pay the excess cost of district bus transportation to the school of origin. Total cost of this excess cost for in-county bus routes \$50,000. (13,888 excess miles X \$3.60 per mile based on the state's average per mile cost in 17-18 to transport a student)

7. Lack of housing after the hurricane caused a severe shortage of bus drivers. It is difficult to maintain the regular bus routes. With the extreme numbers of homeless students caused by the damage to their permanent housing, we are providing mileage reimbursement to parents for their excess miles to provide their child(ren) school of origin transportation at the state rate of .45 a mile. Currently, 49 parents are providing school of origin transportation. Total cost for this activity is \$10,000 (22,222 excess miles x .45 per mile)

#### Area of Focus 4

##### Area of Focus 4: **Neglected and Delinquent Education**

- 1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.  
**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

1. Salary (FTE .20 \$14,360) for 2 intervention teachers to mentor and provide wrap-around services for students transferring from juvenile facilities into Bay District high schools. One position is cost shared with TIPA homeless set-aside (90%) and the other position is cost shared with Title IX (90%). Currently, 54 high school students re-entered Bay District schools. Total cost of this activity is \$14,360.

2. Salary (FTE .29 \$26,292) for a transition specialist to oversee the transition of students from juvenile facilities to Bay District; which includes completing electronic education plans, working with juvenile probation officers at weekly detention review meetings, attending commitment staffing and community re-entry meetings, ensuring school records, including IEP's, are reviewed and disseminated to the appropriate people, and working with the students and parents to see that all of their needs are met. This position is split funded between TIPA N&D set-aside, IDEA, Adjudicated Youth, and Dropout Prevention. Currently, the transition specialist has assisted 155 students since the facility re-opened in September to transition to and from programs. The total cost of this activity is \$26,292.

3. Salary (FTE .175 \$8,674) for a 7 hr records clerk to maintain accurate N & D data and track the success of the students participating in the Credit Recovery Program paid for by Title I, Part D funds. Track attendance, behavior, and academics for the students who are case managed by the intervention teacher. This position split funded with TIPA N & D set-aside, TIPA homeless set-aside, and TIPA administrative funds. The cost of this activity is \$8,674.

4. Provide extended learning opportunities for students living at Hidle House, a temporary residential facility for up to 20 neglected children per night. Contract with Tutor Doctor to provide tutorial services for students 1 hour, twice a week, for 36 weeks @ \$60 an hour = \$4,320. \$90 for homework consumable supplies (paper, pencils, pens, notebooks). \$60 for computer headphones. \$200 to provide tech support to keep the Title I purchased computers updated and filtered. Total cost of this activity is \$4,670.

5. Purchase 20 UltraKey 6 Licenses @ 32.50 = \$650 to be used by 5th – 12th grade students residing at the DJJ facility for the career class to prepare students

for the workforce. The number of students to benefit is approximately 200 students in 20-21.

2 Describe how the LEA plan addresses the following Neglected and Delinquent Education areas between correctional and LEA facilities:

- a. Transitioning
- b. Dropout Prevention. (View [Dropout Prevention Contact List](#))
- c. Educational Achievement
- d. Educational Quality

**Response:**

*a. Transitioning - The LEA ensures educational continuity for neglected and delinquent students by employing a Transition Specialist to oversee student transition into DJJ educational programs and back into the school system.*

*b. Drop-out Prevention – The LEA employs two intervention teachers to mentor and link high school students released from juvenile facilities to resources to ensure academic success and prevent them from dropping out of school.*

*c. Educational Achievement –Extended learning activities are provided for neglected students living at Hidle House.*

*d. Educational Quality – The LEA provides all teachers, including the teachers at the DJJ facility, on-going PD opportunities.*

**Area of Focus 5**

**Area of Focus 5: Educational Services Funded at the LEA Level**

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*Salary (FTE 1.027 \$70,324), in-county travel (\$500), consumable supplies (\$500) for a staff training specialist to provide, starting at the greatest need schools, supports for implementing their core behavior program and job embedded professional development for teachers with the highest number of referrals or identified as in-need of support in classroom management. Includes five – eight hour work days prior to school starting to analyze data and plan with the behavior team. Currently, this position impacted approximately 70 teachers and 1,400 students. The total amount of this activity is \$71,324.*

**Area of Focus 6**

**Area of Focus 6: Discretionary Educational Services Funded at the School Level**

- The LEA will not implement any Discretionary Educational Services. If checked, then the section is not required.

**Area of Focus 7**

**Area of Focus 7: Early Childhood Services**

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*Title I, Part A funds are not used for Early Childhood Services.*

2 Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the district.

**Response:**

*na*

3 Describe how the LEA will ensure on-going progress monitoring measures will:

- a. align with Head Start Education Standards.
- b. be administered multiple times throughout the program.
- c. provide data to inform instructional focus and strategies for use by the classroom teacher.

**Response:**

*na*

4 Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

**Response:**

*Title I schools conduct transition meetings for pre-k students and their families in the spring as part of their Parent and Family Engagement Plan. The schools reach out to their neighborhood childcare facilities to invite parents. In addition, schools conduct an orientation for the new kindergartners and their parents the day before school starts.*

5 In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended with Title I, Part A (TIPA) early childhood programs.

Title I Preschool Blended with:	Number of children served with Title I		Total Number of Students		Describe method which will be used to identify students	Total TIPA Funds Used
	Age 3	Age 4	Age 3	Age 4		
Early Head Start/Head Start/Migrant and Seasonal Head Start	0.00	0.00	0.00	0.00	na	0.00
Home Instruction for Parents of Preschool Youngsters (HIPPY)	0.00	0.00	0.00	0.00	na	0.00
LEA Migrant Preschool Program	0.00	0.00	0.00	0.00	na	0.00
Prekindergarten Program for Children with Disabilities	0.00	0.00	0.00	0.00	na	0.00
Voluntary PreKindergarten (VPK)	0.00	0.00	0.00	0.00	na	0.00
na	0.00	0.00	0.00	0.00	na	0.00
na	0.00	0.00	0.00	0.00	na	0.00
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		

## Area of Focus 8

### Area of Focus 8: Private Schools

1 Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, parents, and teachers in private school within the LEA's service area.

**Response:**

*October – Obtain the most up-to-date Private School Directory from the State's website. Send an email inviting the non-profit private school contacts to the Federal Programs and Title I Initial Consultation meetings and attach the letter, agenda, and Intent to Participate form. Mail the invitation letter, agenda, and Intent to Participate form.*

*November – Conduct the Initial Consultation Meetings for all Federal Programs and for Title I.*

*November-Jan – Collect completed Intent to Participate forms.*

*February – The District will contact private schools to collect addresses, birthdates, and grade levels of students enrolled on Date Certain. Determine the students' school zones.*

*March – Calculate preliminary allocations using the proportionality method. Distribute surveys to evaluate the program.*

*April – Complete the program evaluation. The LEA meets with private school representatives individually to discuss the results of the evaluation and develop a Service Delivery Plan and Affirmation of Consultation. In consultation, it is determined whether or not to pool funds, consolidate funds, develop academic criteria for selecting students, determine the services and the method of delivery, and decide whether or not to use a Third Party Contractor. Services for parent involvement and professional development will be discussed.*

*May - June – Determine the students to receive services based on the selection criteria.*

*July – Mail parents a permission letter to start services when school begins. Purchase materials needed for services.*

*August – Begin implementing the services as outlined in the Service Delivery Plans.*

*September – June – Monitor implementation.*

2 Provide the method used for identifying low-income students for services in private schools. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials.

Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.

- a. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*1. Provide instructional services to eligible private school students during the school year as outlined in the Service*

*Delivery Plans. Expenditures include: 4 LEA intervention teachers – Salaries (FTE 4; Salaries \$227,788) for four intervention teachers to provide pull-out services during the school day; due to COVID 19 situation, substitute for teachers when out sick/personal leave (28 subs x \$80 day = \$2,240); 5100-369 \$4,264 - Licenses for Smarty Ants (\$25 x 22 students = \$550 PS Roll Forward), Achieve 3000 ELA (\$42 x 81 students = \$3,402 PS Roll Forward), Achieve 3000 Math (\$6 x 52 students = \$312 PS Roll Forward); 5100-510 consumable supplies – binders, paper, sticky notes, chart paper (\$108.79 x 6 schools = \$653 PS Roll Forward); 5100-519 \$1108 - printer ink (\$150 x 6 printers = \$900 PS Roll Forward), mice (\$5 x 26 = \$130 PS Roll Forward), headphones (26 x \$3 = \$78 PS Roll Forward), 5100-330 \$1000 - In county travel for teachers (\$250 x 4 teachers = \$1000.00 PS Roll Forward), 5100-644 Laptop computers (26 x \$500 = \$13,000 PS Roll forward will pay \$5,595 and instructional funds will pay \$7405.41). Total cost of activity = \$250,053*

*2. Provide extended year services by providing instruction services 12 days, 4 hours a day during the month of June. (Salary \$6,248 FTE .13 PS Roll Forward) Total cost of activity = \$6,248.*

*3. Provide parent engagement activities as outlined in the Service Delivery Plans. Pay teachers stipends after hours to conduct parent workshops at times convenient for parents (6 x \$59.66 = \$358 PS Parent involvement funds), (\$2,261.65 Parent workshop consumable materials, light refreshments, and materials to use to work with their students at home) Total cost of this activity = \$2,619.65*

*4. Provide the 4 LEA intervention teachers professional development to implement the new programs. 6400-369 (3 webinars @ \$695 each = \$2,085) Total cost of this activity \$2,085*

*5. Administration expenses – Pay 20% of a Title I Resource Teacher to monitor the implementation of the private school program. (FTE .2 Salary \$12,304) Indirect cost figured at: \$261,965 new funds + \$18,868 roll forward = \$280,833 - \$13,000 computers = \$267,833 applied 2.89% indirect cost formula = \$7,523. Total cost of this activity = \$19,827 PS Admin Cost*

- b. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. How often will this evaluation occur?

**Response:**

*Teachers Survey Results – in the spring*

*Student participation – monitored weekly*

*90% of students participating for 20 sessions or more will show growth based on their Program's assessment – in the spring*

*Parent workshop evaluations at the end of each workshop*

Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.

**Response:**

4 List the LEA's private school Point of Contact:

Name:	<i>Eugenia Robinson</i>
Title:	<i>Supervisor</i>
Phone Number:	<i>8507674354</i>
Email Address:	<i>robiner@bay.k12.fl.us</i>

**Area of Focus 9**

Area of Focus 9: **Foster Care**

1 Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.

**Response:**

*35,000.00*

2 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.

**Response:**

*1. The LEA point of contact will work with the CWA point of contact to arrange for transportation when it is in the foster child's best interest to remain at the school of origin. \$25,000 is set aside for the excess miles. (9,722 miles X \$3.60 per mile, based on the 17-18 state average cost to transport a student by bus)*

*2. Pay mileage reimbursement to foster care parents for the excess miles they drive to provide school of origin transportation. \$10,000 (22,222 miles x .45 per mile, based on the state mileage reimbursement rate).*

b. Successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.

**Response:**

*All registrars, schools' office staff, and CWA case managers have been trained in foster care enrollment laws. The LEA's foster care point of contact will provide training annually as a reminder that foster care students are enrolled immediately without the required documentation. The receiving school requests records from the sending school immediately. Upon receiving the request, the sending school transfers the records to the receiving school immediately.*

c. Development and implementation of clear, written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care in

collaboration with the appropriate Child Welfare Agency (CWA).

**Response:**

*The CWA's point of contact notifies the LEA's point of contact when there is a foster child making a change in placement. Information concerning the child is gathered by both agencies so that the most informed decision can be made about what is in the child's best interest. If it is determined that it is in the child's best interest to remain in the school of origin, then means of transportation will be discussed. If there is a school bus route in place, the student will ride that route at no charge. If there is not a route in place, then the following will be decided:*

*If available, transportation will be provided and funded by the CWA via:*

- Contracting with the foster parent or guardian of the child. (mileage reimbursement)*
- Issuing public transit passes.*
- Using a taxi service.*
- Collaborating with other public agencies.*

*If none of the above options are available, then district and Title I, Part A funds will be used to pay the excess cost of creating a new route or adding a new bus stop for the student. If a bus is not available and if CWA does not have funds to reimburse the foster parent to provide transportation, the LEA will reimburse the foster parent for mileage at the state rate.*

3 List the LEA's Foster Care Point of Contact:

Name:	Georgia Dockery
Title:	Social Worker
Phone Number:	850-767-4194
Email Address:	dockeg@bay.k12.fl.us

**Area of Focus 10**

Area of Focus 10: **College and Career Readiness**

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.  
**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*a. Increasing students' access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.*

*A.1 Provide additional opportunities for students to participate in dual enrollment classes – Expenses include: 5100-390 \$24,000 for instruction (30 credits x \$800);*

*5100-520 \$8,100 for textbooks for dual enrollment classes (90 textbooks x \$90);*

5100-510 \$3,432 for Springboard books that prepare students for AICE classwork (240 x \$14.30);

7800-790 \$500 to transport students to the local college to gain insight on the opportunities that are available.

Total cost of activity A.1: \$36,032

A.2 Pay intervention teachers to serve as graduation coaches to work with students on graduation and post-graduation plans; mentor students to ensure success FTE 3 @ \$60,059 = Salaries \$180,178

b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1112(c)(2).

B.1 Provide supports for students, teachers, and parents to improve student behaviors so that students are not removed from the classroom. Expenditures include: Behavior intervention teachers FTE 7.58 @ \$62,550 = Salaries \$472,136; Behavior paras FTE 14.54 @ \$19,595 Salaries \$284,913;

5100-393 \$30,327 Charter schools – (.5 of a behavior intervention teacher \$22,091.5 of a behavior para \$8,146)

B.2 Implement programs focused on teaching desirable character traits that will improve behavior. Programs and cost include: 5100-369 \$5,426 license subscriptions that provides data tracking and instructional materials (Core Essentials – 2 x \$250 and PBIS Rewards \$4,926 for 2 high schools);

5100-390 \$4,954 printing of posters of expectations and banners for the Leader in Me program and Ron Clark's Character Education program (4 banners x \$150, 4 2x4ft signs x \$50; 4 flags to designate house system x \$175, 2 posters x \$32, 1 lunchroom expectations sign x \$100, 11 exterior character ed signs x \$190);

5100-510 \$4,856 instruction materials (86 Champs posters x \$2.33; 62 Core Essential posters x \$5; 600 student Leader in Me books x \$3; 2 retractable stands for banners x \$165, and 277 student leadership guides x \$8);

5200-310 \$1,500 Contract with Willie Spears to teach ESE behavior students character traits that will help them be successful in school and beyond (2 visits x \$750);

Profession Development: 6400-310 \$65,320 (Leader in Meet contracts at 4 schools for training and coaching \$48,270; Restorative Justice contract for training at 3 schools \$17,050);

6400-510 \$3,255 for PD books for teachers (52 LIM books x \$15; 45 Champs books x \$55). Total cost of activity B2: \$85,311

c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.

C.1 Expand students opportunities to earn CTE certification by providing a supplemental CTE teacher FTE 1, Salary \$53,242, subs for when CTE teacher is out on leave \$850.

7800-790 \$500 Transport high school students to the local technical school to explore occupational opportunities. Total cost of activity C.1. \$54,592



- a. Increasing students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.

**Response:**

*Bay District Schools continues to offer early college access to students through Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment opportunities with Gulf Coast State College and Florida State University - Panama City Campus. Bay District Schools is part of the Florida Partnership for Minority and Underrepresented Student Achievement Grant. As a Florida Partnership district, we utilize tools, resources and support to move the College and Career Readiness agenda forward in powerful ways. This partnership has increased enrollment in early college access classes, along with opening up these classes to non-traditional students. Bay District Schools partners with Gulf Coast State College (GCSC) to establish Navigators at each of the high schools. These Navigators are employees of GCSC, housed on the high school campus, who focus on career counseling, transitioning from high school to post-secondary - which may include Technical Schools and/or military in addition to the traditional college/university path.*

- b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1112(c)(2).

**Response:**

*The school problem solving team will work alongside a school based team of mental health professionals called a triad team. This triad team consists of a bachelor's level, master's level and licensed clinician at each site. The focus of the team is to provide equitable access to behavioral support services within each school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.*

*School Based Triad SSCM (BS)*

*Focus: Provide an extra layer of support at core & more as a first responder to help manage student behaviors on campus.*

*MTSS-B support role*

- De-escalation of students- Individual needs assessments & problem solving support using restorative justice questioning*
- Triage student if de-escalation is not successful to PROMISE room, administration, Professional School, Triad C+ or C as appropriate*
- Support Tier 2 (CICO, ex) prepping, tracking and reviewing CICO student progress*
- Case Management support of CoC & Telehealth engagement*
- Home visits (BSW can complete social and developmental histories)*
- Support school core behavior initiatives*
- Complete DCF spreadsheet updates in FOCUS*

*School Based Triad C (MS)*

*Main Purpose: Provide an extra layer of support, focus on T2 student mental health services*

*MTSS - B support role*

- *Universal screeners co-vitality, SDQ for identification of needs*
- *Psychoeducational social skills groups*
- *Targeted therapeutic social skills groups*
- *Monitors assessments and participation in online SEL programs (ZooU, BDS360, etc) and provides face to face reflection and goal setting with the students in the program weekly*
- *Monitor documentation and problem solve with teachers*

*Other at the request school admin/counselor:*

- *Observe classroom environments to determine core behavior strengths and opportunities for improvement.*
- *Observe & provide feedback on T2 students*
- *Home visits*

*School Based Triad C+ (Licensed)*

*Main Purpose: Provide an extra layer of support, focus on T3 student mental health services*

*MTSS-B support role*

- *Provides individual therapy for Tier 3 students who need support beyond the group setting*
- *Differentiating- Behavior and Mental Health Issues & refers to Student Wellness MHT for additional consultation or higher levels of care beyond the school scope of care*
- *FBA/BIP draft development*
- *Targeted support and teaching for implementing PBIP and PM. (making sure modeling and coaching of strategies occurs with classroom teachers and staff)*
- *Will monitor fidelity of PBIP, decide if needs revisions/adaptations, review with psych.*
- *Participates in MTSS data chats & discusses MTSS:B data*

*Other at the request school admin/counselor:*

- *Classroom observations*
- *Soc/Dev History, Interest Inventories, etc.*
- *Win-Win Discipline/Restorative Justice coaching*

*All elementary schools will continue implementing an In-School Suspension program that is proactive and restorative in nature. Each elementary school will have a P.R.O.M.I.S.E. (Preventing Recidivism through Opportunities, Mentoring, Interventions, Support and Education) Room. The goal of this*

*program is to provide students who have committed a behavioral infraction the necessary time to recover, reflect, and return to class, ultimately decreasing discipline incidents and increasing instructional time for students. The room will be supplied with children's social skills literature, de-escalation and sensory materials, and technology for students to complete web-based social skills activities. The P.R.O.M.I.S.E. program will have interventions and restorative strategies embedded within the guidelines in an effort to positively impact and change problem behavior.*

*Canvas based course will also be available for flexible training opportunities in the areas of Multi-Tiered Systems of Support for Behavior (MTSS: B), Restorative Justice practices, Win-Win Discipline classroom strategies, BDS Threat and Suicide Assessment and protocols, trauma informed classrooms, crisis prevention intervention and de-escalation, and functional behavior assessments and positive behavior intervention plans.*

- c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.

**Response:**

*Bay District Schools has Career Pathway Programs at each of the 6 district high schools and CTE classes at the 8 middle schools. There are 45 programs around the county representing the 15 Career Pathways: Engineering, Digital Information/Business Technology/Digital Media, Construction, Agriculture Science and Technology, Health Science, Culinary, Unmanned Flight, Entrepreneurship, Manufacturing, Early Childhood Education, Gaming and Simulation, Unmanned Systems, IT/Cybersecurity, Hospitality and Tourism Management, Athletic Training and Computer Science. These programs rely on regular interactions with businesses, the community and post-secondary educational providers like Gulf Coast State College, Florida State Panama City, Haney Technical Center etc. Career and Technical programs invite public speakers to present to their classes, visit post-secondary programs that fit with their career aspirations, participate in job experiences like internships, job shadowing and co-op. Bay District students have earned 5,267 Industry Certifications in the last 5 years. Bay District Schools CTE Programs will be hosting their 2nd annual CTE Mini-Conference and Job Fair for CTE seniors from every county school. This event will include soft-skills like resumes, dressing for your interview, 1st Day Paperwork, and post-secondary educational and job opportunities.*

**Area of Focus 11**

**Area of Focus 11: Administrative Costs**

- 1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*Administrative funds will be used to provide technical assistance to Title I schools on the current state and federal Title I guidelines; collect documentation, and monitor implementation.*

- 1. Title I Supervisor to write the TIPA grant, to monitor and approve expenditures, and provide guidance to all stakeholders to ensure compliance with regulations. Expenditures: FTE 1, salary \$113,215.*

2. 80% of a Title I Resource Teacher to provide support to the Title I schools in implementing their Title I school-wide plans and PFEPs with fidelity. 20% of the salary is paid from private school admin to oversee the private school program. Expenditures: FTE .8, salary \$50,774.

3. Administrative assistant to manage district set-aside budgets and a portion of the Title I schools' budgets. A clerk to manage the remaining schools' budgets, provide technical assistance to secretaries, and oversee Time and Effort Logs. Expenditures: FTE 2, salaries \$87,164

4. 40% of a records clerk to enter accurate data and collect documentation. The position is cost shared with N & D set aside (20%) and homeless set aside (40%). Expenditure: FTE.4, salary \$17,346

5. Staff travel expenses for out of town Title I related conferences and meetings 6400-330 \$6,000 and in town travel to provide assistance at schools and private schools 6300-330 \$1,200. Total expenditures: \$7,200

6. Title I office related expenditures: Rizo maintenance 6300-350 \$1,000; copier rental 6300-369 \$2000; postage 6300-370 \$300; consumable supplies (binders, notebook dividers, pens, sticky notes) 6300-510 \$2,407.56; ink/toner 6300-519 \$2,000; PC for resource teacher and replace out dated computers \$930 x 5 = \$4,650 Total cost: \$12,357.56

7. Title I Crate for all Title I schools to evaluate implementation and maintain documentation for monitoring. 6300-369 \$12,600 and webinar training 6400-369 \$1,200 Total cost: \$13,800

8. Stipends for a Title I School-wide Program Coordinator at each of the 21 school sites and 3 charter school sites to serve as the school contact for the Title I district office. They are responsible for collecting and submitting school documentation into the Crate; presenting Title I information at faculty meetings, SAC meetings, and parent events; monitoring the school's implementation of their School Improvement Plan and their Parent and Family Engagement Plan. A summer training will be held to review responsibilities and expectations. Expenditures: Stipends for coordinators = \$55,670 and at charter schools \$7,286; stipends for summer training \$1,835 and at charter schools \$262. Total cost: \$65,053.

9. Indirect Cost - Plan B 2.89% \$214,392.44 for all but private schools. Private school indirect cost is coded H-1 Activity 5.

## Other Requirements

### 1 Reporting Requirements

- a. Describe the methods and timelines the LEA utilizes to disseminate information about this plan to the appropriate stakeholders and to report student and program outcomes to school staff, parents, and the community.

**Response:**

*Following the approval of this application in the fall (Aug/Sept), information about the contents will be summarized in the Title I Newsletter disseminated electronically to all Title I parents using Peach Jar. A digital copy will be given to schools so they may disseminate it electronically using their preferred method. Information will include goal outcomes from the previous year, the LEA planned activities, and school allocations. The newsletter will be provided in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*

- b. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and /or staff data reporting system. Include the process for reporting services provided to students attending private schools, students in targeted assistance programs, migrant students in Title I, Part A programs, neglected and delinquent children and youth served through the Title I, Part A reservation, as well as students experiencing homelessness and who are served through the Title I, Part A reservation.

**Response:**

*The LEA's MIS team provides data entry training for data clerks and other personnel who input data. To ensure accuracy and consistency, a Title I clerk enters homeless data and the Homeless Liaison reviews and verifies the accuracy of the data for homeless students throughout the school year. The Title I clerk enters data for at-risk students in the credit recovery programs at the high schools. She also enters data for the private school students and it is verified prior to surveys. The Transition Specialist and the clerk for N & D students do the same for DJJ students. Bay District collaborates with PAEC for migrant services. PAEC and the Title III instructional specialist verifies migrant data. Teacher certification and highly qualified paraprofessional data is sent to DOE three times a year as part of the employee demographics file. These transmissions occur in October (survey 2), February (survey 3) and July (survey 5). The DOE has defined data edits that we have programmed into our local system to ensure that the data is accurate. Further data edits and cross-edits occur at DOE when our extract data is transmitted to them.*

### 2 Requirement of Equitable Representation of Teachers

List the action steps that the LEA will follow to ensure that low-income and minority students are not being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.

**Response:**

*Bay District is currently experiencing a teacher shortage. Recruitment and Retention Bonuses are offered for our DA schools. Out of field teachers are given a year to complete their area of certification or complete six semester hours towards certification. If the percentage of ineffective teachers at DA schools are out of alignment with non DA schools, ineffective teachers are transferred out of the schools. Of the 30 Bay District's public schools, all but 8 are Title I.*

## Non-Public School Eligibility

District Level Data: **Date Certain: 02/07/2020, pooling | Form B Proportionality**  
**All 6 private schools are pooling their funds.**

<b>Total Private School Allocation</b>	\$ 261,965.00
<b>Private School Administrative Cost Reservation</b>	\$ 19,827.00
<b>Total Remaining Allocation</b>	\$ 242,138.00

	A	B	C	D	E	H	I	J	K	L
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	School Number for PSAA in which Private School Students Reside	Public School Attendance Area FRPL% and CEP%	Number of Children from Low Income Families	PPA Private School Service	Nonpublic School Equitable Allocation	Dollars Allocated (Pooling)*
1	Panama City Advanced School	1406	PK-12	14	0061	53.99%	7.56	998.71	7,989.68	7,550.25
2	Panama City Advanced School	1406	PK-12	2	0111	76.03%	1.52	998.71	1,997.42	1,518.04
3	Panama City Advanced School	1406	PK-12	16	0151	65.42%	10.47	998.71	9,987.10	10,456.49
4	Panama City Advanced School	1406	PK-12	14	0161	70.94%	9.93	998.71	9,987.10	9,917.19
5	Panama City Advanced School	1406	PK-12	1	0071	57.17%	0.57	998.71	998.71	569.26
6	Panama City Advanced School	1406	PK-12	18	0471	65.45%	11.78	998.71	11,984.52	11,764.80
7	Panama City Advanced School	1406	PK-12	2	0211	82.31%	1.65	998.71	1,997.42	1,647.87
8	Panama City Advanced School	1406	PK-12	1	0221	51.34%	0.51	998.71	998.71	509.34
9	Panama City	1406	PK-12	2	0511	51.29%	1.03	998.71	998.71	1,028.67

	Advanced School									
10	Saint John Catholic School	0939	PK-08	2	0091	81.86%	1.64	998.71	1,997.42	1,637.88
11	Saint John Catholic School	0939	PK-08	3	0111	76.03%	2.28	998.71	1,997.42	2,277.06
12	Saint John Catholic School	0939	PK-08	4	0341	66.29%	2.65	998.71	2,996.13	2,646.58
13	Saint John Catholic School	0939	PK-08	6	0151	65.42%	3.93	998.71	3,994.84	3,924.93
14	Saint John Catholic School	0939	PK-08	13	0161	70.94%	9.22	998.71	8,988.39	9,208.11
15	Saint John Catholic School	0939	PK-08	11	0131	77.08%	8.48	998.71	7,989.68	8,469.06
16	Saint John Catholic School	0939	PK-08	2	0071	57.17%	1.14	998.71	998.71	1,138.53
17	Saint John Catholic School	0939	PK-08	10	0471	65.45%	6.55	998.71	6,990.97	6,541.55
18	Saint John Catholic School	0939	PK-08	5	0211	82.31%	4.12	998.71	3,994.84	4,114.69
19	Saint John Catholic School	0939	PK-08	2	0221	51.34%	1.03	998.71	998.71	1,028.67
20	Saint John Catholic School	0939	PK-08	1	0511	51.29%	0.51	998.71	998.71	509.34
21	Saint John Catholic School	0939	PK-08	2	0262	51.37%	1.03	998.71	998.71	1,028.67
22	Holy Nativity Episcopal School	0704	PK-08	4	0101	75.48%	3.02	998.71	2,996.13	3,016.10
23	Holy	0704	PK-08	2	0091	81.86%	1.64	998.71	1,997.42	1,637.88

	Nativity Episcopal School									
24	Holy Nativity Episcopal School	0704	PK-08	35	0111	76.03%	26.61	998.71	26,965.17	26,575.67
25	Holy Nativity Episcopal School	0704	PK-08	9	0341	66.29%	5.97	998.71	5,992.26	5,962.30
26	Holy Nativity Episcopal School	0704	PK-08	11	0151	65.42%	7.20	998.71	6,990.97	7,190.71
27	Holy Nativity Episcopal School	0704	PK-08	39	0161	70.94%	27.67	998.71	27,963.88	27,634.31
28	Holy Nativity Episcopal School	0704	PK-08	3	0131	77.08%	2.31	998.71	1,997.42	2,307.02
29	Holy Nativity Episcopal School	0704	PK-08	6	0071	57.17%	3.43	998.71	2,996.13	3,425.58
30	Holy Nativity Episcopal School	0704	PK-08	18	0471	65.45%	11.78	998.71	11,984.52	11,764.80
31	Holy Nativity Episcopal School	0704	PK-08	5	0211	82.31%	4.12	998.71	3,994.84	4,114.69
32	Holy Nativity Episcopal School	0704	PK-08	3	0221	51.34%	1.54	998.71	1,997.42	1,538.01
33	Holy Nativity Episcopal School	0704	PK-08	2	0511	51.29%	1.03	998.71	998.71	1,028.67
34	Holy Nativity Episcopal School	0704	PK-08	3	0262	51.37%	1.54	998.71	1,997.42	1,538.01
35	Eagle Nest Christian Academy	5193	PK-12	4	0061	53.99%	2.16	998.71	1,997.42	2,157.21
36	Eagle Nest Christian Academy	5193	PK-12	2	0101	75.48%	1.51	998.71	1,997.42	1,508.05



37	Eagle Nest Christian Academy	5193	PK-12	3	0091	81.86%	2.46	998.71	1,997.42	2,456.83
38	Eagle Nest Christian Academy	5193	PK-12	6	0111	76.03%	4.56	998.71	4,993.55	4,554.12
39	Eagle Nest Christian Academy	5193	PK-12	1	0151	65.42%	0.65	998.71	998.71	649.16
40	Eagle Nest Christian Academy	5193	PK-12	3	0161	70.94%	2.13	998.71	1,997.42	2,127.25
41	Eagle Nest Christian Academy	5193	PK-12	2	0471	65.45%	1.31	998.71	998.71	1,308.31
42	Eagle Nest Christian Academy	5193	PK-12	1	0211	82.31%	0.82	998.71	998.71	818.94
43	Eagle Nest Christian Academy	5193	PK-12	5	0341	66.29%	3.31	998.71	2,996.13	3,305.73
44	Northwest Florida Academy	9431	KG-12	1	0101	75.48%	0.75	998.71	998.71	749.03
45	Northwest Florida Academy	9431	KG-12	1	0091	81.86%	0.82	998.71	998.71	818.94
46	Northwest Florida Academy	9431	KG-12	1	0211	82.31%	0.82	998.71	998.71	818.94
47	Gulf Coast School for Autism	6476	PK-12	3	0061	53.99%	1.62	998.71	1,997.42	1,617.91
48	Gulf Coast School for Autism	6476	PK-12	1	0101	75.48%	0.75	998.71	998.71	749.03
49	Gulf Coast School for Autism	6476	PK-12	1	0091	81.86%	0.82	998.71	998.71	818.94
50	Gulf Coast School for Autism	6476	PK-12	1	0151	65.42%	0.65	998.71	998.71	649.16
51	Gulf Coast	6476	PK-12	3	0161	70.94%	2.13	998.71	1,997.42	2,127.25

	School for Autism									
52	Gulf Coast School for Autism	6476	PK-12	1	0071	57.17%	0.57	998.71	998.71	569.26
53	Gulf Coast School for Autism	6476	PK-12	1	0471	65.45%	0.65	998.71	998.71	649.16
54	Gulf Coast School for Autism	6476	PK-12	3	0211	82.31%	2.47	998.71	1,997.42	2,466.81
55	Gulf Coast School for Autism	6476	PK-12	2	0341	66.29%	1.33	998.71	998.71	1,328.28
56	Gulf Coast School for Autism	6476	PK-12	1	0221	51.34%	0.51	998.71	998.71	509.34
57	Gulf Coast School for Autism	6476	PK-12	1	0251	78.45%	0.78	998.71	998.71	778.99
58	Northwest Florida Academy	9431	PK-12	1	0461	49.21%	0.49	998.71	0.00	489.37
59	Gulf Coast School for Autism	6476	PK-12	1	0081	50.31%	0.50	998.71	998.71	499.36
60	Gulf Coast School for Autism	6476	PK-12	2	0461	49.21%	0.98	998.71	998.71	978.74
61	Holy Nativity Episcopal School	0704	PK-08	5	0081	50.31%	2.52	998.71	2,996.13	2,516.75
62	Holy Nativity Episcopal School	0704	PK-08	11	0461	49.21%	5.41	998.71	4,993.55	5,403.02
63	Saint John Catholic School	0939	PK-08	10	0081	50.31%	5.03	998.71	4,993.55	5,023.51
64	Saint John Catholic School	0939	PK-08	3	0461	49.21%	1.48	998.71	998.71	1,478.09
65	Panama City	1406	PK-12	10	0081	50.31%	5.03	998.71	4,993.55	5,023.51

	Advanced School									
66	Panama City Advanced School	1406	PK-8	4	0461	49.21%	1.97	998.71	1,997.42	1,967.46
<b>Totals</b>				366			242.45		247,680.08	242,137.18

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## **General Education Provisions Act**

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>



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**Bay County District School Board**

**EQUITABLE PROPORTION OF FUNDS**

<b>Total District Allocation</b>		\$7,506,151.00
<b>Number of Public CLIF</b>	<b>Number of Private CLIF</b>	<b>Total CLIF</b>
6696	242	6938.00
<b>Total Public School Proportion</b>	<b>Total Private School Proportion</b>	
96.51%	3.49%	
<b>Total Public School Allocation</b>	<b>Total Private School Allocation</b>	
\$ 7,244,186.00	\$ 261,965.00	
	<b>Private School Administrative Cost Reservation</b>	
	\$ 19,826.94	

## Federal Requirements - Specific Program Assurances

In order to request funding, LEAs must agree to the following assurances and ensure that schools served substantially help children meet Florida's challenging academic standards.

**Assurance 1, Collaboration:** The LEA plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and parents of children in schools served under Title I. Â§1112(a)(1)(A)

**Assurance 2, Coordination of Programs:** As appropriate, the LEA plan is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. Â§1112(a)(1)(B)

**Assurance 3, Migratory Children:** The LEA will ensure that migratory and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. Â§1112(c)(1)

**Assurance 4, Private Schools:** The LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. Â§1112(c)(2)

**Assurance 5, NAEP:** The LEA will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). Â§1112(c)(3)

**Assurance 6, Cross Coordination:** The LEA will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Â§1112(c)(4)

**Assurance 7, Child Welfare Agency Point of Contact:** The LEA will collaborate with the state or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. Â§1112(c)(5)(A)

**Assurance 8, Child Welfare Agency Procedures:** The LEA will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. The procedures will:

- ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
- ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if
  - the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
  - the LEA agrees to pay for the cost of such transportation; or
  - the LEA and the local child welfare agency agree to share the cost of such transportation. Â§1112(c)(5)(B)

**Assurance 9, Certification:** The LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Â§1112(c)(6). The LEA will also ensure parents are notified appropriately according to the "Parents Right-To-Know" provision. Â§1112(e)(1)(A-B)

- At the start of each school year (in a timely manner), and LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.
- When a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified, but teaching out-of-field, the LEA must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**Assurance 10, Early Childhood Education:** In the case of a LEA that chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). Â§1112(c)(7)

**Assurance 11a, Parent Consultation:** The LEA will ensure that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**Assurance 11b, School Parent and Family Engagement Policy:** The LEA will ensure that all requirements outlined in section 1116(b)(1-4) are met.

- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

- If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection.
- If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state.

**Assurance 11c, Policy Involvement:** The LEA will ensure that each school served under this part shall meet all the requirements outlined in section 1116(c)(1-5).

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
- Provide parents of participating children - (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

**Assurance 11d, Shared Responsibilities for High Student Academic Achievement:** The LEA will ensure that all requirements outlined in section 1116(d)(1-2) are met.

- As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall - (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Assurance 11e, Building Capacity for Involvement:** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under this part will meet the requirements outlined in section 1116(e)(1-14).

**Assurance 11f, Accessibility:** The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

**Assurance 11g, Family Engagement in Education Programs:** In a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

**Assurance 12, Private School Consultation:** The LEA conducted timely and meaningful consultation with appropriate private school officials, will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to section 1116,  $\text{\AA}$ 1117(a)(1)(A),  $\text{\AA}$ 1117(a)(3)(B)

**Assurance 13, Private School and LEA Agreement:** After conducting the timely and meaningful consultation with appropriate private school officials, the LEA has submitted a copy of the agreement between the LEA and the private school to the ombudsman,  $\text{\AA}$ 1117(b)(1)

**Assurance 14, Affirmation of Agreement:** The LEA has submitted to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the state educational agency,  $\text{\AA}$ 1117(b)(5)

**Assurance 15, Methodology:** The LEA is in compliance with paragraph (1) a LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A,  $\text{\AA}$ 1118(b)(1-2)

**Assurance 16, Comparability:** The LEA is in compliance with the requirements of section 1118(c)(2)(A) concerning comparability if such agency has filed with the state educational agency a written assurance that such agency has established and implemented:

- a LEA-wide salary schedule;
- a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

**Assurance 17, English Language Learners (ELLs) Notification Requirements:** The LEA is in compliance with the requirements of section 1112(e)(3)(A-B), the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English



learner identified for participation or participating in such a program. For children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

**Assurance 18, Constitutionally Protected Prayer:** The LEA must certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year.

By checking this box, I hereby certify that the **Bay County District School Board** agrees to all Federal Assurances, and will abide by all federal, state and local laws.

## Area of Focus

### Area of Focus 1

#### Area of Focus 1: Student Achievement

1. Describe how the LEAs will monitor students' progress in meeting Florida's challenging academic standards by:

a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

**Response:**

*Bay District monitors student progress in meeting our standards through our school-based, ongoing Bay District Schools (BDS) Professional Learning Community(PLC) processes that critically and cyclically look at student data, curriculum, instructional techniques for differentiation, and other resources that teachers pull from to meet individual student needs for instruction. Teachers display, as well as explain, daily learning targets which are based on the standards. These processes undergo the PLC teams examination for equity, viability, and consistency. All students have an equal opportunity to learn through these practices. BDS also provides an ELA instructional coach for observations, principals conduct regular classroom walk-throughs and provide specific and timely feedback to the teachers about the instruction. Report cards are more concrete examples of this work and documenting student progress toward the standards. We offer parents the opportunity to view immediate, up-to date student progress through the online Parent Portal.*

b. identifying students who may be at risk for academic failure (may use Early Warning Systems);

**Response:**

*District Student Wellness Programs provide our schools a mental health continuum which focuses on improving the provision of early intervention of services and assists students that are dealing with trauma and violence. Schools use Strengths-based Social Emotional Learning Universal Screener: CoVitality Licenses to screen identified "at-risk" students and target specific and appropriate social emotional interventions.*

c. providing additional educational assistance to individual students the LEA or school determines need help in meeting Florida's challenging academic standards; and

**Response:**

*BDS Mental Health and MTSS Teams train, guide and support students with the implementation of evidence-based mental health services for students with one or more co-occurring health or substance abuse diagnoses and students at high risk of such diagnoses. Examples of practices to support students at the Tier 2 level include, but are not limited to:*

- *Check-In/Check-Out*
- *Mentoring*
- *Social Skills Groups*
- *Online social skills programs including Zoo-U and Suite 360*
- *PROMISE Para-professionals provide opportunities for recovery, reflection and re-entry to the classroom as an alternative to suspension (elementary schools only)*
- *Social skills small groups for educationally relevant therapeutic intervention for anxiety, depression, grief and other adjustment issues.*

d. identifying and implementing instructional and other strategies intended to strengthen improve school conditions for student learning.

**Response:**

*The BDS Mental Health and MTSS Behavior Teams provide customized training and professional development (PD) to district staff and personnel who in turn utilize this information with students school-wide. Training topics include, but are not limited to, Trauma Informed Care, Tier 1 implementation, Classroom Management, Bullying, Brain Friendly Teaching, Youth Mental Health First Aid, and Positive Behavior Supports. The ultimate goal of the on-going PD is to build capacity and promote awareness and understanding of the importance of social emotional learning and its impact on students' achievement and well being.*

*The Botvin Life Skills Training Program is implemented at identified BDS elementary and middle schools. The Botvin Life Skills curriculum is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, opioid misuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.*

*The Merrell's Strong Kids curriculum is being made available to every school, including the charters. This is a student capacity building curriculum focusing on emotions and the social-emotional skills. Some of the topics include managing anger, reducing stress, and solving interpersonal problems. This scientifically-based curriculum has partially scripted lessons, handouts, and worksheets. Through this program, teachers have everything they need to implement the program with little added cost or preparation.*

*BDS uses the CofC referral process for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders that have been referred for, screened or given an assessment for mental health services or supports. This process is initiated at the school level by the school problem solving team or at the request of a parent but always with parental notification. The school completes demographic information about the student, the perceived problem(s) of the student and the parent's input. This information is then sent to the BDS Mental Health Team for review. Contact is made with the parent again to align the identified needs of the student with services of the BDS Mental Health team or Community Based Partners. Families' unique perception of mental health services requested, paysource and availability are all taken into consideration. The referral is then sent to the agency identified as most appropriate and they reach out to the families for the initial intake / assessment appointment and further services. If referred to a community based agency the agency will report back to the BDS Mental Health Team the date of the initial assessment as well as the date that services were initiated. The BDS Mental Health Team will coordinate to remove any barriers, if appropriate with the school based counselors, social workers and paraprofessionals that have direct contact with the student and parent.*

2. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (Numbering the activities will be essential to connect each activity to a budget line.)

**Response:**

1. Classroom teachers to lower class size, beyond class size requirements, in grade levels or subject areas identified as in greatest need.

Elementary: 4 regular ed classrooms teacher – FTE 4 @ \$49,861 = Salaries \$199,443, Subs for teachers on sick/personal leave \$3,058; 58% of an ESE classroom teacher– FTE .58, Salary \$30,705

Middle School: 1 regular ed classroom teacher – FTE 1, Salary \$52,936; subs for teacher when on leave \$849

High School: 4 regular ed classroom teachers – FTE 4 @ \$51,602 = Salaries \$206,406, subs for teachers on leave \$3,388; 1 ESE classroom teacher – FTE 1, Salary \$52,936, subs for teacher when on leave \$850

Charter Schools: 3.5 teachers @ \$48,618 = Salaries \$170,164 (located in code L in the budget)

Total cost of activity 1: \$720,735

2. Intervention teachers to push in and pull out MRSS Tier II and Tier III students and provide supports in inclusion classrooms.

Elementary: 7 reg ed intervention teachers – FTE 6.721 @ \$61,578 Salaries \$413,863; subs for teachers on leave \$1,510; 2 ESE intervention teachers FTE 1.161 @ \$57,683 = Salary \$66,970; subs teachers when on leave \$793

Middle School: 4 reg ed intervention teachers – FTE 4.17 @ \$79,757 = Salaries \$332,588; subs for teachers when on leave \$1,681

High School: 1 reg ed intervention teacher – FTE 1, Salary \$60,869

Total cost of activity 2: \$878,274

3. Paraprofessionals to provide support in classrooms, conduct small group instruction, assist in the media centers, and manage computer labs.

Elementary: Reg ed classroom paras – FTE 108.919 @ \$14,848 = Salaries \$1,617,252 NOTE: \$378,394 of ROLL FORWARD FUNDS ARE INCLUDED IN THIS COST; temporary para if para resigns the last 9 weeks \$792; ESE classroom paras – FTE 5.12 @ \$18,724 = Salaries \$95,867, subs for paras when on leave \$680; Media paras – FTE 4.667 @ \$14,404 = Salaries \$67,232; Computer lab paras – FTE 1.833 @ \$16,666 = Salaries \$30,549

Middle School: Reg ed classroom paras – FTE 5.954 @ \$13,566 = Salaries \$80,773

High School: Reg ed classroom paras – FTE 16.75 @ \$16,664 = Salaries \$279,128; Computer lab paras – FTE 2.125 @ \$18,766 = Salaries \$39,879

Charter Schools: Classroom paras Salaries \$71,908 (located in code L in the budget)

Total cost of activity 3: \$2,284,060

4. Extended learning opportunities for students outside of the scheduled school day

Elementary: 5 schools offering afterschool tutorials for a total of 760 hrs and 1 school offering 36 hrs in July to assess upcoming kindergarten students – FTE .508, Salaries \$30,006; 1 ESE school offering before school tutorial for 30 min a day for a total of 89.5 hrs – FTE .082, Salary \$1,658 (para); 2 schools will offer summer reading programs and have the media open for students for a total of 111 hrs – FTE .025, Salaries \$4,180

Middle School: 1 school offering 81 hrs of before school tutoring – FTE .055, Salaries \$2,896

High School: 1 school offering a 2 day camp for upcoming 9th grade students; 1 school offering credit recovery for 12 days, 4 hrs a day during the month of June; and 1 school is offering 1 hr of credit recovery assistance before school for 108 days – FTE .133; (teachers) and .044 (para), Salaries \$12,178 (teachers) \$744 (para); 1 school opening the media center for students for 60 hrs during the month of July – FTE .041, Salary \$2,081.

Total cost of activity 4: \$53,743

5. Address needs of students having a negative impact on their learning

Elementary: 3 Social workers – FTE 3.050 @ \$51,180 = Salaries \$171,351; gas for district provided van for a rural school to address attendance issues by making home visits to transport students with attendance issues to school when they claim to have missed the bus \$500

High School: 1 Social worker – FTE 1, Salary \$55,177

Total cost of activity 5: \$227,028

6. Opportunities to the faculty to collect and analyze data, plan, and collaborate.

Pay supplements, beyond what is provided by the district, for teachers to serve on committees that make decisions that impact the school – 32 supplements, Cost \$78,556 reg ed and \$13,139 ESE; 8 guidance counselors to work a total of 982 hrs during the summer to plan and address targeted needs – FTE .44 Cost \$26,487; stipends for teachers to attend PLC and leadership team meetings outside of the school day, Saturdays, and during the summer – Cost \$497 for 3 10 month administrators during the summer, \$74,969 for teachers to meet for a total of 8,879 hours, and \$349 for intervention teachers for 24 hours. Substitutes to cover classrooms while teachers meet in PLCs for a total of 338 days – Cost \$37,175

Total cost of activity 6: \$231,172

7. Professional Development to address needs and initiatives at the schools.

A literacy coach split between 2 elementary schools to address the needs of teachers – FTE 1, Salary \$77,610; stipends to pay 67 teachers and 13 10 month administrators and teachers from Title I schools to attend School Improvement Training during the month of July – total of 80 participants cost \$4,482; 18 substitutes to cover classrooms while teachers attend conferences or training during the school day – Cost \$1,514; training in July/Aug for paraprofessionals, stipends for 116 paras Cost \$11,457; 330 travel expenses for PD (out of state events that are not offered in Florida - AVID, Council for Exceptional Children, and Ron Clark Academy; in state – FETC, visit Success Academy in Tallahassee)- Cost \$42,294; consumable supplies (binders, tab dividers, chart paper, post-its, markers) and books for book studies – Cost \$1098; Charter schools - \$1,585 for Project Based Learning starter kits (25 x \$31), Setting the Standard books (10 x 31); and \$500 for consumable supplies. (located in code L in the budget)

Total cost of activity 7: \$140,040

8. Other purchases to support and enhance core instruction and interventions in reading, math, and science

310 Contract with Brickz for Kids, Pensacola MESS Hall to provide students with hands on activities – 5100 \$2,194, 5200 \$2,000

360 – Rent lego sets with lesson plans for a year 5200 \$1,000

369 - Annual subscriptions – 5100 \$2936 for ED Helper and Planbook; 5200 \$1,967 for Help Kids Learn, IXL, Starfall, Tumble Books; 8 copier rentals to duplicate instructional materials 5100 \$26,332 (\$274.29 x 12 months x 8 schools). Total for 5100-369 \$29,268

390 – Printing of student planners \$7,930 (1,750 students x \$4.53)

510 – Binders with divider tabs for 250 students 5100 \$1,585; Classroom libraries 5100 \$8,469 (82 classroom x \$103.28) 5200 \$3,000 (15 classrooms x \$200); Performance Coach workbooks 5100 \$13,839 (1249 x \$11.08); Consumable supplies (classroom supplies- markers, post-its, tape, staples, pencils; and consumable science experiment materials) 5100 \$108,565 (528 teachers x \$205.62) 5200 \$3,511 (15 teachers x \$234); Duplicating paper for instructional materials 5100 \$53,298 (1974 cases x \$27); Student Planners 5100 \$350 (100 planners x \$3.50); Scholastic publications 5100 \$7,398 (1190 sets x \$6.22); Sharpeners 5100 \$324 (12 x \$27); Science manipulatives 5200 \$1,600; Osmo manipulatives 5200 \$1,110 (15 pks x \$24.45); Sensory items 5200 \$500; Getting to the Core Writing Books 5200 \$650 (20 x \$32.50)

519 - Chromebook cases 5100 \$575 (30 x \$19.17); graphing calculators 5100 \$3,870 (30 x \$129); Language translators \$690 (3 x \$230); Osmo 5200 \$498 (15 x 33.20); headphones 5100 \$3,040 (800 x \$3.80); mice 5100 \$680 (120 x \$5.66); replacement chargers 5100 \$1116 (75 x \$14.88); ink/toner to duplicate instructional materials 5100 \$26,945 (17 schools x \$1,584.98), 5200 \$2,735 (2 schools x \$1,367.50). Total for 519: 5100 \$36,916, 5200 \$3,233

644 - Chromebooks to use in the classroom 5100 \$222,145 (541 x \$385); PC for student use 5100 \$3,140 (4 x \$785), 5200 \$7,850 (10 x 785); ipads for Osmo 5200 \$2000 (4 x \$500); Total for 644 5100 \$225,285, 5200 \$9,850

649 – Chromebook carts 5100 \$4,710 (6 x \$785); printers for student use 5100 \$588 (4 x \$147)

7800-360 Charter bus for 4th grade students to go to Tallahassee \$6,250 (5 buses x \$1,250)

7800-790 District buses for extended learning to Biophilia, Wonder Works, Gulf World, Marianna Caverns, State Park \$9,314 (6 schools requesting - \$1,552,33 per school)

5100-393 Charter schools instructional supplies \$8,538 (38 teachers x \$224.68); duplicating paper \$1,400 (40 cases x \$35). Total for 394 \$9,938 (located in code L in the budget)

Total of activity 3: \$554,641

9. Parent Engagement expenditures beyond the Parent Involvement set-aside

Pay parent liaisons to implement school level PFEPs - FTE 15.33 @ \$14,285 = Salaries \$218,991; Conduct parent workshops as planned in the PFEPs. Expenditures include: \$5,661 (190 hrs x \$29.79) to pay teachers stipends to conduct workshops and parent teacher conference outside of the school day when convenient for parents; \$17,915 (221 sub days x \$81.06) for substitutes to cover classrooms while teachers conduct parent-teacher conferences during the school day for parent who work at night. \$23,160 (20 schools x \$1,158) to purchase consumable supplies, workshop materials to give to parents to use at home with their students, light refreshments/meals for parents during meal times. Charter schools \$18 beyond the set aside for supplies. (located in code L in the budget)

Total cost for activity 9: \$265,745

10. The DSNAP program after Hurricane Michael caused an inflation of Direct Cert numbers in the Feb 2019 Date Certain count. Since the preliminary allocation is based off these inflated numbers, the LEA is anticipating a decrease in the final allocation in July. \$863,013 of projected roll forward funds are placed in line 5100-622. If a decrease in funding occurs, these roll forward funds will be used to fill in the gap to prevent schools' budgets from changing. If there is not a decrease, the LEA will get stakeholder input on the best use of the funds and an amendment will be written. This is coded "I" in the budget.

**Area of Focus 2****Area of Focus 2: Parent and Family Engagement Plan (PFEP)**

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

a. Identify if the activity is at the LEA level and include the evidence-based research for each activity. The four levels of evidence may be used.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*A.1 Employ an 8 hr District Parent Liaison to provide technical assistance and support to the schools to plan and implement their PFEPs (FTE 1 - salary \$39,899; \$600 in county travel; \$800 professional development travel expenses to a state provided conference); to coordinate with community agencies and housing authorities to conduct parenting workshops in the community and to conduct parenting workshops for the schools. Workshops will include Love and Logic, 5 Love Languages and Parent Portal to address communication issues. Expenses: 6150-379 MiFi hotspot \$36.5 X 12month = \$438; 6150-644 - 5 laptops for parent use X \$500 = \$2500; 6150-510 -Love & Logic workbooks 24 x \$9 = \$216, Five Love Languages of Children 24 X \$9 = \$216, \$300 for meeting refreshments or light meals, \$600 for consumable supplies for workshops and make-and-take materials such as colored paper, glue, laminating sheets, markers, post its; 6150-519 - Love & Logic Trauma Informed Care Program \$700; 6150-370 postage to mail parents workshop information 6 rolls x \$55 = \$330. Provide parents transportation, upon request to attend meetings, workshops, and appointments for community resources using a district provided van 6150-450 - \$300 gas, 6150-540 - \$75 oil changes, 6150-550 - \$1,000 repairs, 6150-560- \$50 tires. Total cost of activity \$48,024*

*A study published in the spring 2009 School Community Journal analyzed parenting behaviors such as parental language and stimulation. The study found that parents who attended the classes stimulated their children's language and cognitive development more than those parents who did not attend classes. Children of parents who attended the classes also had higher scores for cognitive outcomes. This study shows that parenting classes have a positive impact on parenting. Tier 2*

*A.2 Provide participating schools with Title I publications to distribute to parents that include: Right to Know Letter; PFEP Summaries; Title I Newsletter; Title I Parent Information; Spring Parent Surveys; and monthly copies of the Home and School Connection Newsletter to be distributed to parents at Title I elementary schools to provide parents information and strategies to use at home with their children. Expenses: 6150-510 \$688 for Home School Connection subscriptions, \$50 X 25 cases of colored paper = \$1,250; \$27 x 25 cases of white paper = \$675; 6150-350 - \$1,750 Rizo maintenance; 6150-519- \$2,000 ink/toner; Total cost of activity \$6,363.*

*The Power of Parents (Thigpen, D., Freedberg, L. and Frey, S. (2014) The Power of Parents: Research underscores the impact of parent involvement in schools. EdSource and New America Media). This report looks at research showing that parent involvement in their children's school is associated with a range of positive outcomes for students, including greater academic success, improved attitudes toward school, and a reduction in at-risk behavior. The research also shows that parent involvement leads to more teacher satisfaction. Newsletters are a great way to get parents involved who are not able to attend workshops at the schools due to work schedules or other barriers. Tier 2*

b. Identify if the activity is at the school level and include the evidence-based research for each activity. The four levels of evidence may be used.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*B.1 Maintain frequent and timely communications to parents. Expenses: 6150-369 \$13,976 – digital communications for All Pro Dads, iMom and 4 SMORE Newsletter \$749 and 4 copier rentals @ \$275.56 month = \$13,227; 6150-370 \$9,350 Postage 170 rolls x \$55 = \$9,350 ; 6150-390 \$8,810 - brochures 1700 x \$1=\$1,700, compacts 1800 x \$.50 = \$900, DoJo pads 20 x \$750 = \$150; planners 2550 x \$2.38= \$6,060; 6150-393 \$3,058 for charter schools for postage, paper, ink/toner; 6150-510 \$17,068 – colored paper 135 cases x \$50 = \$6,750, white paper 185 cases x \$27 = \$4,995, communication folders 2702 x \$1.82 = \$4,918, brochures 300 x \$1.35 = 405; 6150-519 \$17,738 – replace ink/toner 18 schools x \$985.44 . Total cost of activity \$70,000*

*Home-school collaboration refers to the relationship between families and schools where parents and educators work together to promote the academic and social development of children. Eighteen empirical studies of home-school collaboration interventions that also measured a school-based outcome were identified and evaluated according to guidelines outlined by the American Psychological Association's Division 16 Task Force on Evidence-Based Interventions in School Psychology. Based on the results of coding, it is concluded that home-school collaboration interventions are effective in helping achieve desired school outcomes for children, including changes in academic performance and school-related behavior. The most effective interventions are those where parents and school personnel work together to implement interventions utilizing a two-way exchange of information (e.g., parent-teacher action research teams), and those involving communication between school and home (e.g., daily report cards, school-to-home notes). Methodological strengths and limitations of home-school collaboration studies, as well as recommendations for future research, are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved) Tier 2*

2 **LEA Written Policy**-Each LEA that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement. Describe how the agency will:

- involve parents and family members in jointly developing the LEA plan under section 1112, and the development of support and improvement plans under paragraphs (1-2) of section 1111(d).
- provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying-
  - i. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

- ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- iii. strategies to support successful school and family interactions;
- use the findings of such evaluation in subparagraph (D) to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

**Response:**

*The Title I District Parent Task Force is a committee composed of parents from each of the Title I schools. Input from the committee members during Task Force meetings, their responses from meeting evaluations, and their responses from a District Task Force Survey are used to develop the LEA's plan.*

*The LEA develops the Spring Parent Survey with the input of the District Parent Task Force. Prior to Spring Break, the LEA copies and distributes the surveys and creates online surveys for parents to complete. The survey results are used at the school level to plan and implement effective parent engagement activities. The Title I Supervisor and the Title I District Parent Liaison conduct school visits/webinars/emails/meetings to provide coordination, technical assistance, and supports to schools in implementing their PFEPs effectively. In-county travel is provided for the District Parent Liaison to make school visits to provide individual support, and out-of-county travel to learn new strategies from individuals with expertise in effectively engaging parents to share with the schools. The liaison will follow up with schools to ensure parents' suggestions and request to volunteer are acted upon. The LEA oversees the expenditures for parent engagement activities by requiring prior approval by the Title I supervisor for all purchases.*

*i. VPK - Title I and VPK work together to coordinate transition workshops for parents of students entering kindergarten. Pre-K families are invited to parenting events at their schools.*

*ii. Title III - Title I, Part A provides refreshments for parent workshops offered by Title III to the parents and families of ELL students. The bilingual clerk/parent liaison for the ESOL program will reach out to ESOL families to invite them to district provided workshops and will attend the events to translate.*

*iii. Title I, Part D - The Title I Supervisor collaborates with the Transition Specialist in the planning stages of the Title I, Part D application process and monitors implementation to ensure that all required parent involvement components are included.*

*The LEA develops the Spring Parent Survey with the input of the District Parent Task Force. Survey questions identify barriers, needs of the families, provides parents the opportunity to suggest strategies to support successful school and family interactions. Prior to Spring Break, the LEA copies and distributes the surveys and creates online surveys for parents to complete.*

*The Spring Parent Survey results are used at the school level to plan/revise the evidence based strategies in their PFEP. The LEA provides guidance and reviews the draft for approval.*

*The schools have established school advisory committees and membership is based on guidance from the SEA. These members take an active part in developing, revising, and reviewing the parent and family engagement plans. The LEA also has the District Parent Task Force to assist with the developing, revising, and reviewing of the LEA plan.*

**Area of Focus 3****Area of Focus 3: Homeless Education**

- 1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*1. Salary (FTE 1.0 \$90,139), in-county travel (\$1,100), and in-state travel for professional development (\$1,500) for the district's homeless liaison to provide homeless identification trainings for school staff, LEA staff, and community partners; and attend outreach opportunities to identify homeless students and youth as outlined in McKinney Vento Law. Conduct case management to ensure students identified as homeless are connected to resources to eliminate academic and attendance barriers. Currently, we have identified 3,368 homeless students. The total amount of this activity is \$92,739.*

*2. Salary (FTE .15 \$9,388), in-county travel (\$1,000), and in-state travel for professional development (\$1,500) for a social worker to provide homeless identification trainings for school staff, LEA staff, and community partners; and attend outreach opportunities to identify homeless students and youth as outlined in McKinney Vento Law. Conduct case management to ensure students identified as homeless are connected to resources to eliminate academic and attendance barriers. This social worker serves as the district's foster care contact who ensures successful enrollment and transfer of records of students placed in foster care and arranges transportation when it is in the child's best interest to stay in the school of origin. We currently have 3,368 homeless students and 190 students in foster care. This position is cost shared with Title IX. The total amount of this activity is \$11,888.*

*3. Salary (FTE .90 \$71,910), in-county travel (\$1,400) and in-state travel for professional development (\$1,500) for an intervention teacher to provide wrap-around services for homeless high school students to ensure graduation success and preparation for post-secondary education as outlined in McKinney Vento Law. Currently, there are 769 homeless high school students. This position is cost shared with TIPA N&D set-aside. The total amount of this activity is \$74,810.*

*4. Salary (FTE .35 \$17,346) for 7 hr records clerk to process Student Residency Questionnaires, conduct data entry, and pull attendance and academic reports for the homeless liaison, social worker, and interventionists to analyze. This position is split funded with TIPA homeless set aside, TIPA N&D, and TIPA administration. The total cost of this activity is \$17,346*

*5. Purchase gas for district provided vans to transport parents and students, with no other means of transportation, to meetings at schools and appointments for community resources that impact students' attendance and academic success. Total cost of this activity is \$300 (120 gallons of gas x \$2.50 per gallon).*

6. Pay the excess cost of district bus transportation to the school of origin. Total cost of this excess cost for in-county bus routes \$50,000. (13,888 excess miles X \$3.60 per mile based on the state's average per mile cost in 17-18 to transport a student)

7. Lack of housing after the hurricane caused a severe shortage of bus drivers. It is difficult to maintain the regular bus routes. With the extreme numbers of homeless students caused by the damage to their permanent housing, we are providing mileage reimbursement to parents for their excess miles to provide their child(ren) school of origin transportation at the state rate of .45 a mile. Currently, 49 parents are providing school of origin transportation. Total cost for this activity is \$10,000 (22,222 excess miles x .45 per mile)

#### Area of Focus 4

##### Area of Focus 4: Neglected and Delinquent Education

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (Numbering the activities will be essential to connect each activity to a budget line.)

**Response:**

1. Salary (FTE .20 \$14,360) for 2 intervention teachers to mentor and provide wrap-around services for students transferring from juvenile facilities into Bay District high schools. One position is cost shared with TIPA homeless set-aside (90%) and the other position is cost shared with Title IX (90%). Currently, 54 high school students re-entered Bay District schools. Total cost of this activity is \$14,360.
2. Salary (FTE .29 \$26,292) for a transition specialist to oversee the transition of students from juvenile facilities to Bay District; which includes completing electronic education plans, working with juvenile probation officers at weekly detention review meetings, attending commitment staffing and community re-entry meetings, ensuring school records, including IEP's, are reviewed and disseminated to the appropriate people, and working with the students and parents to see that all of their needs are met. This position is split funded between TIPA N&D set-aside, IDEA, Adjudicated Youth, and Dropout Prevention. Currently, the transition specialist has assisted 155 students since the facility re-opened in September to transition to and from programs. The total cost of this activity is \$26,292.
3. Salary (FTE .175 \$8,674) for a 7 hr records clerk to maintain accurate N & D data and track the success of the students participating in the Credit Recovery Program paid for by Title I, Part D funds. Track attendance, behavior, and academics for the students who are case managed by the intervention teacher. This position split funded with TIPA N & D set-aside, TIPA homeless set-aside, and TIPA administrative funds. The cost of this activity is \$8,674.
4. Provide extended learning opportunities for students living at Hidle House, a temporary residential facility for up to 20 neglected children per night. Contract with Tutor Doctor to provide tutorial services for students 1 hour, twice a week, for 36 weeks @ \$60 an hour = \$4,320. \$90 for homework consumable supplies (paper, pencils, pens, notebooks). \$60 for computer headphones. \$200 to provide tech support to keep the Title I purchased computers updated and filtered. Total cost of this activity is \$4,670.
5. Purchase 20 UltraKey 6 Licenses @ 32.50 = \$650 to be used by 5th – 12th grade students residing at the DJJ facility for the career class to prepare students for the workforce. The number of students to benefit is approximately 200 students in 20-21.

2 Describe how the LEA plan addresses the following Neglected and Delinquent Education areas between correctional and LEA facilities:

- a. Transitioning
- b. Dropout Prevention. (View [Dropout Prevention Contact List](#))
- c. Educational Achievement
- d. Educational Quality

**Response:**

- a. Transitioning - The LEA ensures educational continuity for neglected and delinquent students by employing a Transition Specialist to oversee student transition into DJJ educational programs and back into the school system.
- b. Drop-out Prevention – The LEA employs two intervention teachers to mentor and link high school students released from juvenile facilities to resources to ensure academic success and prevent them from dropping out of school.
- c. Educational Achievement –Extended learning activities are provided for neglected students living at Hidle House.
- d. Educational Quality – The LEA provides all teachers, including the teachers at the DJJ facility, on-going PD opportunities.

#### Area of Focus 5

##### Area of Focus 5: Educational Services Funded at the LEA Level

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (Numbering the activities will be essential to connect each activity to a budget line.)

**Response:**

Salary (FTE 1.027 \$70,324), in-county travel (\$500), consumable supplies (\$500) for a staff training specialist to provide, starting at the greatest need schools, supports for implementing their core behavior program and job embedded professional development for teachers with the highest number of referrals or identified as in-need of support in classroom management. Includes five – eight

hour work days prior to school starting to analyze data and plan with the behavior team. Currently, this position impacted approximately 70 teachers and 1,400 students. The total amount of this activity is \$71,324.

**Area of Focus 6**

Area of Focus 6: **Discretionary Educational Services Funded at the School Level**

The LEA will not implement any Discretionary Educational Services. If checked, then the section is not required.

**Area of Focus 7**

Area of Focus 7: **Early Childhood Services**

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**  
Title I, Part A funds are not used for Early Childhood Services.

2 Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the district.

**Response:**  
na

3 Describe how the LEA will ensure on-going progress monitoring measures will:

- a. align with Head Start Education Standards.
- b. be administered multiple times throughout the program.
- c. provide data to inform instructional focus and strategies for use by the classroom teacher.

**Response:**  
na

4 Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

**Response:**  
Title I schools conduct transition meetings for pre-k students and their families in the spring as part of their Parent and Family Engagement Plan. The schools reach out to their neighborhood childcare facilities to invite parents. In addition, schools conduct an orientation for the new kindergartners and their parents the day before school starts.

5 In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended with Title I, Part A (TIPA) early childhood programs.

Title I Preschool Blended with:	Number of children served with Title I		Total Number of Students		Describe method which will be used to identify students	Total TIPA Funds Used
	Age 3	Age 4	Age 3	Age 4		
Early Head Start/Head Start/Migrant and Seasonal Head Start	0.00	0.00	0.00	0.00	na	0.00
Home Instruction for Parents of Preschool Youngsters (HIPPY)	0.00	0.00	0.00	0.00	na	0.00
LEA Migrant Preschool Program	0.00	0.00	0.00	0.00	na	0.00
Prekindergarten Program for Children with Disabilities	0.00	0.00	0.00	0.00	na	0.00
Voluntary PreKindergarten (VPK)	0.00	0.00	0.00	0.00	na	0.00
na	0.00	0.00	0.00	0.00	na	0.00
na	0.00	0.00	0.00	0.00	na	0.00
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		

**Area of Focus 8**

Area of Focus 8: **Private Schools**



- 1 Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, parents, and teachers in private school within the LEA's service area.

**Response:**

*October – Obtain the most up-to-date Private School Directory from the State's website. Send an email inviting the non-profit private school contacts to the Federal Programs and Title I Initial Consultation meetings and attach the letter, agenda, and Intent to Participate form. Mail the invitation letter, agenda, and Intent to Participate form.*

*November – Conduct the Initial Consultation Meetings for all Federal Programs and for Title I.*

*November-Jan – Collect completed Intent to Participate forms.*

*February – The District will contact private schools to collect addresses, birthdates, and grade levels of students enrolled on Date Certain. Determine the students' school zones.*

*March – Calculate preliminary allocations using the proportionality method. Distribute surveys to evaluate the program.*

*April – Complete the program evaluation. The LEA meets with private school representatives individually to discuss the results of the evaluation and develop a Service Delivery Plan and Affirmation of Consultation. In consultation, it is determined whether or not to pool funds, consolidate funds, develop academic criteria for selecting students, determine the services and the method of delivery, and decide whether or not to use a Third Party Contractor. Services for parent involvement and professional development will be discussed.*

*May - June – Determine the students to receive services based on the selection criteria.*

*July – Mail parents a permission letter to start services when school begins. Purchase materials needed for services.*

*August – Begin implementing the services as outlined in the Service Delivery Plans.*

*September – June – Monitor implementation.*

- 2 Provide the method used for identifying low-income students for services in private schools.  
List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials.  
Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.

- a. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.  
**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

*1. Provide instructional services to eligible private school students during the school year as outlined in the Service Delivery Plans. Expenditures include: 4 LEA intervention teachers – Salaries (FTE 4; Salaries \$227,788) for four intervention teachers to provide pull-out services during the school day; due to COVID 19 situation, substitute for teachers when out sick/personal leave (28 subs x \$80 day = \$2,240); 5100-369 \$4,264 - Licenses for Smarty Ants (\$25 x 22 students = \$550 PS Roll Forward), Achieve 3000 ELA (\$42 x 81 students = \$3,402 PS Roll Forward), Achieve 3000 Math (\$6 x 52 students= \$312 PS Roll Forward); 5100-510 consumable supplies – binders, paper, sticky notes, chart paper (\$108.79 x 6 schools = \$653 PS Roll Forward); 5100-519 \$1108 - printer ink (\$150 x 6 printers = \$900 PS Roll Forward), mice (\$5 x 26 = \$130 PS Roll Forward), headphones (26 x \$3 = \$78 PS Roll Forward), 5100-330 \$1000 - In county travel for teachers (\$250 x 4 teachers = \$1000.00 PS Roll Forward), 5100-644 Laptop computers (26 x \$500 = \$13,000 PS Roll forward will pay \$5,595 and instructional funds will pay \$7405.41). Total cost of activity = \$250,053*

*2. Provide extended year services by providing instruction services 12 days, 4 hours a day during the month of June. (Salary \$6,248 FTE .13 PS Roll Forward) Total cost of activity = \$6,248.*

*3. Provide parent engagement activities as outlined in the Service Delivery Plans. Pay teachers stipends after hours to conduct parent workshops at times convenient for parents (6 x \$59.66 = \$358 PS Parent involvement funds), (\$2,261.65 Parent workshop consumable materials, light refreshments, and materials to use to work with their students at home) Total cost of this activity = \$2,619.65*

*4. Provide the 4 LEA intervention teachers professional development to implement the new programs. 6400-369 (3 webinars @ \$695 each = \$2,085) Total cost of this activity \$2,085*

*5. Administration expenses – Pay 20% of a Title I Resource Teacher to monitor the implementation of the private school program. (FTE .2 Salary \$12,304) Indirect cost figured at: \$261,965 new funds + \$18,868 roll forward = \$280,833 - \$13,000 computers = \$267,833 applied 2.89% indirect cost formula = \$7,523. Total cost of this activity = \$19,827 PS Admin Cost*

- b. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. How often will this evaluation occur?

**Response:**

*Teachers Survey Results – in the spring*

*Student participation – monitored weekly*

90% of students participating for 20 sessions or more will show growth based on their Program's assessment – in the spring

Parent workshop evaluations at the end of each workshop

3 **If checked, the LEA does not have any eligible participating private schools.**

Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.

**Response:**

4 List the LEA's private school Point of Contact:

Name:	Eugenia Robinson
Title:	Supervisor
Phone Number:	8507674354
Email Address:	robiner@bay.k12.fl.us

**Area of Focus 9**

Area of Focus 9: **Foster Care**

1 Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.

**Response:**

35,000.00

2 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.

**Response:**

1. The LEA point of contact will work with the CWA point of contact to arrange for transportation when it is in the foster child's best interest to remain at the school of origin. \$25,000 is set aside for the excess miles. (9,722 miles X \$3.60 per mile, based on the 17-18 state average cost to transport a student by bus)

2. Pay mileage reimbursement to foster care parents for the excess miles they drive to provide school of origin transportation. \$10,000 (22,222 miles x .45 per mile, based on the state mileage reimbursement rate).

b. Successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.

**Response:**

All registrars, schools' office staff, and CWA case managers have been trained in foster care enrollment laws. The LEA's foster care point of contact will provide training annually as a reminder that foster care students are enrolled immediately without the required documentation. The receiving school requests records from the sending school immediately. Upon receiving the request, the sending school transfers the records to the receiving school immediately.

c. Development and implementation of clear, written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care in collaboration with the appropriate Child Welfare Agency (CWA).

**Response:**

The CWA's point of contact notifies the LEA's point of contact when there is a foster child making a change in placement. Information concerning the child is gathered by both agencies so that the most informed decision can be made about what is in the child's best interest. If it is determined that it is in the child's best interest to remain in the school of origin, then means of transportation will be discussed. If there is a school bus route in place, the student will ride that route at no charge. If there is not a route in place, then the following will be decided:

If available, transportation will be provided and funded by the CWA via:

- Contracting with the foster parent or guardian of the child. (mileage reimbursement)
- Issuing public transit passes.
- Using a taxi service.

- Collaborating with other public agencies.

If none of the above options are available, then district and Title I, Part A funds will be used to pay the excess cost of creating a new route or adding a new bus stop for the student. If a bus is not available and if CWA does not have funds to reimburse the foster parent to provide transportation, the LEA will reimburse the foster parent for mileage at the state rate.

3 List the LEA's Foster Care Point of Contact:

Name:	Georgia Dockery
Title:	Social Worker
Phone Number:	850-767-4194
Email Address:	dockeg@bay.k12.fl.us

### Area of Focus 10

Area of Focus 10: **College and Career Readiness**

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

a. Increasing students' access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.

A.1 Provide additional opportunities for students to participate in dual enrollment classes – Expenses include: 5100-390 \$24,000 for instruction (30 credits x \$800);

5100-520 \$8,100 for textbooks for dual enrollment classes (90 textbooks x \$90);

5100-510 \$3,432 for Springboard books that prepare students for AICE classwork (240 x \$14.30);

7800-790 \$500 to transport students to the local college to gain insight on the opportunities that are available.

Total cost of activity A.1: \$36,032

A.2 Pay intervention teachers to serve as graduation coaches to work with students on graduation and post-graduation plans; mentor students to ensure success FTE 3 @ \$60,059 = Salaries \$180,178

b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1112(c)(2).

B.1 Provide supports for students, teachers, and parents to improve student behaviors so that students are not removed from the classroom. Expenditures include: Behavior intervention teachers FTE 7.58 @ \$62,550 = Salaries \$472,136; Behavior paras FTE 14.54 @ \$19,595 Salaries \$284,913;

5100-393 \$30,327 Charter schools – (.5 of a behavior intervention teacher \$22,091.5 of a behavior para \$8,146)

B.2 Implement programs focused on teaching desirable character traits that will improve behavior. Programs and cost include: 5100-369 \$5,426 license subscriptions that provides data tracking and instructional materials (Core Essentials – 2 x \$250 and PBIS Rewards \$4,926 for 2 high schools);

5100-390 \$4,954 printing of posters of expectations and banners for the Leader in Me program and Ron Clark's Character Education program (4 banners x \$150, 4 2x4ft signs x \$50; 4 flags to designate house system x \$175, 2 posters x \$32, 1 lunchroom expectations sign x \$100, 11 exterior character ed signs x \$190);

5100-510 \$4,856 instruction materials (86 Champs posters x \$2.33; 62 Core Essential posters x \$5; 600 student Leader in Me books x \$3; 2 retractable stands for banners x \$165, and 277 student leadership guides x \$8);

5200-310 \$1,500 Contract with Willie Spears to teach ESE behavior students character traits that will help them be successful in school and beyond (2 visits x \$750);

Profession Development: 6400-310 \$65,320 (Leader in Meet contracts at 4 schools for training and coaching \$48,270; Restorative Justice contract for training at 3 schools \$17,050;

6400-510 \$3,255 for PD books for teachers (52 LIM books x \$15; 45 Champs books x \$55). Total cost of activity B2: \$85,311

c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.

C.1 Expand students opportunities to earn CTE certification by providing a supplemental CTE teacher FTE 1, Salary \$53,242, subs for when CTE teacher is out on leave \$850.

7800-790 \$500 Transport high school students to the local technical school to explore occupational opportunities. Total cost of activity C.1. \$54,592

2 Describe the LEA's strategy for implementing the following:

- a. Increasing students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.

**Response:**

*Bay District Schools continues to offer early college access to students through Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment opportunities with Gulf Coast State College and Florida State University - Panama City Campus. Bay District Schools is part of the Florida Partnership for Minority and Underrepresented Student Achievement Grant. As a Florida Partnership district, we utilize tools, resources and support to move the College and Career Readiness agenda forward in powerful ways. This partnership has increased enrollment in early college access classes, along with opening up these classes to non-traditional students. Bay District Schools partners with Gulf Coast State College (GCSC) to establish Navigators at each of the high schools. These Navigators are employees of GCSC, housed on the high school campus, who focus on career counseling, transitioning from high school to post-secondary - which may include Technical Schools and/or military in addition to the traditional college/university path.*

- b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1112(c)(2).

**Response:**

*The school problem solving team will work alongside a school based team of mental health professionals called a triad team. This triad team consists of a bachelor's level, master's level and licensed clinician at each site. The focus of the team is to provide equitable access to behavioral support services within each school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.*

*School Based Triad SSCM (BS)*

*Focus: Provide an extra layer of support at core & more as a first responder to help manage student behaviors on campus.*

*MTSS-B support role*

- De-escalation of students- Individual needs assessments & problem solving support using restorative justice questioning*
- Triage student if de-escalation is not successful to PROMISE room, administration, Professional School, Triad C+ or C as appropriate*
- Support Tier 2 (CICO, ex) prepping, tracking and reviewing CICO student progress*
- Case Management support of CoC & Telehealth engagement*
- Home visits (BSW can complete social and developmental histories)*
- Support school core behavior initiatives*
- Complete DCF spreadsheet updates in FOCUS*

*School Based Triad C (MS)*

*Main Purpose: Provide an extra layer of support, focus on T2 student mental health services*

*MTSS - B support role*

- Universal screeners co-vitality, SDQ for identification of needs*
- Psychoeducational social skills groups*
- Targeted therapeutic social skills groups*
- Monitors assessments and participation in online SEL programs (ZooU, BDS360,etc) and provides face to face reflection and goal setting with the students in the program weekly*
- Monitor documentation and problem solve with teachers*

*Other at the request school admin/counselor:*

- Observe classroom environments to determine core behavior strengths and opportunities for improvement.*
- Observe & provide feedback on T2 students*
- Home visits*

*School Based Triad C+ (Licensed)**Main Purpose: Provide an extra layer of support, focus on T3 student mental health services**MTSS-B support role*

- *Provides individual therapy for Tier 3 students who need support beyond the group setting*
- *Differentiating- Behavior and Mental Health Issues & refers to Student Wellness MHT for additional consultation or higher levels of care beyond the school scope of care*
- *FBA/BIP draft development*
- *Targeted support and teaching for implementing PBIP and PM. (making sure modeling and coaching of strategies occurs with classroom teachers and staff)*
- *Will monitor fidelity of PBIP; decide if needs revisions/adaptations, review with psych.*
- *Participates in MTSS data chats & discusses MTSS:B data*

*Other at the request school admin/counselor:*

- *Classroom observations*
- *Soc/Dev History, Interest Inventories, etc.*
- *Win-Win Discipline/Restorative Justice coaching*

*All elementary schools will continue implementing an In-School Suspension program that is proactive and restorative in nature. Each elementary school will have a P.R.O.M.I.S.E. (Preventing Recidivism through Opportunities, Mentoring, Interventions, Support and Education) Room. The goal of this program is to provide students who have committed a behavioral infraction the necessary time to recover, reflect, and return to class, ultimately decreasing discipline incidents and increasing instructional time for students. The room will be supplied with children's social skills literature, de-escalation and sensory materials, and technology for students to complete web-based social skills activities. The P.R.O.M.I.S.E. program will have interventions and restorative strategies embedded within the guidelines in an effort to positively impact and change problem behavior.*

*Canvas based course will also be available for flexible training opportunities in the areas of Multi-Tiered Systems of Support for Behavior (MTSS: B), Restorative Justice practices, Win-Win Discipline classroom strategies, BDS Threat and Suicide Assessment and protocols, trauma informed classrooms, crisis prevention intervention and de-escalation, and functional behavior assessments and positive behavior intervention plans.*

c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.

**Response:**

*Bay District Schools has Career Pathway Programs at each of the 6 district high schools and CTE classes at the 8 middle schools. There are 45 programs around the county representing the 15 Career Pathways: Engineering, Digital Information/Business Technology/Digital Media, Construction, Agriculture Science and Technology, Health Science, Culinary, Unmanned Flight, Entrepreneurship, Manufacturing, Early Childhood Education, Gaming and Simulation, Unmanned Systems, IT/Cybersecurity, Hospitality and Tourism Management, Athletic Training and Computer Science. These programs rely on regular interactions with businesses, the community and post-secondary educational providers like Gulf Coast State College, Florida State Panama City, Haney Technical Center etc. Career and Technical programs invite public speakers to present to their classes, visit post-secondary programs that fit with their career aspirations, participate in job experiences like internships, job shadowing and co-op. Bay District students have earned 5,267 Industry Certifications in the last 5 years. Bay District Schools CTE Programs will be hosting their 2nd annual CTE Mini-Conference and Job Fair for CTE seniors from every county school. This event will include soft-skills like resumes, dressing for your interview, 1st Day Paperwork, and post-secondary educational and job opportunities.*

**Area of Focus 11****Area of Focus 11: Administrative Costs**

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (Numbering the activities will be essential to connect each activity to a budget line.)

**Response:**

*Administrative funds will be used to provide technical assistance to Title I schools on the current state and federal Title I guidelines; collect documentation, and monitor implementation.*

*1. Title I Supervisor to write the TIPA grant, to monitor and approve expenditures, and provide guidance to all stakeholders to ensure compliance with regulations. Expenditures: FTE 1, salary \$113,215.*

*2. 80% of a Title I Resource Teacher to provide support to the Title I schools in implementing their Title I school-wide plans and PFEPs with fidelity. 20% of the salary is paid from private school admin to oversee the private school program. Expenditures: FTE .8, salary \$50,774.*

3. *Administrative assistant to manage district set-aside budgets and a portion of the Title I schools' budgets. A clerk to manage the remaining schools' budgets, provide technical assistance to secretaries, and oversee Time and Effort Logs. Expenditures: FTE 2, salaries \$87,164*
4. *40% of a records clerk to enter accurate data and collect documentation. The position is cost shared with N & D set aside (20%) and homeless set aside (40%). Expenditure: FTE.4, salary \$17,346*
5. *Staff travel expenses for out of town Title I related conferences and meetings 6400-330 \$6,000 and in town travel to provide assistance at schools and private schools 6300-330 \$1,200. Total expenditures: \$7,200*
6. *Title I office related expenditures: Rizo maintenance 6300-350 \$1,000; copier rental 6300-369 \$2000; postage 6300-370 \$300; consumable supplies (binders, notebook dividers, pens, sticky notes) 6300-510 \$2,407.56; ink/toner 6300-519 \$2,000; PC for resource teacher and replace out dated computers \$930 x 5 = \$4,650 Total cost: \$12,357.56*
7. *Title I Crate for all Title I schools to evaluate implementation and maintain documentation for monitoring. 6300-369 \$12,600 and webinar training 6400-369 \$1,200 Total cost: \$13,800*
8. *Stipends for a Title I School-wide Program Coordinator at each of the 21 school sites and 3 charter school sites to serve as the school contact for the Title I district office. They are responsible for collecting and submitting school documentation into the Crate; presenting Title I information at faculty meetings, SAC meetings, and parent events; monitoring the school's implementation of their School Improvement Plan and their Parent and Family Engagement Plan. A summer training will be held to review responsibilities and expectations. Expenditures: Stipends for coordinators = \$55,670 and at charter schools \$7,286; stipends for summer training \$1,835 and at charter schools \$262. Total cost: \$65,053.*
9. *Indirect Cost - Plan B 2.89% \$214,392.44 for all but private schools. Private school indirect cost is coded H-1 Activity 5.*

**Other Requirements**

## 1 Reporting Requirements

- a. Describe the methods and timelines the LEA utilizes to disseminate information about this plan to the appropriate stakeholders and to report student and program outcomes to school staff, parents, and the community.

**Response:**

*Following the approval of this application in the fall (Aug/Sept), information about the contents will be summarized in the Title I Newsletter disseminated electronically to all Title I parents using Peach Jar. A digital copy will be given to schools so they may disseminate it electronically using their preferred method. Information will include goal outcomes from the previous year, the LEA planned activities, and school allocations. The newsletter will be provided in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*

- b. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and /or staff data reporting system. Include the process for reporting services provided to students attending private schools, students in targeted assistance programs, migrant students in Title I, Part A programs, neglected and delinquent children and youth served through the Title I, Part A reservation, as well as students experiencing homelessness and who are served through the Title I, Part A reservation.

**Response:**

*The LEA's MIS team provides data entry training for data clerks and other personnel who input data. To ensure accuracy and consistency, a Title I clerk enters homeless data and the Homeless Liaison reviews and verifies the accuracy of the data for homeless students throughout the school year. The Title I clerk enters data for at-risk students in the credit recovery programs at the high schools. She also enters data for the private school students and it is verified prior to surveys. The Transition Specialist and the clerk for N & D students do the same for DJJ students. Bay District collaborates with PAEC for migrant services. PAEC and the Title III instructional specialist verifies migrant data. Teacher certification and highly qualified paraprofessional data is sent to DOE three times a year as part of the employee demographics file. These transmissions occur in October (survey 2), February (survey 3) and July (survey 5). The DOE has defined data edits that we have programmed into our local system to ensure that the data is accurate. Further data edits and cross-edits occur at DOE when our extract data is transmitted to them.*

## 2 Requirement of Equitable Representation of Teachers

List the action steps that the LEA will follow to ensure that low-income and minority students are not being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.

**Response:**

*Bay District is currently experiencing a teacher shortage. Recruitment and Retention Bonuses are offered for our DA schools. Out of field teachers are given a year to complete their area of certification or complete six semester hours towards certification. If the percentage of ineffective teachers at DA schools are out of alignment with non DA schools, ineffective teachers are transferred out of the schools. Of the 30 Bay District's public schools, all but 8 are Title I.*

## PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: districtWide

Date Certain: 02/07/2020

Community Eligibility Program: Option 2 - District Wide CEP

Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate. (floor percentages)

**Response:**

Bay District uses Direct Certification data only and will serve all eligible schools with a poverty rate at or above 75.01, the LEA will serve all schools down to 49 percent. The LEA allocates Title I funds to schools using a tiered PPA methodology, which is as follows: 100-75 percent poverty rate = \$1,082; 65-74.9 poverty rate = \$1,027; 49-64.9 poverty rate = \$811. Parent and Family Engagement Reservation – Due to the COVID quarantine, in place of the scheduled March 24, 2020 District Task Force meeting, the Title I Supervisor emailed the District Parent Task Force members who were present at last year's presentation and understood the allocation process and the ESSA language concerning "priority given to high-needs schools". Options were presented and parents were asked for additional ideas. Parents emailed their vote and the results were to use the same tiered PPA methodology that was used above with Title I funds to ensure that priority is given to the high-needs schools.

District: Bay County District School Board

No.	School Name	School Number	Grade Code	School type	Neglected and Delinquent	New School	Reported 2019-2020 Number of Children Attending Public Schools	Reported 2019-2020 Number of Children from Low Income Families	Reported 2019-2020 Percent of Children from Low Income Families	2020-2021 Number of Children Attending Public Schools	2020-2021 Number of Children from Low Income Families	2020-2021 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2020-2021 PPA Per Pupil Allocation	2020-2021 ISA Total School Allocation	2019-2020 ISA Total School Allocation	Provision 2 Or CEP	1% Allocation for Parental Involvement	Charter School	Del.
1	PARKER ELEMENTARY SCHOOL	0211	PREK-5	Elem.	N	NO	512	449	87.70%	605	498	82.31%	A	SW	1082	538,836.00	---	CEP: Option 2 20172018	5801	NO	
2	CEDAR GROVE ELEMENTARY SCHOOL	0091	PREK-5	Elem.	N	NO	555	471	84.86%	590	483	81.86%	A	SW	1082	522,606.00	---	CEP: Option 2 20172018	5627	NO	
3	ROSENWALD HIGH SCHOOL	0581	8-12	Senior High	N	NO	69	60	86.96%	150	119	79.33%	A	SW	1082	128,758.00	---	CEP: Option 2 20172018	1386	NO	
4	WALLER ELEMENTARY SCHOOL	0251	PREK-5	Elem.	N	NO	410	341	83.17%	399	313	78.45%	A	SW	1082	338,666.00	---	CEP: Option 2 20172018	3646	NO	
5	ST. ANDREW SCHOOL	0241	K-5	Elem.	N	NO	100	87	87.00%	106	83	78.30%	A	SW	1082	89,806.00	---	CEP:	967	NO	



6	LUCILLE MOORE ELEMENTARY SCHL	0131	PREK-5	Elem.	N	NO	357	312	87.39%	432	333	77.08%	A	SW	1082	360,306.00	---	Option 2 20172018	3879	NO
7	NEW HORIZONS LEARNING CENTER	0531	6-12	Senior High	N	NO	95	80	84.21%	98	75	76.53%	A	SW	1082	81,150.00	---	CEP: Option 2 20172018	874	NO
8	MERRIAM CHERRY STREET ELEM.	0111	PREK-5	Elem.	N	NO	263	236	89.73%	459	349	76.03%	A	SW	1082	377,618.00	---	CEP: Option 2 20172018	4066	NO
9	CALLAWAY ELEMENTARY SCHOOL	0101	PREK-5	Elem.	N	NO	392	332	84.69%	367	277	75.48%	A	SW	1082	299,714.00	---	CEP: Option 2 20172018	3227	NO
10	JINKS MIDDLE SCHOOL	0161	6-8	Middle/Junior	N	NO	396	325	82.07%	413	293	70.94%	B	SW	1027	300,911.00	---	CEP: Option 2 20172018	3243	NO
11	MARGARET K. LEWIS IN MILLVILLE	0281	PREK-12	Combo. Elem. & Second.	N	NO	104	79	75.96%	112	76	67.86%	B	SW	1027	78,052.00	---	CEP: Option 2 20172018	841	NO
12	RUTHERFORD HIGH SCHOOL	0341	9-12	Senior High	N	NO	544	406	74.63%	1154	765	66.29%	B	SW	1027	785,655.00	---	CEP: Option 2 20172018	8466	NO
13	NORTHSIDE ELEMENTARY SCHOOL	0471	PREK-5	Elem.	N	NO	452	357	78.98%	521	341	65.45%	B	SW	1027	350,207.00	---	CEP: Option 2 20172018	3774	NO
14	HILAND PARK ELEMENTARY SCHOOL	0151	PREK-5	Elem.	N	NO	497	405	81.49%	454	297	65.42%	B	SW	1027	305,019.00	---	CEP: Option 2 20172018	3287	NO
15	PALM BAY ELEMENTARY SCHOOL	0801	K-5	Elem.	N	NO	291	230	79.04%	304	182	59.87%	B	SW	811	147,602.00	---	CEP: Option 2 20182019	1590	YES
16	MERRITT BROWN MIDDLE SCHOOL	0071	6-8	Middle/Junior	N	NO	582	433	74.40%	642	367	57.17%	B	SW	811	297,637.00	---		3206	NO
17	PALM BAY PREPARATORY ACADEMY 6-12	0771	6-12	Senior High	N	NO	267	198	74.16%	251	138	54.98%	B	SW	811	111,918.00	---	CEP: Option 2 20182019	1206	YES
18	BAY HIGH SCHOOL	0061	9-12	Senior High	N	NO	727	536	73.73%	726	392	53.99%	B	SW	811	317,912.00	---		3425	NO

19	CENTRAL HIGH SCHOOL	0782	9-12	Senior High	N	NO	51	38	74.51%	57	30	52.63%	B	SW	811	24,330.00	---		262	YES
20	WEST BAY ELEMENTARY SCHOOL	0262	K-5	Elem.	N	NO	344	218	63.37%	364	187	51.37%	B	SW	811	151,657.00	---	CEP: Option 2 20172018	1634	NO
21	SOUTHPORT ELEMENTARY SCHOOL	0221	PREK-5	Elem.	N	NO	397	269	67.76%	409	210	51.34%	B	SW	811	170,310.00	---	CEP: Option 2 20172018	1835	NO
22	TOMMY SMITH ELEMENTARY SCHOOL	0511	PREK-5	Elem.	N	NO	511	377	73.78%	542	278	51.29%	B	SW	811	225,458.00	---		2429	NO
23	HUTCHISON BEACH ELEMENTARY SCHOOL	0081	PREK-5	Elem.	N	NO	692	393	56.79%	652	328	50.31%	B	SW	811	266,008.00	---		2866	NO
24	DEER POINT ELEMENTARY SCHOOL	0461	PREK-5	Elem.	N	NO	551	382	69.33%	573	282	49.21%	B	SW	811	228,702.00	---		2463	NO
25	MOWAT MIDDLE SCHOOL	0331	6-8	Middle/Junior	N	NO	911	590	64.76%	829	394	47.53%	J	NA	0	0.00	---		0	NO
26	LYNN HAVEN ELEMENTARY SCHOOL	0171	PREK-5	Elem.	N	NO	533	383	71.86%	534	252	47.19%	J	NA	0	0.00	---		0	NO
27	DEANE BOZEMAN SCHOOL	0541	PREK-12	Combo. Elem. & Second.	N	NO	1106	733	66.27%	1174	549	46.76%	J	NA	0	0.00	---		0	NO
28	BREAKFAST POINT ACADEMY	0571	PREK-8	Combo. Elem. & Second.	N	NO	1201	637	53.04%	1137	484	42.57%	J	NA	0	0.00	---		0	NO
29	SURFSIDE MIDDLE SCHOOL	0201	6-8	Middle/Junior	N	NO	799	413	51.69%	791	323	40.83%	J	NA	0	0.00	---		0	NO
30	BAY HAVEN CHARTER MIDDLE SCHOOL	0711	6-8	Middle/Junior	N	NO	420	139	33.10%	412	168	40.78%	J	NA	0	0.00	---		0	YES
31	PATRONIS ELEMENTARY SCHOOL	0521	PREK-5	Elem.	N	NO	744	339	45.56%	681	232	34.07%	J	NA	0	0.00	---		0	NO
32	NORTH BAY HAVEN CHARTER ACADEMY ELEM SCHOOL	0751	K-5	Elem.	N	NO	685	270	39.42%	697	235	33.72%	J	NA	0	0.00	---		0	YES
33	TYNDALL ELEMENTARY SCHOOL	0501	PREK-5	Elem.	N	NO	196	97	49.49%	250	83	33.20%	J	NA	0	0.00	---		0	NO
34	A. CRAWFORD MOSLEY HIGH SCHOOL	0491	9-12	Senior High	N	NO	1203	617	51.29%	1301	421	32.36%	J	NA	0	0.00	---		0	NO
35	BAY HAVEN CHARTER ACADEMY	0701	K-5	Elem.	N	NO	788	269	34.14%	840	263	31.31%	J	NA	0	0.00	---		0	YES
36	RISING LEADERS ACADEMY	2701	K-9	Combo. Elem. & Second.	N	NO	179	30	16.76%	216	67	31.02%	J	NA	0	0.00	---		0	YES
37	J.R. ARNOLD HIGH SCHOOL	0551	PREK-9-12	Senior High	N	NO	1118	464	41.50%	1112	342	30.76%	J	NA	0	0.00	---		0	NO

38	NORTH BAY HAVEN CHARTER ACADEMY MIDDLE SCHOOL	0731	6-8	Middle/Junior	N	NO	523	193	36.90%	522	144	27.59%	J	NA	0	0.00	---		0	YES
39	NORTH BAY HAVEN CAREER ACADEMY	0741	9-12	Senior High	N	NO	629	179	28.46%	664	142	21.39%	J	NA	0	0.00	---		0	YES
40	UNIVERSITY ACADEMY SABL INC	2711	K-8	Combo. Elem. & Second.	N	NO	609	8	1.31%	674	66	9.79%	J	NA	0	0.00	---		0	YES
41	C C WASHINGTON ACADEMY	0591	6-8	Middle/Junior	N	NO	75	67	89.33%	0	0	0.00%	H	NA	0	0.00	---		0	NO
<b>Selection Code explain:</b> School closed 6-30-19																				
42	EVERITT MIDDLE SCHOOL	0141	6-8	Middle/Junior	N	NO	471	414	87.90%	0	0	0.00%	H	NA	0	0.00	---		0	NO
<b>Selection Code explain:</b> School close 6-30-2019																				
43	OAKLAND TERRACE SCHL FOR VIS	0191	PREK-5	Elem.	N	NO	239	204	85.36%	0	0	0.00%	H	NA	0	0.00	---		0	NO
<b>Selection Code explain:</b> School closed 6-30-2019																				
							21,588	13,060	60.50%	22,214	10,861	48.89%			22,983	6,498,838.00	0.00			70,000
* Schools with a Selection Code of <b>E</b> are not totaled in the overall Total School Allocation																				

**Non-Public School Eligibility**

District Level Data: Date Certain: 02/07/2020, pooling   Form B Proportionality										
All 6 private schools are pooling their funds.										
Total Private School Allocation										\$ 261,965.00
Private School Administrative Cost Reservation										\$ 19,827.00
Total Remaining Allocation										\$ 242,138.00
	A	B	C	D	E	H	I	J	K	L
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	School Number for PSAA in which Private School Students Reside	Public School Attendance Area FRPL% and CEP%	Number of Children from Low Income Families	PPA Private School Service	Nonpublic School Equitable Allocation	Dollars Allocated (Pooling)*
1	Panama City Advanced School	1406	PK-12	14	0061	53.99%	7.56	998.71	7,989.68	7,550.25
2	Panama City Advanced School	1406	PK-12	2	0111	76.03%	1.52	998.71	1,997.42	1,518.04
3	Panama City Advanced School	1406	PK-12	16	0151	65.42%	10.47	998.71	9,987.10	10,456.49
4	Panama City Advanced School	1406	PK-12	14	0161	70.94%	9.93	998.71	9,987.10	9,917.19
5	Panama City Advanced School	1406	PK-12	1	0071	57.17%	0.57	998.71	998.71	569.26
6	Panama City Advanced School	1406	PK-12	18	0471	65.45%	11.78	998.71	11,984.52	11,764.80
7	Panama City Advanced School	1406	PK-12	2	0211	82.31%	1.65	998.71	1,997.42	1,647.87
8	Panama City Advanced School	1406	PK-12	1	0221	51.34%	0.51	998.71	998.71	509.34
9	Panama City Advanced School	1406	PK-12	2	0511	51.29%	1.03	998.71	998.71	1,028.67
10	Saint John	0939	PK-08	2	0091	81.86%	1.64	998.71	1,997.42	1,637.88

	Catholic School									
11	Saint John Catholic School	0939	PK-08	3	0111	76.03%	2.28	998.71	1,997.42	2,277.06
12	Saint John Catholic School	0939	PK-08	4	0341	66.29%	2.65	998.71	2,996.13	2,646.58
13	Saint John Catholic School	0939	PK-08	6	0151	65.42%	3.93	998.71	3,994.84	3,924.93
14	Saint John Catholic School	0939	PK-08	13	0161	70.94%	9.22	998.71	8,988.39	9,208.11
15	Saint John Catholic School	0939	PK-08	11	0131	77.08%	8.48	998.71	7,989.68	8,469.06
16	Saint John Catholic School	0939	PK-08	2	0071	57.17%	1.14	998.71	998.71	1,138.53
17	Saint John Catholic School	0939	PK-08	10	0471	65.45%	6.55	998.71	6,990.97	6,541.55
18	Saint John Catholic School	0939	PK-08	5	0211	82.31%	4.12	998.71	3,994.84	4,114.69
19	Saint John Catholic School	0939	PK-08	2	0221	51.34%	1.03	998.71	998.71	1,028.67
20	Saint John Catholic School	0939	PK-08	1	0511	51.29%	0.51	998.71	998.71	509.34
21	Saint John Catholic School	0939	PK-08	2	0262	51.37%	1.03	998.71	998.71	1,028.67
22	Holy Nativity Episcopal School	0704	PK-08	4	0101	75.48%	3.02	998.71	2,996.13	3,016.10
23	Holy Nativity Episcopal School	0704	PK-08	2	0091	81.86%	1.64	998.71	1,997.42	1,637.88
24	Holy Nativity Episcopal School	0704	PK-08	35	0111	76.03%	26.61	998.71	26,965.17	26,575.67
25	Holy	0704	PK-08	9	0341	66.29%	5.97	998.71	5,992.26	5,962.30

	Nativity Episcopal School									
26	Holy Nativity Episcopal School	0704	PK-08	11	0151	65.42%	7.20	998.71	6,990.97	7,190.71
27	Holy Nativity Episcopal School	0704	PK-08	39	0161	70.94%	27.67	998.71	27,963.88	27,634.31
28	Holy Nativity Episcopal School	0704	PK-08	3	0131	77.08%	2.31	998.71	1,997.42	2,307.02
29	Holy Nativity Episcopal School	0704	PK-08	6	0071	57.17%	3.43	998.71	2,996.13	3,425.58
30	Holy Nativity Episcopal School	0704	PK-08	18	0471	65.45%	11.78	998.71	11,984.52	11,764.80
31	Holy Nativity Episcopal School	0704	PK-08	5	0211	82.31%	4.12	998.71	3,994.84	4,114.69
32	Holy Nativity Episcopal School	0704	PK-08	3	0221	51.34%	1.54	998.71	1,997.42	1,538.01
33	Holy Nativity Episcopal School	0704	PK-08	2	0511	51.29%	1.03	998.71	998.71	1,028.67
34	Holy Nativity Episcopal School	0704	PK-08	3	0262	51.37%	1.54	998.71	1,997.42	1,538.01
35	Eagle Nest Christian Academy	5193	PK-12	4	0061	53.99%	2.16	998.71	1,997.42	2,157.21
36	Eagle Nest Christian Academy	5193	PK-12	2	0101	75.48%	1.51	998.71	1,997.42	1,508.05
37	Eagle Nest Christian Academy	5193	PK-12	3	0091	81.86%	2.46	998.71	1,997.42	2,456.83
38	Eagle Nest Christian Academy	5193	PK-12	6	0111	76.03%	4.56	998.71	4,993.55	4,554.12
39	Eagle Nest Christian Academy	5193	PK-12	1	0151	65.42%	0.65	998.71	998.71	649.16

40	Eagle Nest Christian Academy	5193	PK-12	3	0161	70.94%	2.13	998.71	1,997.42	2,127.25
41	Eagle Nest Christian Academy	5193	PK-12	2	0471	65.45%	1.31	998.71	998.71	1,308.31
42	Eagle Nest Christian Academy	5193	PK-12	1	0211	82.31%	0.82	998.71	998.71	818.94
43	Eagle Nest Christian Academy	5193	PK-12	5	0341	66.29%	3.31	998.71	2,996.13	3,305.73
44	Northwest Florida Academy	9431	KG-12	1	0101	75.48%	0.75	998.71	998.71	749.03
45	Northwest Florida Academy	9431	KG-12	1	0091	81.86%	0.82	998.71	998.71	818.94
46	Northwest Florida Academy	9431	KG-12	1	0211	82.31%	0.82	998.71	998.71	818.94
47	Gulf Coast School for Autism	6476	PK-12	3	0061	53.99%	1.62	998.71	1,997.42	1,617.91
48	Gulf Coast School for Autism	6476	PK-12	1	0101	75.48%	0.75	998.71	998.71	749.03
49	Gulf Coast School for Autism	6476	PK-12	1	0091	81.86%	0.82	998.71	998.71	818.94
50	Gulf Coast School for Autism	6476	PK-12	1	0151	65.42%	0.65	998.71	998.71	649.16
51	Gulf Coast School for Autism	6476	PK-12	3	0161	70.94%	2.13	998.71	1,997.42	2,127.25
52	Gulf Coast School for Autism	6476	PK-12	1	0071	57.17%	0.57	998.71	998.71	569.26
53	Gulf Coast School for Autism	6476	PK-12	1	0471	65.45%	0.65	998.71	998.71	649.16
54	Gulf Coast School for Autism	6476	PK-12	3	0211	82.31%	2.47	998.71	1,997.42	2,466.81
55	Gulf Coast	6476	PK-12	2	0341	66.29%	1.33	998.71	998.71	1,328.28

	School for Autism									
56	Gulf Coast School for Autism	6476	PK-12	1	0221	51.34%	0.51	998.71	998.71	509.34
57	Gulf Coast School for Autism	6476	PK-12	1	0251	78.45%	0.78	998.71	998.71	778.99
58	Northwest Florida Academy	9431	PK-12	1	0461	49.21%	0.49	998.71	0.00	489.37
59	Gulf Coast School for Autism	6476	PK-12	1	0081	50.31%	0.50	998.71	998.71	499.36
60	Gulf Coast School for Autism	6476	PK-12	2	0461	49.21%	0.98	998.71	998.71	978.74
61	Holy Nativity Episcopal School	0704	PK-08	5	0081	50.31%	2.52	998.71	2,996.13	2,516.75
62	Holy Nativity Episcopal School	0704	PK-08	11	0461	49.21%	5.41	998.71	4,993.55	5,403.02
63	Saint John Catholic School	0939	PK-08	10	0081	50.31%	5.03	998.71	4,993.55	5,023.51
64	Saint John Catholic School	0939	PK-08	3	0461	49.21%	1.48	998.71	998.71	1,478.09
65	Panama City Advanced School	1406	PK-12	10	0081	50.31%	5.03	998.71	4,993.55	5,023.51
66	Panama City Advanced School	1406	PK-8	4	0461	49.21%	1.97	998.71	1,997.42	1,967.46
<b>Totals</b>				366			242.45		247,680.08	242,137.18



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**DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS**
**A. Financial Rewards & Incentives Reservations:**

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved: **\$0.00**

Explain the financial incentives and reward system in your district.

**Response:**

*This will not allow me to enter the information and save.*

Do you have a Memorandum of Understanding to address the financial incentives and reward system.

**Response:**

Yes

**B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:**

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	<b>\$ 75,061.51</b>	<b>\$ 124,387.00</b>
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	<b>\$ 67,555.36</b>	<b>\$70,000.00</b>
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	<b>N/A</b>	<b>\$54,387.00</b>

**C. Homeless Education Reservations:**

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved **\$257,083.00**

**D. Neglected and Delinquent Education Reservations:**

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved **\$54,646.00**

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**E. Educational Services Funded at the LEA-Level**

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved	<b>\$71,324.00</b>
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**F. Discretionary Educational Services Funded at the School-Level**

LEA's amount reserved	<b>\$0.00</b>
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**G. Early Childhood**

LEA's amount reserved	<b>\$0.00</b>
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**H. Private School Services**

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

<b>H-1. Private School Administrative Costs</b>	<b>\$19,826.94</b>
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<b>H-2. Private School Parent and Family Engagement</b>	<b>\$2,619.65</b>
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<b>H-3. Private School Professional Development</b>	<b>\$2,085.00</b>
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<b>H-4. Private School Instructional Services</b>	<b>\$237,433.41</b>
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<b>H-5. Roll Forward for Equitable Services</b>	<b>\$ 18,868.00</b>
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<b>I. 2017-18 Roll-Forward</b>	<b>\$ 1,241,407.00</b>
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<b>J. Transportation for Foster Care Children</b>	<b>\$ 35,000.00</b>
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<b>K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10%</b>	<b>\$ 581,302.00</b>
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<b>L. Reimbursements for Charter School Expenditures</b>	<b>\$ 283,850.00</b>
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<b>M. Transportation for School Choice (Not to Exceed 5%)</b>	<b>\$</b>
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**General Education Provisions Act**

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>