

Treasurer's Report

BRECKINRIDGE COUNTY BOARD OF EDUCATION			
Comparative Financial Summary			
FOR PERIOD ENDING OCTOBER 31, 2023			
	Oct-22	Oct-23	Change
MUNIS Summary			
Balance per General Ledger, Beginning of Month	\$ 5,954,999.40	\$ 10,468,518.03	\$ 4,513,518.63
Deposits and Other Credits:			
SEEK Allotment	831,164.00	832,774.00	1,610.00
Property Tax	58,736.57	1,066.55	(57,670.02)
Utilities Tax; gross of related collection fee	199,064.97	188,559.73	(10,505.24)
Motor Vehicle Tax; gross of related collection fee	80,790.99	58,386.93	(80,790.99)
Bank Interest	12,485.89	16,485.85	3,999.96
Medicaid Reimbursements	202.30	1,125.01	922.71
Other General Fund Revenue	22,556.17	48,400.58	25,844.41
State and Federal Grant Proceeds	1,622,355.79	187,539.26	(1,434,816.53)
District Activity Revenue	1,802.92	2,482.49	679.57
Federal Food Service Reimb	269,445.43	367,602.64	98,157.21
Capital Funds Receipts (includes capital projects)	57,235.11	19,323.68	(37,911.43)
Other Misc. Funds & Trust Revenue	728.68	1,341.04	612.36
TOTAL DEPOSITS AND OTHER CREDITS	3,156,568.82	1,725,087.76	(1,431,481.06)
Checks and Other Debits:			
Payroll Expenses General Fund	1,302,455.20	1,614,398.26	311,943.06
Operating Expenses General Fund	210,275.86	274,023.50	63,747.64
State and Federal Grant Proceeds	607,292.15	410,522.30	(196,769.85)
District Activity Revenue	8,725.66	5,108.71	(3,616.95)
Federal Food Service Reimb	260,592.66	227,809.57	(32,783.09)
Capital Funds Receipts (includes capital projects)	82,510.97	686,581.61	604,070.64
Other Misc. Funds & Trust Revenue	-	-	-
TOTAL CHECKS AND OTHER DEBITS	2,471,852.50	3,218,443.95	746,591.45
First State Bank CDs & Cecilian Bank Fund			
Certificate of Deposits PAR Value	\$ 13,500,000.00	\$ 10,000,000.00	\$ (3,500,000.00)
Cecilian Bank Sinking Fund (QZAB Bonds)	\$ 1,053,728.61	\$ 1,248,620.00	\$ 194,891.39
Balance Sheet Adjustments		(10,841.57)	(10,841.57)
General Ledger Adjustments	(1,599.00)	12,425.40	14,024.40
Prior period adjustments			
PER BOOKS (MUNIS)	21,191,845.33	20,225,365.67	(966,479.66)
PER BANK			
Balance per Bank, Beginning of Month	20,832,968.24	21,669,189.74	836,221.50
Total Program Deposits	6,296,837.57	3,855,536.92	(2,441,300.65)
Total Program Withdrawals	\$ (5,951,564.10)	\$ (5,415,764.80)	\$ 535,799.30
Interest	18,722.90	44,699.11	25,976.21
Balance per Bank, End of Month	\$ 21,196,964.61	\$ 20,153,660.97	\$ (1,043,303.64)
Less: Outstanding Checks			
Payroll Checks	9,532.08	7,490.09	(2,041.99)
Expense Checks	116,334.33	19,042.81	(97,291.52)
TOTAL OUTSTANDING CHECKS	125,866.41	26,532.90	(99,333.51)
Deposits in Transit	5,850.81	8,809.91	2,959.10
Bank Adjustments	114,896.32	89,427.69	(25,468.63)
RECONCILED BALANCE, END OF MONTH	21,191,845.33	20,225,365.67	(966,479.66)

BRECKINRIDGE COUNTY BOARD OF EDUCATION
TREASURER'S REPORT SUMMARY & CASH POSITION
FOR PERIOD ENDING OCTOBER 31, 2023

FUND	ACCOUNT	BEG. BAL.	REVENUE	EXPENDITURES	BALANCE
1		4,594,350	1,146,799	1,888,422	3,852,727
	Payables Change				(11,181)
	Prepaid Chg.				
	Accounts Payable /Fed Funds Payable Chg.				339.34
	Accounts Receivable Chg				
	Amount added to Beg Bal Restricted				-
					3,841,885
2	Federal & State Projects	(443,597)	187,539	410,522	(666,580)
	Accounts Payable				(666,580)
21	District Activity Funds	90,112	2,482	5,109	87,486
	Accounts Payable				87,486
310	Capital Outlay	125,302	653.99	-	125,956
	Fund Transfer(s)				-
					125,956
320	Building Fund	289,529	31	283,498	6,062
	Fund Transfer(s)				-
					6,062
360	Construction Fund	3,974,117	18,638	403,083	3,589,672
	Accounts Payable				-
	Investments (6105)				10,000,000
					13,589,672
51	Food Service	1,581,766	367,603	227,810	1,721,559
	Prepaid Chg.				-
	Accounts Receivable				
	Accounts Payable				1,721,559
7000	Trust Fund	256,939	1,341	-	258,280
	Accounts Receivable				-
	Accounts Payable				-
					258,280
	TOTAL FUND BALANCE	10,468,518			18,964,320

* Project Breakdown for Construction Fund
Receivables/Payables

Adjustments:

Ending Bank Balances:

Investments (CD's)
Checking

Other Accounts (Sinking Fund Balance)
Deposit in Transit
Bank Adjustments
Outstanding Checks

GRAND TOTAL \$ 20,225,366

10,000,000.00
8,905,040.97

1,248,620.00
8,809.91
89,427.69
(26,532.90)

ACTUAL CASH BALANCE (Bank) \$ 20,225,366

**Notes: Some beginning balances may differ slightly due to adjustments to prior months.

Michael Moreland
CFO

Breckinridge County Public Schools

General Fund Cash Flow Report

2023-2024

			PAYROLL	*OPERATIONAL	TOTAL	MONTHLY	CASH
MONTH	REVENUES	EXPENSES	EXPENSES	EXPENSES	EXPENSES	CASH FLOW	BALANCE
Carryover	\$ 1,055,247			* (A/P, Autodrafts & Journal Adjustments)			
July	\$ 881,114	\$ 49,388	\$ 295,981	\$ 345,368	\$ 535,746	\$ 1,590,992.93	
August	\$ 1,083,160	\$ 341,214	\$ 231,315	\$ 572,529	\$ 510,631	\$ 2,101,623.82	
September	\$ 991,945	\$ 1,342,015	\$ 307,115	\$ 1,649,131	\$ (657,185)	\$ 1,444,438.40	
October	\$ 1,146,799	\$ 1,614,398	\$ 274,024	\$ 1,888,422	\$ (741,623)	\$ 702,815.29	
November			\$ -	\$ -	\$ -	\$ -	
December			\$ -	\$ -	\$ -	\$ -	
January			\$ -	\$ -	\$ -	\$ -	
February			\$ -	\$ -	\$ -	\$ -	
March			\$ -	\$ -	\$ -	\$ -	
April			\$ -	\$ -	\$ -	\$ -	
May			\$ -	\$ -	\$ -	\$ -	
June			\$ -	\$ -	\$ -	\$ -	
Accruals & Adjustments			\$ -	\$ -	\$ -	\$ -	
	\$ 5,158,265	\$ 3,347,016	\$ 1,108,434	\$ 4,455,450	\$ (352,432)		
% OF Total Exp >		75.1%	24.9%				
YTD ANALYSIS	FY24	FY23	Diff	% Chg TY vs. LY			
Carryover	\$ 1,055,247	\$ 1,721,067	\$ (665,820)	-38.7%		Restricted for Sick Leave Payable	\$ 156,493
Adjusted Total Revenue	\$ 4,103,018	\$ 3,430,573	\$ 672,445	19.6%		Restricted for Construction	\$ 2,884,468
Payroll	\$ 3,347,016	\$ 2,922,397	\$ 424,618	14.5%		Assigned for Instruction & related	\$ -
Operating Expenses (adjusted)	\$ 1,108,434	\$ 1,211,291	\$ (102,856)	-8.5%		Assigned for Encumbrances	\$ 253,889
Adjusted Total Expenses	\$ 4,455,450	\$ 4,133,688	\$ 321,762	7.8%		Restricted Prepaid	\$ -
Cash Balance (6101)	\$ 3,841,885	\$ 4,756,112	\$ (914,227)	-19.2%		Assigned Other (SBDM)	\$ -
Fund Balance	\$ 4,106,955	\$ 4,990,312	\$ (883,357)	-17.7%		Unassigned	\$ 109,290
Free Cash Flow (Unassigned)	\$ 702,815	\$ 1,017,952	\$ (315,137)	-31.0%		Free Cash Flow (Unassigned)	\$ 702,815
						Fund Balance >	\$ 4,106,955
Reconciliation of Differences							
17GG Operating Expense Adj.	\$ -	\$ -	Revenue difference	\$ 6,625			
17GG Revenue Adj.	\$ -	\$ -	Expense Difference	\$ (321,762)			
Bond Refunding Revenues	\$ -	\$ -	Diff in Prepaid Adjustment	\$ -			
Bond Refunding Expenses	\$ -	\$ -	Diff in Assigned SBDM	\$ -			
COFT Fund Transfers	\$ -	\$ -	FCF Difference	\$ (315,137)			
Fund Transfer (BCHS Project 8160)	\$ -	\$ -					

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GENERAL FUND (1)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
0999 BEGINNING BALANCE					
TOTAL 0999 BEGINNING BALANCE	1,023,867.76	.00	1,055,247.37	2,049,005.16	993,757.79
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
AD VALOREM TAXES					
1111 GENERAL PROPERTY TAX	.00	.00	.00	4,819,560.82	4,819,560.82
1113 PSC PROPERTY TAX	28,719.38	51.57	1,911.90	878,898.84	876,986.94
1115 DELINQUENT PROPERTY TAX	55,417.60	1,014.98	26,918.31	50,000.00	23,081.69
1117 MOTOR VEHICLE TAX	228,272.31	58,386.93	203,105.42	1,336,570.02	1,133,464.60
TOTAL AD VALOREM TAXES	312,409.29	59,453.48	231,935.63	7,085,029.68	6,853,094.05
SALES & USE TAXES					
1121 UTILITIES TAX	299,159.71	188,559.73	287,060.19	1,189,392.69	902,332.50
TOTAL SALES & USE TAXES	299,159.71	188,559.73	287,060.19	1,189,392.69	902,332.50
PENALTIES & INTEREST ON TAXES					
1140 PENALTIES & INTEREST ON TAXES	.00	.00	.00	.00	.00
TOTAL PENALTIES & INTEREST ON TAXES	.00	.00	.00	.00	.00
OTHER TAXES					
1191 OMITTED PROPERTY TAX	.00	.00	.00	20,000.00	20,000.00
TOTAL OTHER TAXES	.00	.00	.00	20,000.00	20,000.00
TUITION					
1310 TUITION FROM INDIVIDUALS	9,414.22	1,768.00	12,171.00	65,073.24	52,902.24
1340 OTHER TUITION	.00	.00	.00	.00	.00
1341 TUITION - ALTERNATIVE SCHOOL	.00	.00	.00	.00	.00
TOTAL TUITION	9,414.22	1,768.00	12,171.00	65,073.24	52,902.24
TRANSPORTATION					

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GENERAL FUND (1)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
1442 TRANSPORT FRM FISCAL COURT	.00	.00	.00	40,000.00	40,000.00
TOTAL TRANSPORTATION	.00	.00	.00	40,000.00	40,000.00
EARNINGS ON INVESTMENTS					
1510 INTEREST ON INVESTMENTS	43,827.81	16,485.85	65,070.39	100,000.00	34,929.61
TOTAL EARNINGS ON INVESTMENTS	43,827.81	16,485.85	65,070.39	100,000.00	34,929.61
OTHER REVENUE FROM LOCAL SOURCES					
1911 BUILDING RENTAL	833.30	166.66	833.30	2,000.00	1,166.70
1912 BUS RENTAL	.00	.00	.00	.00	.00
1920 CONTRIBUTIONS/DONATIONS	4,400.00	2,250.00	2,750.00	8,000.00	5,250.00
1930 FIXED ASSET GAIN/LOSS	.00	.00	.00	.00	.00
1942 TEXTBOOK RENTALS	5,834.00	.00	.00	5,000.00	5,000.00
1980 REFUND OF PRIOR YR EXPENDITURE	.00	.00	.00	.00	.00
1982 STATE FLEX SPENDING REIMB.	.00	.00	.00	.00	.00
1990 MISCELLANEOUS REVENUE	12,601.82	62.00	11,306.44	51,000.00	39,693.56
1991 TRANSCRIPT FEES	.00	.00	.00	.00	.00
1993 WORKERS COMP. REIMB FROM F2&51	.00	.00	.00	50,000.00	50,000.00
1995 E-RATE REIMBURSEMENT	.00	.00	.00	.00	.00
1996 SALARY REIMBURSEMENT	.00	.00	.00	.00	.00
1997 Other Reimbursement	3,455.37	9,726.06	14,583.13	50,000.00	35,416.87
1997 FUND 2 - SUPPLIES	.00	.00	.00	.00	.00
1998 JURY DUTY	.00	.00	.00	1,000.00	1,000.00
1999 UNEMPLOYMENT FROM ALL FUNDS	.00	.00	.00	.00	.00
TOTAL OTHER REVENUE FROM LOCAL SOURCES	27,124.49	12,204.72	29,472.87	167,000.00	137,527.13
TOTAL REVENUE FROM LOCAL SOURCES	691,935.52	278,471.78	625,710.08	8,666,495.61	8,040,785.53
REVENUE FROM STATE SOURCES					
STATE PROGRAM					
3111 SEEK PROGRAM	3,394,829.00	832,774.00	3,409,522.00	9,993,278.76	6,583,756.76
TOTAL STATE PROGRAM	3,394,829.00	832,774.00	3,409,522.00	9,993,278.76	6,583,756.76
OTHER STATE FUNDING					
3123 STATE VOCATIONAL SCHOOL	.00	.00	.00	.00	.00
3125 BUS DRVR TRAINING REIMB	.00	.00	.00	.00	.00
3126 SUB SALARY REIMB (STATE)	432.01	4,889.26	5,859.65	10,000.00	4,140.35
3127 SAFE SCHOOLS	.00	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GENERAL FUND (1)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
3128 AUDIT REIMBURSEMENT	.00	.00	.00	.00	.00
3129 KSB/KSD TRANSP REIMBURSEMENT	.00	.00	.00	.00	.00
TOTAL OTHER STATE FUNDING	432.01	4,889.26	5,859.65	10,000.00	4,140.35
EXPENDITURE REIMBURSEMENTS					
3130 National Board Cert Reimburse	.00	.00	.00	6,000.00	6,000.00
3131 STATE MISCELLANEOUS REIMBURSE	.00	.00	.00	.00	.00
3132 SPEECH LANG PATHOLOGIST REIMB	.00	.00	.00	.00	.00
TOTAL EXPENDITURE REIMBURSEMENTS	.00	.00	.00	6,000.00	6,000.00
RESTRICTED					
3200 RESTRICTED STATE REVENUE	.00	.00	.00	.00	.00
TOTAL RESTRICTED	.00	.00	.00	.00	.00
REVENUE IN LIEU OF TAXES/STATE					
3800 REVENUE IN LIEU OF TAXES/STATE	10,856.00	2,714.00	10,856.00	31,900.00	21,044.00
TOTAL REVENUE IN LIEU OF TAXES/STATE	10,856.00	2,714.00	10,856.00	31,900.00	21,044.00
REVENUE ON BEHALF PAYMENTS					
3900 Revenue for/on behalf pymts	.00	.00	.00	6,614,365.00	6,614,365.00
TOTAL REVENUE ON BEHALF PAYMENTS	.00	.00	.00	6,614,365.00	6,614,365.00
TOTAL REVENUE FROM STATE SOURCES	3,406,117.01	840,377.26	3,426,237.65	16,655,543.76	13,229,306.11
REVENUE FROM FEDERAL SOURCES					
FEDERAL REIMBURSEMENT					
4810 MEDICAID REIMBURSEMENT	3,594.17	1,125.01	1,125.01	75,000.00	73,874.99
TOTAL FEDERAL REIMBURSEMENT	3,594.17	1,125.01	1,125.01	75,000.00	73,874.99
TOTAL REVENUE FROM FEDERAL SOURCES	3,594.17	1,125.01	1,125.01	75,000.00	73,874.99
OTHER RECEIPTS					

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GENERAL FUND (1)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
BOND ISSUANCE					
5110 BOND PRINCIPAL PROCEEDS	.00	.00	.00	.00	.00
5120 BOND PREMIUM/DISCOUNT ISSUANCE	.00	.00	.00	.00	.00
TOTAL BOND ISSUANCE	.00	.00	.00	.00	.00
INTERFUND TRANSFERS					
5210 FUND TRANSFER	.00	.00	.00	705,332.90	705,332.90
5220 INDIRECT COSTS TRANSFER	26,125.27	19,236.71	42,357.08	227,244.07	184,886.99
TOTAL INTERFUND TRANSFERS	26,125.27	19,236.71	42,357.08	932,576.97	890,219.89
SALE OR COMP FOR LOSS OF ASSETS					
5311 SALE OF LAND & IMPROVEMENTS	.00	.00	.00	.00	.00
5312 LOSS COMP - LAND & IMPROVEMNTS	.00	.00	.00	.00	.00
5331 SALE OF BUILDINGS	.00	.00	.00	.00	.00
5332 LOSS COMP - BUILDINGS	.00	.00	.00	.00	.00
5341 SALE OF EQUIPMENT ETC	.00	.00	.00	10,000.00	10,000.00
5342 LOSS COMP - EQUIPMENT ETC	.00	7,587.89	7,587.89	.00	-7,587.89
TOTAL SALE OR COMP FOR LOSS OF ASSETS	.00	7,587.89	7,587.89	10,000.00	2,412.11
CAPITAL LEASE PROCEEDS					
5500 Capital Lease Proceeds	.00	.00	.00	.00	.00
TOTAL CAPITAL LEASE PROCEEDS	.00	.00	.00	.00	.00
TOTAL OTHER RECEIPTS	26,125.27	26,824.60	49,944.97	942,576.97	892,632.00
TOTAL RECEIPTS	4,127,771.97	1,146,798.65	4,103,017.71	26,339,616.34	22,236,598.63
TOTAL REVENUE	5,151,639.73	1,146,798.65	5,158,265.08	28,388,621.50	23,230,356.42

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GENERAL FUND (1)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES					
0000 RESTRICT TO REV & BAL SHT ONLY					
0200 EMPLOYEE BENEFITS	.00	.00	.00	.00	.00
TOTAL 0000 RESTRICT TO REV & BAL SHT ONLY	.00	.00	.00	.00	.00
1000 INSTRUCTION					
0100 SALARIES PERSONNEL SERVICES	1,594,096.49	877,739.77	1,708,491.60	10,166,663.99	8,458,172.39
0200 EMPLOYEE BENEFITS	122,289.49	65,640.72	135,293.95	746,537.22	611,243.27
0280 ON-BEHALF	.00	.00	.00	4,246,022.00	4,246,022.00
0300 PURCHASED PROF AND TECH SERV	46,973.19	1,944.50	78,863.98	161,040.00	82,176.02
0400 PURCHASED PROPERTY SERVICES	.00	.00	.00	.00	.00
0500 OTHER PURCHASED SERVICES	41,686.52	524.41	42,994.90	46,071.90	3,077.00
0600 SUPPLIES	46,845.19	11,374.94	17,386.72	83,842.63	66,455.91
0700 PROPERTY	5,053.48	.00	.00	101,710.17	101,710.17
0800 DEBT SERVICE AND MISCELLANEOUS	49.01	5,684.77	5,982.77	13,000.00	7,017.23
TOTAL 1000 INSTRUCTION	1,856,993.37	962,909.11	1,989,013.92	15,564,887.91	13,575,873.99
2100 STUDENT SUPPORT SERVICES					
0100 SALARIES PERSONNEL SERVICES	47,318.38	69,779.61	150,033.56	837,355.00	687,321.44
0200 EMPLOYEE BENEFITS	15,680.09	8,063.33	19,455.16	97,934.58	78,479.42
0280 ON-BEHALF	.00	.00	.00	221,350.00	221,350.00
0300 PURCHASED PROF AND TECH SERV	.00	.00	.00	850.00	850.00
0500 OTHER PURCHASED SERVICES	389.84	.00	.00	850.00	850.00
0600 SUPPLIES	1,127.89	640.75	8,602.82	7,000.00	-1,602.82
0700 PROPERTY	.00	.00	.00	50.00	50.00
TOTAL 2100 STUDENT SUPPORT SERVICES	64,516.20	78,483.69	178,091.54	1,165,389.58	987,298.04
2200 INSTRUCTIONAL STAFF SUPP SERV					
0100 SALARIES PERSONNEL SERVICES	66,617.66	35,328.24	69,920.93	415,112.15	345,191.22
0200 EMPLOYEE BENEFITS	3,460.22	1,816.97	3,597.16	21,817.53	18,220.37
0280 ON-BEHALF	.00	.00	.00	167,549.00	167,549.00
0400 PURCHASED PROPERTY SERVICES	490.67	.00	.00	1,000.00	1,000.00
0600 SUPPLIES	1,743.96	.00	.00	2,000.00	2,000.00
TOTAL 2200 INSTRUCTIONAL STAFF SUPP SERV	72,312.51	37,145.21	73,518.09	607,478.68	533,960.59
2300 DISTRICT ADMIN SUPPORT					
0100 SALARIES PERSONNEL SERVICES	134,366.34	44,832.94	146,662.90	556,745.18	410,082.28
0200 EMPLOYEE BENEFITS	50,009.45	124,450.99	150,284.55	144,286.71	-5,997.84
0280 ON-BEHALF	.00	.00	.00	293,079.00	293,079.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GENERAL FUND (1)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
0300 PURCHASED PROF AND TECH SERV	19,957.80	3,707.82	29,869.24	386,751.04	356,881.80
0400 PURCHASED PROPERTY SERVICES	1,480.38	422.82	1,645.96	4,072.80	2,426.84
0500 OTHER PURCHASED SERVICES	3,527.66	1,052.77	4,509.36	28,491.00	23,981.64
0600 SUPPLIES	38,713.11	842.57	14,957.40	39,176.20	24,218.80
0700 PROPERTY	.00	.00	.00	.00	.00
0800 DEBT SERVICE AND MISCELLANEOUS	.00	-299.90	-1,733.53	.00	1,733.53
0840 CONTINGENCY	.00	.00	.00	551,542.84	551,542.84
0900 OTHER ITEMS	.00	.00	.00	.00	.00
TOTAL 2300 DISTRICT ADMIN SUPPORT	248,054.74	175,010.01	346,195.88	2,004,144.77	1,657,948.89
2400 SCHOOL ADMIN SUPPORT					
0100 SALARIES PERSONNEL SERVICES	265,863.44	96,031.36	256,504.88	1,149,927.51	893,422.63
0200 EMPLOYEE BENEFITS	27,997.51	11,327.81	25,786.31	137,809.41	112,023.10
0280 ON-BEHALF	.00	.00	.00	471,641.00	471,641.00
0300 PURCHASED PROF AND TECH SERV	320.00	145.00	413.00	8,650.00	8,237.00
0400 PURCHASED PROPERTY SERVICES	11,668.90	5,265.54	15,205.68	61,900.00	46,694.32
0500 OTHER PURCHASED SERVICES	.00	.00	.00	800.00	800.00
0600 SUPPLIES	89,234.76	10,703.19	102,311.11	144,773.84	42,462.73
0700 PROPERTY	18,325.43	345.00	5,063.43	27,283.44	22,220.01
0800 DEBT SERVICE AND MISCELLANEOUS	1,702.89	.00	410.56	25,045.00	24,634.44
0840 CONTINGENCY	.00	.00	.00	16,460.00	16,460.00
0900 OTHER ITEMS	.00	.00	.00	.00	.00
TOTAL 2400 SCHOOL ADMIN SUPPORT	415,112.93	123,817.90	405,694.97	2,044,290.20	1,638,595.23
2500 BUSINESS SUPPORT SERVICES					
0100 SALARIES PERSONNEL SERVICES	122,433.19	49,539.12	133,190.61	477,290.84	344,100.23
0200 EMPLOYEE BENEFITS	25,636.92	8,278.57	24,056.08	88,596.33	64,540.25
0280 ON-BEHALF	.00	.00	.00	259,538.00	259,538.00
0300 PURCHASED PROF AND TECH SERV	25,600.13	9,176.27	55,612.81	112,118.00	56,505.19
0400 PURCHASED PROPERTY SERVICES	1,827.16	1,043.47	3,846.72	5,756.56	1,909.84
0500 OTHER PURCHASED SERVICES	591.06	81.08	663.69	160,154.80	159,491.11
0600 SUPPLIES	5,424.13	.00	2,787.39	15,546.71	12,759.32
0700 PROPERTY	8,663.72	.00	267.95	51,844.15	51,576.20
TOTAL 2500 BUSINESS SUPPORT SERVICES	190,176.31	68,118.51	220,425.25	1,170,845.39	950,420.14
2600 PLANT OPERATIONS AND MAINTENANCE					
0100 SALARIES PERSONNEL SERVICES	201,370.52	73,426.13	211,791.76	876,094.60	664,302.84
0200 EMPLOYEE BENEFITS	72,071.51	25,428.42	72,179.68	300,673.42	228,493.74
0280 ON-BEHALF	.00	.00	.00	407,224.00	407,224.00
0300 PURCHASED PROF AND TECH SERV	21,144.86	6,989.35	21,259.85	95,335.90	74,076.05
0400 PURCHASED PROPERTY SERVICES	201,275.64	43,582.81	122,716.63	419,303.82	296,587.19
0500 OTHER PURCHASED SERVICES	76,497.30	.00	88,867.79	271,202.33	182,334.54
0600 SUPPLIES	134,414.72	61,753.30	144,042.49	574,317.67	430,275.18
0700 PROPERTY	37,543.05	12,845.21	25,420.55	52,628.00	27,207.45

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GENERAL FUND (1)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
0800 DEBT SERVICE AND MISCELLANEOUS	2,045.52	412.26	1,731.25	7,200.00	5,468.75
TOTAL 2600 PLANT OPERATIONS AND MAINTENANCE	746,363.12	224,437.48	688,010.00	3,003,979.74	2,315,969.74
2700 STUDENT TRANSPORTATION					
0100 SALARIES PERSONNEL SERVICES	124,441.30	92,048.36	182,029.34	909,301.84	727,272.50
0200 EMPLOYEE BENEFITS	47,529.72	30,665.92	57,737.19	299,830.87	242,093.68
0280 ON-BEHALF	.00	.00	.00	445,962.00	445,962.00
0300 PURCHASED PROF AND TECH SERV	13,153.84	6,379.28	25,427.16	61,810.00	36,382.84
0400 PURCHASED PROPERTY SERVICES	1,353.88	.00	204.00	1,550.00	1,346.00
0500 OTHER PURCHASED SERVICES	46,634.67	731.00	50,635.33	142,500.00	91,864.67
0600 SUPPLIES	142,056.46	84,313.18	151,194.31	473,380.21	322,185.90
0700 PROPERTY	15,687.02	3,788.25	15,529.85	67,628.00	52,098.15
0800 DEBT SERVICE AND MISCELLANEOUS	2,224.85	573.86	2,498.26	10,400.00	7,901.74
TOTAL 2700 STUDENT TRANSPORTATION	393,081.74	218,499.85	485,255.44	2,412,362.92	1,927,107.48
3100 FOOD SERVICE OPERATION					
0100 SALARIES PERSONNEL SERVICES	887.60	.00	.00	.00	.00
0200 EMPLOYEE BENEFITS	327.48	.00	.00	.00	.00
0280 ON-BEHALF	.00	.00	.00	.00	.00
0600 SUPPLIES	.00	.00	.00	.00	.00
TOTAL 3100 FOOD SERVICE OPERATION	1,215.08	.00	.00	.00	.00
3300 COMMUNITY SERVICES					
0280 ON-BEHALF	.00	.00	.00	.00	.00
TOTAL 3300 COMMUNITY SERVICES	.00	.00	.00	.00	.00
5100 DEBT SERVICE					
0400 PURCHASED PROPERTY SERVICES	.00	.00	.00	.00	.00
0800 DEBT SERVICE AND MISCELLANEOUS	1,772.11	.00	.00	23,112.46	23,112.46
0900 OTHER ITEMS	.00	.00	.00	.00	.00
TOTAL 5100 DEBT SERVICE	1,772.11	.00	.00	23,112.46	23,112.46
5200 FUND TRANSFERS					
0900 OTHER ITEMS	144,089.76	.00	69,244.70	392,129.85	322,885.15
TOTAL 5200 FUND TRANSFERS	144,089.76	.00	69,244.70	392,129.85	322,885.15

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GENERAL FUND (1)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
TOTAL EXPENDITURES	4,133,687.87	1,888,421.76	4,455,449.79	28,388,621.50	23,933,171.71
TOTAL FOR GENERAL FUND (1)	1,017,951.86	-741,623.11	702,815.29	.00	-702,815.29

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

SPECIAL REVENUE (2)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
0999 BEGINNING BALANCE					
TOTAL 0999 BEGINNING BALANCE	.00	.00	.00	.00	.00
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
TUITION					
1310 TUITION FROM INDIVIDUALS	18,939.53	3,355.00	39,002.90	19,000.00	-20,002.90
TOTAL TUITION	18,939.53	3,355.00	39,002.90	19,000.00	-20,002.90
STUDENT ACTIVITIES					
1750 DONATIONS (ACTIVITY FND)	.00	.00	.00	.00	.00
TOTAL STUDENT ACTIVITIES	.00	.00	.00	.00	.00
OTHER REVENUE FROM LOCAL SOURCES					
1920 CONTRIBUTIONS/DONATIONS	.00	.00	.00	30,040.00	30,040.00
1930 FIXED ASSET GAIN/LOSS	.00	.00	.00	.00	.00
1990 MISCELLANEOUS REVENUE	.00	.00	.00	100.00	100.00
1997 Other Reimbursement	.00	.00	.00	.00	.00
TOTAL OTHER REVENUE FROM LOCAL SOURCES	.00	.00	.00	30,140.00	30,140.00
TOTAL REVENUE FROM LOCAL SOURCES	18,939.53	3,355.00	39,002.90	49,140.00	10,137.10
REVENUE FROM STATE SOURCES					
STATE PROGRAM					
3111 SEEK PROGRAM	.00	.00	.00	.00	.00
TOTAL STATE PROGRAM	.00	.00	.00	.00	.00
RESTRICTED					
3200 RESTRICTED STATE REVENUE	233,472.22	.00	215,553.73	1,081,683.62	866,129.89
TOTAL RESTRICTED					

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

SPECIAL REVENUE (2)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
	233,472.22	.00	215,553.73	1,081,683.62	866,129.89
TOTAL REVENUE FROM STATE SOURCES	233,472.22	.00	215,553.73	1,081,683.62	866,129.89
REVENUE FROM FEDERAL SOURCES					
RESTRICTED DIRECT					
4300 RESTRICTED DIRECT FEDERAL	226,551.64	97,770.99	222,375.00	1,381,414.64	1,159,039.64
TOTAL RESTRICTED DIRECT	226,551.64	97,770.99	222,375.00	1,381,414.64	1,159,039.64
RESTRICTED THROUGH THE STATE					
4500 RESTRICTED FED THRU STATE	416,381.72	86,413.27	328,348.16	2,134,579.00	1,806,230.84
TOTAL RESTRICTED THROUGH THE STATE	416,381.72	86,413.27	328,348.16	2,134,579.00	1,806,230.84
TOTAL REVENUE FROM FEDERAL SOURCES	642,933.36	184,184.26	550,723.16	3,515,993.64	2,965,270.48
OTHER RECEIPTS					
INTERFUND TRANSFERS					
5210 FUND TRANSFER	.00	.00	.00	98,845.99	98,845.99
5232 NCLB Transfer from Title IV	.00	.00	.00	.00	.00
5251 Flex Focus Transfer from Exten	.00	.00	.00	.00	.00
5261 Flex Focus Transfer to Flex Fo	.00	.00	.00	.00	.00
TOTAL INTERFUND TRANSFERS	.00	.00	.00	98,845.99	98,845.99
TOTAL OTHER RECEIPTS	.00	.00	.00	98,845.99	98,845.99
TOTAL RECEIPTS	895,345.11	187,539.26	805,279.79	4,745,663.25	3,940,383.46
TOTAL REVENUE	895,345.11	187,539.26	805,279.79	4,745,663.25	3,940,383.46

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

SPECIAL REVENUE (2)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES					
1000 INSTRUCTION					
0100 SALARIES PERSONNEL SERVICES	501,210.47	164,567.68	439,452.09	2,147,119.90	1,707,667.81
0200 EMPLOYEE BENEFITS	155,209.52	59,256.61	148,896.86	751,345.50	602,448.64
0300 PURCHASED PROF AND TECH SERV	22,530.99	9,966.34	35,960.43	155,594.53	119,634.10
0400 PURCHASED PROPERTY SERVICES	.00	.00	.00	.00	.00
0500 OTHER PURCHASED SERVICES	37,900.15	7,609.00	29,224.85	60,719.95	31,495.10
0600 SUPPLIES	114,595.02	12,891.10	70,552.88	168,113.73	97,560.85
0700 PROPERTY	76,879.74	37,953.45	106,724.75	156,623.54	49,898.79
0800 DEBT SERVICE AND MISCELLANEOUS	.00	3,830.00	3,830.00	14,811.71	10,981.71
0900 OTHER ITEMS	.00	.00	.00	.00	.00
TOTAL 1000 INSTRUCTION	908,325.89	296,074.18	834,641.86	3,454,328.86	2,619,687.00
2100 STUDENT SUPPORT SERVICES					
0100 SALARIES PERSONNEL SERVICES	122,414.24	11,680.14	23,360.28	77,900.02	54,539.74
0200 EMPLOYEE BENEFITS	39,532.68	3,385.84	6,771.71	20,134.66	13,362.95
0300 PURCHASED PROF AND TECH SERV	.00	1,425.00	1,425.00	7,334.32	5,909.32
0500 OTHER PURCHASED SERVICES	.00	.00	.00	.00	.00
0600 SUPPLIES	.00	.00	.00	.00	.00
0800 DEBT SERVICE AND MISCELLANEOUS	.00	.00	.00	.00	.00
TOTAL 2100 STUDENT SUPPORT SERVICES	161,946.92	16,490.98	31,556.99	105,369.00	73,812.01
2200 INSTRUCTIONAL STAFF SUPP SERV					
0100 SALARIES PERSONNEL SERVICES	75,852.34	31,710.56	66,528.87	354,112.83	287,583.96
0200 EMPLOYEE BENEFITS	21,780.25	9,634.79	19,963.10	116,920.97	96,957.87
0300 PURCHASED PROF AND TECH SERV	14,897.84	1,971.00	5,710.30	29,606.94	23,896.64
0400 PURCHASED PROPERTY SERVICES	.00	88.43	274.06	5,000.00	4,725.94
0500 OTHER PURCHASED SERVICES	2,035.66	2,070.21	3,418.34	10,550.00	7,131.66
0600 SUPPLIES	12,003.24	3,732.56	7,777.25	52,371.01	44,593.76
0700 PROPERTY	.00	.00	23,106.50	39,849.52	16,743.02
0800 DEBT SERVICE AND MISCELLANEOUS	.00	.00	.00	.00	.00
TOTAL 2200 INSTRUCTIONAL STAFF SUPP SERV	126,569.33	49,207.55	126,778.42	608,411.27	481,632.85
2300 DISTRICT ADMIN SUPPORT					
0100 SALARIES PERSONNEL SERVICES	.00	.00	.00	.00	.00
0200 EMPLOYEE BENEFITS	.00	.00	.00	.00	.00
0300 PURCHASED PROF AND TECH SERV	.00	.00	.00	.00	.00
0500 OTHER PURCHASED SERVICES	.00	.00	.00	.00	.00
0600 SUPPLIES	.00	.00	.00	.00	.00
0700 PROPERTY	.00	.00	.00	.00	.00
0800 DEBT SERVICE AND MISCELLANEOUS	.00	.00	.00	.00	.00
0900 OTHER ITEMS	.00	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

SPECIAL REVENUE (2)		LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
TOTAL 2300 DISTRICT ADMIN SUPPORT		.00	.00	.00	.00	.00
2500 BUSINESS SUPPORT SERVICES						
0100	SALARIES PERSONNEL SERVICES	9,391.31	3,587.71	10,763.13	43,052.47	32,289.34
0200	EMPLOYEE BENEFITS	5,111.96	1,794.85	5,385.89	22,179.31	16,793.42
0600	SUPPLIES	.00	.00	.00	.00	.00
TOTAL 2500 BUSINESS SUPPORT SERVICES		14,503.27	5,382.56	16,149.02	65,231.78	49,082.76
2600 PLANT OPERATIONS AND MAINTENANCE						
0300	PURCHASED PROF AND TECH SERV	15,000.00	.00	.00	30,000.00	30,000.00
0400	PURCHASED PROPERTY SERVICES	8,548.76	3,127.15	4,547.57	10,594.00	6,046.43
0500	OTHER PURCHASED SERVICES	.00	.00	.00	.00	.00
0600	SUPPLIES	63,907.47	11,584.20	23,636.17	17,000.00	-6,636.17
0700	PROPERTY	.00	.00	21,868.00	51,000.00	29,132.00
0800	DEBT SERVICE AND MISCELLANEOUS	.00	.00	.00	.00	.00
TOTAL 2600 PLANT OPERATIONS AND MAINTENANCE		87,456.23	14,711.35	50,051.74	108,594.00	58,542.26
2700 STUDENT TRANSPORTATION						
0100	SALARIES PERSONNEL SERVICES	11,293.19	2,125.73	8,419.73	5,292.38	-3,127.35
0200	EMPLOYEE BENEFITS	4,356.23	775.72	2,444.93	4,637.58	2,192.65
0500	OTHER PURCHASED SERVICES	.00	.00	.00	.00	.00
0600	SUPPLIES	.00	.00	.00	.00	.00
0700	PROPERTY	.00	.00	323,829.00	.00	-323,829.00
0800	DEBT SERVICE AND MISCELLANEOUS	.00	.00	.00	.00	.00
TOTAL 2700 STUDENT TRANSPORTATION		15,649.42	2,901.45	334,693.66	9,929.96	-324,763.70
2900 OTHER INSTRUCTIONAL						
0100	SALARIES PERSONNEL SERVICES	.00	.00	.00	.00	.00
0200	EMPLOYEE BENEFITS	.00	.00	.00	.00	.00
TOTAL 2900 OTHER INSTRUCTIONAL		.00	.00	.00	.00	.00
3300 COMMUNITY SERVICES						
0100	SALARIES PERSONNEL SERVICES	55,961.10	22,262.66	62,971.97	252,906.24	189,934.27
0200	EMPLOYEE BENEFITS	3,281.68	1,841.06	4,344.65	19,317.90	14,973.25
0300	PURCHASED PROF AND TECH SERV	3,418.00	600.00	1,780.00	9,770.00	7,990.00
0400	PURCHASED PROPERTY SERVICES	.00	.00	.00	.00	.00
0500	OTHER PURCHASED SERVICES	1,846.61	.00	255.36	6,109.25	5,853.89
0600	SUPPLIES	5,751.10	617.02	8,142.20	43,986.42	35,844.22

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

SPECIAL REVENUE (2)		LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
0700	PROPERTY	.00	119.99	119.99	1,000.00	880.01
0800	DEBT SERVICE AND MISCELLANEOUS	137.50	313.50	373.50	9,680.00	9,306.50
TOTAL 3300 COMMUNITY SERVICES		70,395.99	25,754.23	77,987.67	342,769.81	264,782.14
5200	FUND TRANSFERS					
0900	OTHER ITEMS	.00	.00	.00	.00	.00
TOTAL 5200 FUND TRANSFERS		.00	.00	.00	.00	.00
TOTAL EXPENDITURES		1,384,847.05	410,522.30	1,471,859.36	4,694,634.68	3,222,775.32
TOTAL FOR SPECIAL REVENUE (2)		-489,501.94	-222,983.04	-666,579.57	51,028.57	717,608.14

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

DIST ACTIVITY (SPEC REV MY) (2	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
0999 BEGINNING BALANCE					
TOTAL 0999 BEGINNING BALANCE	.00	.00	79,957.03	79,957.03	.00
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
STUDENT ACTIVITIES					
1740 STUDENT FEES	2,542.36	1,823.91	2,135.93	5,237.64	3,101.71
1750 REV FROM ENTERPRISE ACTIVITIES	600.00	.00	.00	650.00	650.00
1790 OTHER STUDENT ACTIVITY INCOME	3,961.73	658.58	20,884.08	55,664.57	34,780.49
TOTAL STUDENT ACTIVITIES	7,104.09	2,482.49	23,020.01	61,552.21	38,532.20
TOTAL REVENUE FROM LOCAL SOURCES	7,104.09	2,482.49	23,020.01	61,552.21	38,532.20
OTHER RECEIPTS					
INTERFUND TRANSFERS					
5210 FUND TRANSFER	-376.55	.00	.00	.00	.00
TOTAL INTERFUND TRANSFERS	-376.55	.00	.00	.00	.00
TOTAL OTHER RECEIPTS	-376.55	.00	.00	.00	.00
TOTAL RECEIPTS	6,727.54	2,482.49	23,020.01	61,552.21	38,532.20
TOTAL REVENUE	6,727.54	2,482.49	102,977.04	141,509.24	38,532.20

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

DIST ACTIVITY (SPEC REV MY) (2	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES					
1000 INSTRUCTION					
0100 SALARIES PERSONNEL SERVICES	.00	.00	.00	.00	.00
0200 EMPLOYEE BENEFITS	.00	.00	.00	.00	.00
0300 PURCHASED PROF AND TECH SERV	.00	.00	.00	.00	.00
0500 OTHER PURCHASED SERVICES	.00	.00	.00	.00	.00
0600 SUPPLIES	17,538.03	5,299.35	15,220.06	123,344.67	108,124.61
0700 PROPERTY	173.10	108.90	278.90	533.19	254.29
0800 DEBT SERVICE AND MISCELLANEOUS	2,388.92	-299.54	-8.16	12,631.68	12,639.84
TOTAL 1000 INSTRUCTION	20,100.05	5,108.71	15,490.80	136,509.54	121,018.74
2200 INSTRUCTIONAL STAFF SUPP SERV					
0600 SUPPLIES	.00	.00	.00	4,999.70	4,999.70
TOTAL 2200 INSTRUCTIONAL STAFF SUPP SERV	.00	.00	.00	4,999.70	4,999.70
TOTAL EXPENDITURES	20,100.05	5,108.71	15,490.80	141,509.24	126,018.44
TOTAL FOR DIST ACTIVITY (SPEC REV MY) (21)	-13,372.51	-2,626.22	87,486.24	.00	-87,486.24

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

DIST ACTIVITY (SPEC REV MY) (2	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
STUDENT ACTIVITIES					
1710 ADMISSIONS	.00	.00	.00	.00	.00
1740 STUDENT FEES	.00	.00	.00	.00	.00
1790 OTHER STUDENT ACTIVITY INCOME	.00	.00	.00	.00	.00
TOTAL STUDENT ACTIVITIES	.00	.00	.00	.00	.00
TOTAL REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
TOTAL RECEIPTS	.00	.00	.00	.00	.00
TOTAL REVENUE	.00	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

DIST ACTIVITY (SPEC REV MY) (2	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES					
1000 INSTRUCTION					
0300 PURCHASED PROF AND TECH SERV	.00	.00	.00	.00	.00
0500 OTHER PURCHASED SERVICES	.00	.00	.00	.00	.00
0600 SUPPLIES	.00	.00	.00	.00	.00
0700 PROPERTY	.00	.00	.00	.00	.00
TOTAL 1000 INSTRUCTION	.00	.00	.00	.00	.00
2200 INSTRUCTIONAL STAFF SUPP SERV					
0600 SUPPLIES	.00	.00	.00	.00	.00
TOTAL 2200 INSTRUCTIONAL STAFF SUPP SERV	.00	.00	.00	.00	.00
5200 FUND TRANSFERS					
0900 OTHER ITEMS	.00	.00	.00	.00	.00
TOTAL 5200 FUND TRANSFERS	.00	.00	.00	.00	.00
TOTAL EXPENDITURES	.00	.00	.00	.00	.00
TOTAL FOR DIST ACTIVITY (SPEC REV MY) (22)	.00	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

STUDENT ACTIVITY SPEC REV (25)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
0999 BEGINNING BALANCE					
TOTAL 0999 BEGINNING BALANCE	341,460.23	.00	.00	.00	.00
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
STUDENT ACTIVITIES					
1790 OTHER STUDENT ACTIVITY INCOME	.00	.00	.00	.00	.00
TOTAL STUDENT ACTIVITIES	.00	.00	.00	.00	.00
TOTAL REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
TOTAL RECEIPTS	.00	.00	.00	.00	.00
TOTAL REVENUE	341,460.23	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

STUDENT ACTIVITY SPEC REV (25)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES					
1000 INSTRUCTION					
0600 SUPPLIES	-20,464.26	.00	.00	.00	.00
TOTAL 1000 INSTRUCTION	-20,464.26	.00	.00	.00	.00
2700 STUDENT TRANSPORTATION					
0800 DEBT SERVICE AND MISCELLANEOUS	.00	.00	.00	.00	.00
TOTAL 2700 STUDENT TRANSPORTATION	.00	.00	.00	.00	.00
5200 FUND TRANSFERS					
0100 SALARIES PERSONNEL SERVICES	.00	.00	.00	.00	.00
0200 EMPLOYEE BENEFITS	.00	.00	.00	.00	.00
0900 OTHER ITEMS	-376.55	.00	.00	.00	.00
TOTAL 5200 FUND TRANSFERS	-376.55	.00	.00	.00	.00
TOTAL EXPENDITURES	-20,840.81	.00	.00	.00	.00
TOTAL FOR STUDENT ACTIVITY SPEC REV (25)	362,301.04	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

CAPITAL OUTLAY FUND (310)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
0999 BEGINNING BALANCE					
TOTAL 0999 BEGINNING BALANCE	.00	.00	.00	.00	.00
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
AD VALOREM TAXES					
1111 GENERAL PROPERTY TAX	.00	.00	.00	.00	.00
TOTAL AD VALOREM TAXES	.00	.00	.00	.00	.00
EARNINGS ON INVESTMENTS					
1510 INTEREST ON INVESTMENTS	1,260.04	653.99	2,439.21	400.00	-2,039.21
TOTAL EARNINGS ON INVESTMENTS	1,260.04	653.99	2,439.21	400.00	-2,039.21
TOTAL REVENUE FROM LOCAL SOURCES	1,260.04	653.99	2,439.21	400.00	-2,039.21
REVENUE FROM STATE SOURCES					
RESTRICTED					
3200 RESTRICTED STATE REVENUE	117,955.00	.00	119,785.00	238,463.90	118,678.90
TOTAL RESTRICTED	117,955.00	.00	119,785.00	238,463.90	118,678.90
TOTAL REVENUE FROM STATE SOURCES	117,955.00	.00	119,785.00	238,463.90	118,678.90
OTHER RECEIPTS					
INTERFUND TRANSFERS					
5210 FUND TRANSFER	.00	.00	.00	.00	.00
TOTAL INTERFUND TRANSFERS	.00	.00	.00	.00	.00
TOTAL OTHER RECEIPTS	.00	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

CAPITAL OUTLAY FUND (310)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
TOTAL RECEIPTS	119,215.04	653.99	122,224.21	238,863.90	116,639.69
TOTAL REVENUE	119,215.04	653.99	122,224.21	238,863.90	116,639.69

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

CAPITAL OUTLAY FUND (310)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES					
4100 LAND/SITE ACQUISITIONS					
0700 PROPERTY	.00	.00	.00	.00	.00
TOTAL 4100 LAND/SITE ACQUISITIONS	.00	.00	.00	.00	.00
4700 BUILDING IMPROVEMENTS					
0300 PURCHASED PROF AND TECH SERV	.00	.00	.00	.00	.00
TOTAL 4700 BUILDING IMPROVEMENTS	.00	.00	.00	.00	.00
5100 DEBT SERVICE					
0300 PURCHASED PROF AND TECH SERV	.00	.00	.00	.00	.00
0800 DEBT SERVICE AND MISCELLANEOUS	.00	.00	.00	.00	.00
0840 CONTINGENCY	.00	.00	.00	.00	.00
0900 OTHER ITEMS	.00	.00	.00	.00	.00
TOTAL 5100 DEBT SERVICE	.00	.00	.00	.00	.00
5200 FUND TRANSFERS					
0900 OTHER ITEMS	.00	.00	.00	238,863.90	238,863.90
TOTAL 5200 FUND TRANSFERS	.00	.00	.00	238,863.90	238,863.90
TOTAL EXPENDITURES	.00	.00	.00	238,863.90	238,863.90
TOTAL FOR CAPITAL OUTLAY FUND (310)	119,215.04	653.99	122,224.21	.00	-122,224.21

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

BUILDING FUND (5 CENT LEVY) (3	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
0999 BEGINNING BALANCE					
TOTAL 0999 BEGINNING BALANCE	.00	.00	.00	.00	.00
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
AD VALOREM TAXES					
1111 GENERAL PROPERTY TAX	.00	.00	.00	1,620,889.23	1,620,889.23
1113 PSC PROPERTY TAX	.00	.00	.00	.00	.00
1115 DELINQUENT PROPERTY TAX	.00	.00	.00	.00	.00
1117 MOTOR VEHICLE TAX	.00	.00	.00	.00	.00
1118 UNMINED MINERALS TAX	.00	.00	.00	.00	.00
TOTAL AD VALOREM TAXES	.00	.00	.00	1,620,889.23	1,620,889.23
PENALTIES & INTEREST ON TAXES					
1140 PENALTIES & INTEREST ON TAXES	.00	.00	.00	.00	.00
TOTAL PENALTIES & INTEREST ON TAXES	.00	.00	.00	.00	.00
OTHER TAXES					
1191 OMITTED PROPERTY TAX	.00	.00	.00	.00	.00
TOTAL OTHER TAXES	.00	.00	.00	.00	.00
EARNINGS ON INVESTMENTS					
1510 INTEREST ON INVESTMENTS	1,840.79	31.47	4,992.74	899.58	-4,093.16
TOTAL EARNINGS ON INVESTMENTS	1,840.79	31.47	4,992.74	899.58	-4,093.16
OTHER REVENUE FROM LOCAL SOURCES					
1990 MISCELLANEOUS REVENUE	.00	.00	.00	.00	.00
TOTAL OTHER REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
TOTAL REVENUE FROM LOCAL SOURCES	1,840.79	31.47	4,992.74	1,621,788.81	1,616,796.07

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

BUILDING FUND (5 CENT LEVY) (3	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUE FROM STATE SOURCES					
RESTRICTED					
3200 RESTRICTED STATE REVENUE	474,890.00	.00	428,942.00	801,904.00	372,962.00
TOTAL RESTRICTED	474,890.00	.00	428,942.00	801,904.00	372,962.00
TOTAL REVENUE FROM STATE SOURCES	474,890.00	.00	428,942.00	801,904.00	372,962.00
OTHER RECEIPTS					
INTERFUND TRANSFERS					
5210 FUND TRANSFER	.00	.00	.00	.00	.00
TOTAL INTERFUND TRANSFERS	.00	.00	.00	.00	.00
SALE OR COMP FOR LOSS OF ASSETS					
5311 SALE OF LAND & IMPROVEMENTS	.00	.00	.00	.00	.00
5312 LOSS COMP - LAND & IMPROVEMENTS	.00	.00	.00	.00	.00
5331 SALE OF BUILDINGS	.00	.00	.00	.00	.00
5332 LOSS COMP - BUILDINGS	.00	.00	.00	.00	.00
5341 SALE OF EQUIPMENT ETC	.00	.00	.00	.00	.00
5342 LOSS COMP - EQUIPMENT ETC	.00	.00	.00	.00	.00
TOTAL SALE OR COMP FOR LOSS OF ASSETS	.00	.00	.00	.00	.00
TOTAL OTHER RECEIPTS	.00	.00	.00	.00	.00
TOTAL RECEIPTS	476,730.79	31.47	433,934.74	2,423,692.81	1,989,758.07
TOTAL REVENUE	476,730.79	31.47	433,934.74	2,423,692.81	1,989,758.07

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

BUILDING FUND (5 CENT LEVY) (3		LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES						
4100 LAND/SITE ACQUISITIONS						
0700	PROPERTY	.00	.00	.00	.00	.00
	TOTAL 4100 LAND/SITE ACQUISITIONS	.00	.00	.00	.00	.00
5100 DEBT SERVICE						
0300	PURCHASED PROF AND TECH SERV	.00	.00	.00	.00	.00
0800	DEBT SERVICE AND MISCELLANEOUS	.00	.00	.00	.00	.00
0840	CONTINGENCY	.00	.00	.00	.00	.00
	TOTAL 5100 DEBT SERVICE	.00	.00	.00	.00	.00
5200 FUND TRANSFERS						
0900	OTHER ITEMS	451,167.22	283,498.12	448,459.29	2,423,692.81	1,975,233.52
	TOTAL 5200 FUND TRANSFERS	451,167.22	283,498.12	448,459.29	2,423,692.81	1,975,233.52
	TOTAL EXPENDITURES	451,167.22	283,498.12	448,459.29	2,423,692.81	1,975,233.52
	TOTAL FOR BUILDING FUND (5 CENT LEVY) (320)	25,563.57	-283,466.65	-14,524.55	.00	14,524.55

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

CONSTRUCTION FUND (360)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
0999 BEGINNING BALANCE					
TOTAL 0999 BEGINNING BALANCE	.00	.00	.00	.00	.00
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
EARNINGS ON INVESTMENTS					
1510 INTEREST ON INVESTMENTS	73,010.69	18,638.22	186,049.76	.00	-186,049.76
TOTAL EARNINGS ON INVESTMENTS	73,010.69	18,638.22	186,049.76	.00	-186,049.76
OTHER REVENUE FROM LOCAL SOURCES					
1920 CONTRIBUTIONS/DONATIONS	.00	.00	.00	.00	.00
1990 MISCELLANEOUS REVENUE	.00	.00	.00	51,233.01	51,233.01
TOTAL OTHER REVENUE FROM LOCAL SOURCES	.00	.00	.00	51,233.01	51,233.01
TOTAL REVENUE FROM LOCAL SOURCES	73,010.69	18,638.22	186,049.76	51,233.01	-134,816.75
REVENUE FROM STATE SOURCES					
RESTRICTED					
3200 RESTRICTED STATE REVENUE	14,659,900.00	.00	.00	.00	.00
TOTAL RESTRICTED	14,659,900.00	.00	.00	.00	.00
TOTAL REVENUE FROM STATE SOURCES	14,659,900.00	.00	.00	.00	.00
OTHER RECEIPTS					
BOND ISSUANCE					
5110 BOND PRINCIPAL PROCEEDS	.00	.00	.00	.00	.00
5120 BOND PREMIUM/DISCOUNT ISSUANCE	.00	.00	.00	.00	.00
TOTAL BOND ISSUANCE	.00	.00	.00	.00	.00
INTERFUND TRANSFERS					

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

CONSTRUCTION FUND (360)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
5210 FUND TRANSFER	76,207.94	.00	.00	.00	.00
TOTAL INTERFUND TRANSFERS	76,207.94	.00	.00	.00	.00
SALE OR COMP FOR LOSS OF ASSETS					
5332 LOSS COMP - BUILDINGS	.00	.00	662,403.79	.00	-662,403.79
TOTAL SALE OR COMP FOR LOSS OF ASSETS	.00	.00	662,403.79	.00	-662,403.79
TOTAL OTHER RECEIPTS	76,207.94	.00	662,403.79	.00	-662,403.79
TOTAL RECEIPTS	14,809,118.63	18,638.22	848,453.55	51,233.01	-797,220.54
TOTAL REVENUE	14,809,118.63	18,638.22	848,453.55	51,233.01	-797,220.54

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

CONSTRUCTION FUND (360)		LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES						
0000 RESTRICT TO REV & BAL SHT ONLY						
UNDEFINED EXP OBJ		.00	.00	.00	.00	.00
TOTAL 0000 RESTRICT TO REV & BAL SHT ONLY		.00	.00	.00	.00	.00
4700 BUILDING IMPROVEMENTS						
0300 PURCHASED PROF AND TECH SERV	245,758.21		16,133.88	1,252,196.86	.00	-1,252,196.86
0400 PURCHASED PROPERTY SERVICES	.00		368,209.69	950,113.77	.00	-950,113.77
0500 OTHER PURCHASED SERVICES	.00		18,739.92	18,739.92	.00	-18,739.92
0600 SUPPLIES	.00		.00	.00	.00	.00
0700 PROPERTY	639,962.40		.00	.00	.00	.00
0800 DEBT SERVICE AND MISCELLANEOUS	.00		.00	.00	.00	.00
0840 CONTINGENCY	.00		.00	.00	.00	.00
0900 OTHER ITEMS	.00		.00	.00	.00	.00
TOTAL 4700 BUILDING IMPROVEMENTS	885,720.61		403,083.49	2,221,050.55	.00	-2,221,050.55
5100 DEBT SERVICE						
0800 DEBT SERVICE AND MISCELLANEOUS	.00		.00	.00	.00	.00
0900 OTHER ITEMS	.00		.00	.00	.00	.00
TOTAL 5100 DEBT SERVICE	.00		.00	.00	.00	.00
5200 FUND TRANSFERS						
0900 OTHER ITEMS	.00		.00	.00	.00	.00
TOTAL 5200 FUND TRANSFERS	.00		.00	.00	.00	.00
TOTAL EXPENDITURES	885,720.61		403,083.49	2,221,050.55	.00	-2,221,050.55
TOTAL FOR CONSTRUCTION FUND (360)	13,923,398.02		-384,445.27	-1,372,597.00	51,233.01	1,423,830.01

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

DEBT SERVICE FUND (400)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
EARNINGS ON INVESTMENTS					
1510 INTEREST ON INVESTMENTS	.00	.00	.00	.00	.00
TOTAL EARNINGS ON INVESTMENTS	.00	.00	.00	.00	.00
TOTAL REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
REVENUE FROM STATE SOURCES					
RESTRICTED					
3200 RESTRICTED STATE REVENUE	.00	.00	.00	.00	.00
TOTAL RESTRICTED	.00	.00	.00	.00	.00
REVENUE ON BEHALF PAYMENTS					
3900 Revenue for/on behalf pymts	.00	.00	.00	1,409,441.52	1,409,441.52
TOTAL REVENUE ON BEHALF PAYMENTS	.00	.00	.00	1,409,441.52	1,409,441.52
TOTAL REVENUE FROM STATE SOURCES	.00	.00	.00	1,409,441.52	1,409,441.52
OTHER RECEIPTS					
INTERFUND TRANSFERS					
5210 FUND TRANSFER	519,049.04	283,498.12	517,703.99	2,299,276.24	1,781,572.25
TOTAL INTERFUND TRANSFERS	519,049.04	283,498.12	517,703.99	2,299,276.24	1,781,572.25
TOTAL OTHER RECEIPTS	519,049.04	283,498.12	517,703.99	2,299,276.24	1,781,572.25
TOTAL RECEIPTS	519,049.04	283,498.12	517,703.99	3,708,717.76	3,191,013.77
TOTAL REVENUE	519,049.04	283,498.12	517,703.99	3,708,717.76	3,191,013.77

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

DEBT SERVICE FUND (400)		LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES						
5100 DEBT SERVICE						
0800	DEBT SERVICE AND MISCELLANEOUS	519,049.04	283,498.12	517,703.99	3,708,717.76	3,191,013.77
	TOTAL 5100 DEBT SERVICE	519,049.04	283,498.12	517,703.99	3,708,717.76	3,191,013.77
	TOTAL EXPENDITURES	519,049.04	283,498.12	517,703.99	3,708,717.76	3,191,013.77
	TOTAL FOR DEBT SERVICE FUND (400)	.00	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

FOOD SERVICE FUND (51)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
0999 BEGINNING BALANCE					
TOTAL 0999 BEGINNING BALANCE	1,451,327.14	.00	.00	1,707,960.56	1,707,960.56
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
EARNINGS ON INVESTMENTS					
1510 INTEREST ON INVESTMENTS	13,775.15	7,578.84	30,640.77	67,280.41	36,639.64
TOTAL EARNINGS ON INVESTMENTS	13,775.15	7,578.84	30,640.77	67,280.41	36,639.64
FOOD SERVICE					
1611 REIMBURSABLE SCHOOL LUNCH PROG	.00	.00	.00	.00	.00
1612 REIMBURSABLE SCH BREAKFAST PRG	.00	.00	.00	.00	.00
1613 REIMBURSABLE SPECIAL MILK PROG	.00	.00	.00	.00	.00
1621 NON-REIMBURSABLE LUNCH PROG	.00	.00	.00	.00	.00
1622 NON-REIMBURSABLE BREAKFAST PRG	.00	.00	.00	.00	.00
1623 NON-REIMBURSABLE MILK PROGRAM	.00	.00	.00	.00	.00
1624 NON-REIMBURSABLE A LA CARTE PRG	18,485.62	8,694.93	25,509.23	56,539.41	31,030.18
1629 NON-REIMBURSABLE OTHER FOOD PRG	.00	.00	.00	.00	.00
1630 SPECIAL FUNCTIONS	1,089.39	84.68	263.04	2,488.27	2,225.23
1633 GROUP SALES/HEAD START	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE	19,575.01	8,779.61	25,772.27	59,027.68	33,255.41
OTHER REVENUE FROM LOCAL SOURCES					
1920 CONTRIBUTIONS/DONATIONS	.00	.00	.00	.00	.00
1930 FIXED ASSET GAIN/LOSS	.00	.00	.00	.00	.00
1980 REFUND OF PRIOR YR EXPENDITURE	.00	.00	.00	.00	.00
1990 MISCELLANEOUS REVENUE	.00	.00	.00	.00	.00
TOTAL OTHER REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
TOTAL REVENUE FROM LOCAL SOURCES	33,350.16	16,358.45	56,413.04	126,308.09	69,895.05
REVENUE FROM STATE SOURCES					
RESTRICTED					
3200 RESTRICTED STATE REVENUE	3,515.14	.00	.00	19,154.72	19,154.72

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

FOOD SERVICE FUND (51)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
TOTAL RESTRICTED	3,515.14	.00	.00	19,154.72	19,154.72
REVENUE ON BEHALF PAYMENTS					
3900 Revenue for/on behalf pymts	.00	.00	.00	422,289.88	422,289.88
TOTAL REVENUE ON BEHALF PAYMENTS	.00	.00	.00	422,289.88	422,289.88
TOTAL REVENUE FROM STATE SOURCES	3,515.14	.00	.00	441,444.60	441,444.60
REVENUE FROM FEDERAL SOURCES					
RESTRICTED THROUGH THE STATE					
4500 RESTRICTED FED THRU STATE	100,265.84	98,592.36	103,477.38	117,027.38	13,550.00
4500 BREAKFAST - REIMBURSEABLE	131,059.75	85,270.33	149,904.52	647,989.43	498,084.91
4500 RESTRICTED FED THRU STATE/HS	.00	.00	.00	.00	.00
4500 KIDS CLUB REIMBURSEMENT	.00	.00	.00	.00	.00
4500 LUNCH-REIMBURSEABLE	304,944.85	167,381.50	302,561.95	1,389,814.93	1,087,252.98
4500 RESTRICTED-FED THRU ST. SUMMER	.00	.00	.00	.00	.00
TOTAL RESTRICTED THROUGH THE STATE	536,270.44	351,244.19	555,943.85	2,154,831.74	1,598,887.89
CHILD NUTRITION PROGRAM DONATED COMMODIT					
4950 CHILD NUTR PRG DONATED COMMOD	.00	.00	.00	161,940.00	161,940.00
TOTAL CHILD NUTRITION PROGRAM DONATED COMMODIT	.00	.00	.00	161,940.00	161,940.00
TOTAL REVENUE FROM FEDERAL SOURCES	536,270.44	351,244.19	555,943.85	2,316,771.74	1,760,827.89
OTHER RECEIPTS					
INTERFUND TRANSFERS					
5210 FUND TRANSFER	.00	.00	.00	.00	.00
TOTAL INTERFUND TRANSFERS	.00	.00	.00	.00	.00
SALE OR COMP FOR LOSS OF ASSETS					
5341 SALE OF EQUIPMENT ETC	.00	.00	.00	.00	.00
5342 LOSS COMP - EQUIPMENT ETC	.00	.00	.00	.00	.00
TOTAL SALE OR COMP FOR LOSS OF ASSETS					

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

FOOD SERVICE FUND (51)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
	.00	.00	.00	.00	.00
TOTAL OTHER RECEIPTS	.00	.00	.00	.00	.00
TOTAL RECEIPTS	573,135.74	367,602.64	612,356.89	2,884,524.43	2,272,167.54
TOTAL REVENUE	2,024,462.88	367,602.64	612,356.89	4,592,484.99	3,980,128.10

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

FOOD SERVICE FUND (51)		LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES						
3100 FOOD SERVICE OPERATION						
0100	SALARIES PERSONNEL SERVICES	129,914.13	59,123.37	130,384.30	738,226.52	607,842.22
0200	EMPLOYEE BENEFITS	45,541.02	18,916.02	41,449.71	242,817.02	201,367.31
0280	ON-BEHALF	.00	.00	.00	461,044.18	461,044.18
0300	PURCHASED PROF AND TECH SERV	2,824.25	359.00	2,641.20	14,700.00	12,058.80
0400	PURCHASED PROPERTY SERVICES	.00	.00	.00	.00	.00
0500	OTHER PURCHASED SERVICES	120.25	118.40	-50.34	10,450.00	10,500.34
0600	SUPPLIES	323,489.63	130,056.07	332,907.23	1,192,410.46	859,503.23
0700	PROPERTY	55,980.88	.00	1,980.00	705,068.96	703,088.96
0800	DEBT SERVICE AND MISCELLANEOUS	.00	.00	.00	.00	.00
0840	CONTINGENCY	.00	.00	.00	1,000,523.78	1,000,523.78
0900	OTHER ITEMS	.00	.00	.00	.00	.00
TOTAL 3100 FOOD SERVICE OPERATION		557,870.16	208,572.86	509,312.10	4,365,240.92	3,855,928.82
5200 FUND TRANSFERS						
0900	OTHER ITEMS	26,125.27	19,236.71	42,357.08	227,244.07	184,886.99
TOTAL 5200 FUND TRANSFERS		26,125.27	19,236.71	42,357.08	227,244.07	184,886.99
TOTAL EXPENDITURES		583,995.43	227,809.57	551,669.18	4,592,484.99	4,040,815.81
TOTAL FOR FOOD SERVICE FUND (51)		1,440,467.45	139,793.07	60,687.71	.00	-60,687.71

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

PENSION, INVEST, PRIVATE PURPO	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
0999 BEGINNING BALANCE					
TOTAL 0999 BEGINNING BALANCE	.00	.00	.00	.00	.00
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
EARNINGS ON INVESTMENTS					
1510 INTEREST ON INVESTMENTS	2,672.77	1,341.04	5,001.71	.00	-5,001.71
TOTAL EARNINGS ON INVESTMENTS	2,672.77	1,341.04	5,001.71	.00	-5,001.71
OTHER REVENUE FROM LOCAL SOURCES					
1920 CONTRIBUTIONS/DONATIONS	.00	.00	.00	.00	.00
TOTAL OTHER REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
TOTAL REVENUE FROM LOCAL SOURCES	2,672.77	1,341.04	5,001.71	.00	-5,001.71
TOTAL RECEIPTS	2,672.77	1,341.04	5,001.71	.00	-5,001.71
TOTAL REVENUE	2,672.77	1,341.04	5,001.71	.00	-5,001.71

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

PENSION, INVEST, PRIVATE PURPO	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES					
0000 RESTRICT TO REV & BAL SHT ONLY					
0600 SUPPLIES	.00	.00	.00	.00	.00
0900 OTHER ITEMS	.00	.00	.00	.00	.00
TOTAL 0000 RESTRICT TO REV & BAL SHT ONLY	.00	.00	.00	.00	.00
3300 COMMUNITY SERVICES					
0600 SUPPLIES	.00	.00	.00	.00	.00
TOTAL 3300 COMMUNITY SERVICES	.00	.00	.00	.00	.00
TOTAL EXPENDITURES	.00	.00	.00	.00	.00
TOTAL FOR PENSION, INVEST, PRIVATE PURPO (7000)	2,672.77	1,341.04	5,001.71	.00	-5,001.71

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GOVERNMENTAL ASSETS (8)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
OTHER REVENUE FROM LOCAL SOURCES					
1930 FIXED ASSET GAIN/LOSS	.00	.00	.00	.00	.00
TOTAL OTHER REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
TOTAL REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
OTHER RECEIPTS					
SALE OR COMP FOR LOSS OF ASSETS					
5311 SALE OF LAND & IMPROVEMENTS	.00	.00	.00	.00	.00
5331 SALE OF BUILDINGS	.00	.00	.00	.00	.00
5341 SALE OF EQUIPMENT ETC	.00	.00	.00	.00	.00
TOTAL SALE OR COMP FOR LOSS OF ASSETS	.00	.00	.00	.00	.00
TOTAL OTHER RECEIPTS	.00	.00	.00	.00	.00
TOTAL RECEIPTS	.00	.00	.00	.00	.00
TOTAL REVENUE	.00	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

GOVERNMENTAL ASSETS (8)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES					
1000 INSTRUCTION					
0700 PROPERTY	21.52	.00	.00	.00	.00
TOTAL 1000 INSTRUCTION	21.52	.00	.00	.00	.00
2100 STUDENT SUPPORT SERVICES					
0700 PROPERTY	.00	.00	.00	.00	.00
TOTAL 2100 STUDENT SUPPORT SERVICES	.00	.00	.00	.00	.00
2300 DISTRICT ADMIN SUPPORT					
0700 PROPERTY	.00	.00	.00	.00	.00
TOTAL 2300 DISTRICT ADMIN SUPPORT	.00	.00	.00	.00	.00
2600 PLANT OPERATIONS AND MAINTENANCE					
0700 PROPERTY	.00	.00	.00	.00	.00
TOTAL 2600 PLANT OPERATIONS AND MAINTENANCE	.00	.00	.00	.00	.00
2700 STUDENT TRANSPORTATION					
0700 PROPERTY	.00	.00	.00	.00	.00
TOTAL 2700 STUDENT TRANSPORTATION	.00	.00	.00	.00	.00
TOTAL EXPENDITURES	21.52	.00	.00	.00	.00
TOTAL FOR GOVERNMENTAL ASSETS (8)	-21.52	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

FOOD SERVICE ASSETS (81)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
REVENUES					
RECEIPTS					
REVENUE FROM LOCAL SOURCES					
OTHER REVENUE FROM LOCAL SOURCES					
1930 FIXED ASSET GAIN/LOSS	.00	.00	.00	.00	.00
TOTAL OTHER REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
TOTAL REVENUE FROM LOCAL SOURCES	.00	.00	.00	.00	.00
OTHER RECEIPTS					
SALE OR COMP FOR LOSS OF ASSETS					
5341 SALE OF EQUIPMENT ETC	.00	.00	.00	.00	.00
TOTAL SALE OR COMP FOR LOSS OF ASSETS	.00	.00	.00	.00	.00
CAPITAL CONTRIBUTIONS					
5610 CAPITAL CONTRIBUTIONS	.00	.00	.00	.00	.00
TOTAL CAPITAL CONTRIBUTIONS	.00	.00	.00	.00	.00
TOTAL OTHER RECEIPTS	.00	.00	.00	.00	.00
TOTAL RECEIPTS	.00	.00	.00	.00	.00
TOTAL REVENUE	.00	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

FOOD SERVICE ASSETS (81)	LAST FY Period	MONTH TO DATE	YEAR TO DATE	BUDGET APPROP	AVAILABLE BUDGET
EXPENDITURES					
3100 FOOD SERVICE OPERATION					
0700 PROPERTY	.00	.00	.00	.00	.00
TOTAL 3100 FOOD SERVICE OPERATION	.00	.00	.00	.00	.00
TOTAL EXPENDITURES	.00	.00	.00	.00	.00
TOTAL FOR FOOD SERVICE ASSETS (81)	.00	.00	.00	.00	.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



MONTHLY REPORT - FY 2024 Period 4

REPORT OPTIONS

Fiscal Year/Period for reports	2024 4
Include page break between funds?	Y
Include expenditure detail?	N
Include Percent Used?	N
Include Last FY Actuals?	Y
Thru (P)eriod or (T)otal for Year	P
Include Prior FY 2 Actuals?	N
Include Encumbrances?	N

** END OF REPORT - Generated by Michael Moreland **

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 1 GENERAL FUND			NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS				
10	6101	CASH IN BANK	-752,464.68	3,841,885.02
	TOTAL ASSETS		-752,464.68	3,841,885.02
LIABILITIES				
10	7461	UNEMPLOYMENT W/H PAYABLE	17.60	17.60
10	7461H	HI EMPLOYER COST	.00	339.34
10	7466	WORKERS COMP	16.24	16.24
10	7471	FEDERAL TAX WITHHELD PAYABLE	10.00	10.00
10	7472	FICA WITHHELD PAYABLE	269.18	269.18
10	7473	STATE TAX WITHHELD PAYABLE	66.55	66.55
10	7474	KTRS WITHHELD PAYABLE	10,380.40	10,380.40
10	7475	CERS WITHHELD PAYABLE	420.94	420.94
10	7501	Health Insurance W/H Payable	-339.34	-339.34
10	7603	PURCHASE OBLIGATIONS	-6,546.55	253,889.21
	TOTAL LIABILITIES		4,295.02	265,070.12
FUND BALANCE				
10	6302	REVENUES CONTROL	-1,146,798.65	-5,158,265.08
10	7602	EXPENDITURES CONTROL	1,888,421.76	4,455,449.79
10	8742	COMMITTED - SICK LEAVE PAYABLE	.00	-156,492.56
10	8745	COMMITTED - FUTURE CONSTR	.00	-2,884,468.29
10	8753	ASSIGNED-PURCH OBL - CURRENT	6,546.55	-253,889.21
10	8770	UNASSIGNED FUND BALANCE	.00	-109,289.79
	TOTAL FUND BALANCE		748,169.66	-4,106,955.14
	TOTAL LIABILITIES + FUND BALANCE		752,464.68	-3,841,885.02

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 2 SPECIAL REVENUE				NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS					
	20	6101	CASH IN BANK	-222,983.04	-666,579.57
			TOTAL ASSETS	-222,983.04	-666,579.57
LIABILITIES					
	20	7603	PURCHASE OBLIGATIONS	-67,443.55	84,549.85
			TOTAL LIABILITIES	-67,443.55	84,549.85
FUND BALANCE					
	20	6302	REVENUES CONTROL	-187,539.26	-805,279.79
	20	7602	EXPENDITURES CONTROL	410,522.30	1,471,859.36
	20	8753	ASSIGNED-PURCH OBL - CURRENT	67,443.55	-84,549.85
			TOTAL FUND BALANCE	290,426.59	582,029.72
			TOTAL LIABILITIES + FUND BALANCE	222,983.04	666,579.57

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 21 DIST ACTIVITY (SPEC REV MY)				NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS					
	21	6101	CASH IN BANK	-2,626.22	87,486.24
			TOTAL ASSETS	-2,626.22	87,486.24
LIABILITIES					
	21	7603	PURCHASE OBLIGATIONS	-491.55	22,403.01
			TOTAL LIABILITIES	-491.55	22,403.01
FUND BALANCE					
	21	6302	REVENUES CONTROL	-2,482.49	-102,977.04
	21	7602	EXPENDITURES CONTROL	5,108.71	15,490.80
	21	8753	ASSIGNED-PURCH OBL - CURRENT	491.55	-22,403.01
			TOTAL FUND BALANCE	3,117.77	-109,889.25
			TOTAL LIABILITIES + FUND BALANCE	2,626.22	-87,486.24

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 25 STUDENT ACTIVITY SPEC REV				NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS					
	25	6101	CASH IN BANK	.00	395,285.17
			TOTAL ASSETS	.00	395,285.17
FUND BALANCE					
	25	8737	RESTRICTED - OTHER	.00	-395,285.17
			TOTAL FUND BALANCE	.00	-395,285.17
			TOTAL LIABILITIES + FUND BALANCE	.00	-395,285.17

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 310 CAPITAL OUTLAY FUND				NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS					
	31	6101	CASH IN BANK	653.99	125,955.94
		TOTAL ASSETS		653.99	125,955.94
FUND BALANCE					
	31	6302	REVENUES CONTROL	-653.99	-122,224.21
	31	8734	RESTRICTED-SFCC ESCROW-PRIOR	.00	-360.23
	31	8738	RESTRICTED-SFCC ESCROW-CURRENT	.00	-3,371.50
		TOTAL FUND BALANCE		-653.99	-125,955.94
		TOTAL LIABILITIES + FUND BALANCE		-653.99	-125,955.94

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

				NET CHANGE	ACCOUNT
FUND: 320 BUILDING FUND (5 CENT LEVY)				FOR PERIOD	BALANCE
ASSETS					
	32	6101	CASH IN BANK	-283,466.65	6,061.94
		TOTAL ASSETS		-283,466.65	6,061.94
FUND BALANCE					
	32	6302	REVENUES CONTROL	-31.47	-433,934.74
	32	7602	EXPENDITURES CONTROL	283,498.12	448,459.29
	32	8734	RESTRICTED-SFCC ESCROW-PRIOR	.00	-901.61
	32	8738	RESTRICTED-SFCC ESCROW-CURRENT	.00	-19,684.88
		TOTAL FUND BALANCE		283,466.65	-6,061.94
		TOTAL LIABILITIES + FUND BALANCE		283,466.65	-6,061.94

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

				NET CHANGE	ACCOUNT
FUND: 360 CONSTRUCTION FUND				FOR PERIOD	BALANCE
ASSETS					
	36	6101	CASH IN BANK	-384,445.27	3,589,671.56
	36	6111	INVESTMENTS	.00	10,000,000.00
	TOTAL ASSETS			-384,445.27	13,589,671.56
LIABILITIES					
	36	7603	PURCHASE OBLIGATIONS	-27,082.53	2,997.56
	TOTAL LIABILITIES			-27,082.53	2,997.56
FUND BALANCE					
	36	6302	REVENUES CONTROL	-18,638.22	-848,453.55
	36	7602	EXPENDITURES CONTROL	403,083.49	2,221,050.55
	36	8735	RESTRICTED-FUTURE CONSTR BG-1	.00	-14,962,268.56
	36	8753	ASSIGNED-PURCH OBL - CURRENT	27,082.53	-2,997.56
	TOTAL FUND BALANCE			411,527.80	-13,592,669.12
	TOTAL LIABILITIES + FUND BALANCE			384,445.27	-13,589,671.56

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 400 DEBT SERVICE FUND				NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS					
40	6105	CASH WITH FISCAL AGENTS		.00	1,248,620.00
		TOTAL ASSETS		.00	1,248,620.00
FUND BALANCE					
40	6302	REVENUES CONTROL		-283,498.12	-517,703.99
40	7602	EXPENDITURES CONTROL		283,498.12	517,703.99
40	8736	RESTRICTED - DEBT SERVICE		.00	-1,248,620.00
		TOTAL FUND BALANCE		.00	-1,248,620.00
		TOTAL LIABILITIES + FUND BALANCE		.00	-1,248,620.00

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

				NET CHANGE	ACCOUNT
FUND: 51 FOOD SERVICE FUND				FOR PERIOD	BALANCE
ASSETS					
	51	6101	CASH IN BANK	139,793.07	1,721,559.04
	51	6171	INVENTORIES FOR CONSUMPTION	.00	47,089.23
	51	64000	DEFERRED OUTFLOWS OPEB	.00	130,762.00
	51	6400P	DEFERRED OUTFLOWS-PENSION	.00	65,009.00
TOTAL ASSETS				139,793.07	1,964,419.27
LIABILITIES					
	51	75410	UNFUNDED OPEB	.00	-293,098.00
	51	7541P	NET PENSION LIABILITY	.00	-408,133.00
	51	7603	PURCHASE OBLIGATIONS	35,246.50	486,101.10
	51	77000	DEFERRED INFLOWS OPEB	.00	-236,845.00
	51	7700P	DEFERRED INFLOWS-PENSION	.00	-82,403.00
TOTAL LIABILITIES				35,246.50	-534,377.90
FUND BALANCE					
	51	6302	REVENUES CONTROL	-367,602.64	-612,356.89
	51	7602	EXPENDITURES CONTROL	227,809.57	551,669.18
	51	8712	UNRESTRICTED NET ASSETS	.00	-1,707,960.56
	51	87370	RESTRICTED-OTHER OPEB	.00	399,181.00
	51	8737P	RESTRICTED-OTHER	.00	425,527.00
	51	8753	ASSIGNED-PURCH OBL - CURRENT	-35,246.50	-486,101.10
TOTAL FUND BALANCE				-175,039.57	-1,430,041.37
TOTAL LIABILITIES + FUND BALANCE				-139,793.07	-1,964,419.27

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 7000 PENSION, INVEST, PRIVATE PURPO				NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS					
70	6101	CASH IN BANK		1,341.04	258,280.10
	TOTAL ASSETS			1,341.04	258,280.10
FUND BALANCE					
70	6302	REVENUES CONTROL		-1,341.04	-5,001.71
70	8737	RESTRICTED - OTHER		.00	-253,278.39
	TOTAL FUND BALANCE			-1,341.04	-258,280.10
	TOTAL LIABILITIES + FUND BALANCE			-1,341.04	-258,280.10

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 8 GOVERNMENTAL ASSETS			NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS				
80	6201	FIXED ASSETS - LAND	.00	1,581,196.21
80	6211	FIXED ASSETS - LAND IMPROVE	.00	2,882,735.08
80	6212	ACCUMULATED DEPRECIATION-LAND	.00	-2,842,528.68
80	6221	FIXED ASSETS-BUILDINGS	.00	93,992,797.91
80	6222	ACCUMULATED DEPRECIATION-BLDG	.00	-22,517,992.60
80	6231	FIXED ASSETS-TECHNOLOGY EQUIP	.00	2,271,827.59
80	6232	ACCUMULATED DEP-TECHNOLOGY EQ	.00	-1,840,341.28
80	6241	FIXED ASSETS-VEHICLES	.00	5,716,875.00
80	6242	ACCUM DEP- VEHICLES	.00	-4,862,022.13
80	6251	FIXED ASSETS-GENERAL EQUIPMENT	.00	4,150,765.30
80	6252	ACCUMULATED DEP-GENERAL EQUIP	.00	-1,992,889.37
80	6261	FIXED ASSETS-CONST WORK IN PRO	.00	720,818.48
TOTAL ASSETS			.00	77,261,241.51
FUND BALANCE				
80	8710	FIXED ASSET-INVEST GOV ASSET	.00	-77,261,241.51
TOTAL FUND BALANCE			.00	-77,261,241.51
TOTAL LIABILITIES + FUND BALANCE			.00	-77,261,241.51

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 81 FOOD SERVICE ASSETS				NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS					
81	6231	FIXED ASSETS-TECHNOLOGY EQUIP	.00		30,377.78
81	6232	ACCUMULATED DEP-TECHNOLOGY EQ	.00		-28,119.36
81	6251	FIXED ASSETS-GENERAL EQUIPMENT	.00		1,623,131.75
81	6252	ACCUMULATED DEP-GENERAL EQUIP	.00		-941,483.09
TOTAL ASSETS			.00		683,907.08
FUND BALANCE					
81	8711	FIXED ASSET-INVEST BUS. ASSET	.00		-683,907.08
TOTAL FUND BALANCE			.00		-683,907.08
TOTAL LIABILITIES + FUND BALANCE			.00		-683,907.08

BRECKINRIDGE COUNTY BOARD OF EDUCATION



BALANCE SHEET FOR 2024 4

FUND: 9 LONG-TERM DEBT			NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS				
90	6304	AMT RETIRE LONG-TERM DEBT	.00	50,052,494.95
	TOTAL ASSETS		.00	50,052,494.95
LIABILITIES				
90	7455	LOAN INTEREST PAYABLE	.00	-370,083.48
90	7491	Current Portion Bond Obligatio	.00	-2,152,389.74
90	7493	SICK LEAVE PAYABLE IN PROCESS	.00	-22,681.76
90	7495	Current Portion Capital Lease	.00	-32,104.33
90	7511	BONDS PAYABLE (LONG TERM)	.00	-47,207,077.58
90	7531	NON CUR CAPITAL LEASES	.00	-98,649.00
90	7551	COMPENSATED ABSENCES	.00	-169,509.06
	TOTAL LIABILITIES		.00	-50,052,494.95
	TOTAL LIABILITIES + FUND BALANCE		.00	-50,052,494.95

** END OF REPORT - Generated by Michael Moreland **

ACCOUNTS PAYABLE WARRANT REPORT

DATE: 11/09/2023 WARRANT: 240509 AMOUNT: \$ 586,956.11

BOARD CHAIRMAN

BOARD SECRETARY

BRECKINRIDGE COUNTY BOARD OF EDUCATION



AP CHECK RECONCILIATION REGISTER

FOR CASH ACCOUNT: 10 6101

FOR: Uncleared

CHECK #	CHECK DATE	TYPE	VENDOR NAME	UNCLEARED	CLEARED	BATCH	CLEAR DATE
87117	11/09/2023	PRINTED	011072 ABBY BOOKER	2,000.00			
87118	11/09/2023	PRINTED	009361 ADT COMMERCIAL, LLC	1,259.86			
87119	11/09/2023	PRINTED	010965 ADVANCED DOCUMENT SOLUTIO	2,472.06			
87120	11/09/2023	PRINTED	007329 ALLISON HALL	55.15			
87121	11/09/2023	PRINTED	010831 AMAZON CAPITAL SERVICES	18,145.40			
87122	11/09/2023	PRINTED	008705 ANGELA LUCAS	200.25			
87123	11/09/2023	PRINTED	011044 AZTEC SOFTWARE, LLC	1,196.00			
87124	11/09/2023	PRINTED	010734 BARR MEDIA, LLC	400.00			
87125	11/09/2023	PRINTED	001089 BCHS LUNCHROOM	334.71			
87126	11/09/2023	PRINTED	000030 BEN JOHNSON ELEMENTARY SC	158.60			
87127	11/09/2023	PRINTED	010767 BETNER COMMUNICATIONS, LL	2,770.00			
87128	11/09/2023	PRINTED	009515 BIG RED SUPPLY	517.25			
87129	11/09/2023	PRINTED	010340 BLUEGRASS LUMBER & HARDWA	3,476.15			
87130	11/09/2023	PRINTED	011001 BOBBY KEITH LAWN CARE	8,575.00			
87131	11/09/2023	PRINTED	005279 BOUND TO STAY BOUND, INC.	260.57			
87132	11/09/2023	PRINTED	011076 BRECK CENTRAL EMS	1,387.50			
87133	11/09/2023	PRINTED	010948 BRECKINRIDGE COUNTY ENVIR	125.00			
87134	11/09/2023	PRINTED	009099 BRENCO BY CORNERSTONE	332.70			
87135	11/09/2023	PRINTED	010834 BRIAN GOEMMER	880.00			
87136	11/09/2023	PRINTED	007748 BRIANNE LAWALIN	230.40			
87137	11/09/2023	PRINTED	005165 BSN SPORTS, LLC	2,394.96			
87138	11/09/2023	PRINTED	006304 BUTLER'S GARAGE AND WRECK	250.00			
87139	11/09/2023	PRINTED	008171 C & T DESIGN AND EQUIPMEN	54,650.54			
87140	11/09/2023	PRINTED	010473 CARL B. MATTINGLY	30.00			
87141	11/09/2023	PRINTED	000069 CARMAN'S AUTO SUPPLY	817.95			
87142	11/09/2023	PRINTED	001989 CAROLINA BIOLOGICAL SUPPL	172.58			
87143	11/09/2023	PRINTED	009689 CHRISTA WINARSKI	55.15			
87144	11/09/2023	PRINTED	008890 CINTAS CORPORATION	121.28			
87145	11/09/2023	PRINTED	001376 CLARK BEVERAGE GROUP INC.	849.35			
87146	11/09/2023	PRINTED	010750 CODEFI FOUNDATION ON RURA	4,000.00			
87147	11/09/2023	PRINTED	009854 CODELL CONSTRUCTION COMPA	232,121.97			
87148	11/09/2023	PRINTED	011026 COMMUNICATIONS TECHNOLOGI	70,707.30			
87149	11/09/2023	PRINTED	009357 CONTRACT PAPER GROUP, INC	28,887.60			
87150	11/09/2023	PRINTED	010837 CORBYN GOFF RAMSEY	40.50			
87151	11/09/2023	PRINTED	002254 CUSTER ELEMENTARY LUNCHRO	76.25			
87152	11/09/2023	PRINTED	008158 DEBBIE WEBSTER	192.00			
87153	11/09/2023	PRINTED	002547 DOWN HOME FLORIST	80.00			
87154	11/09/2023	PRINTED	006681 ECKART	1,014.62			
87155	11/09/2023	PRINTED	009395 EDGEWOOD PRESS, INC.	653.00			
87156	11/09/2023	PRINTED	008599 ENGLISH, LUCAS, PRIEST &	421.50			
87157	11/09/2023	PRINTED	004037 EVA PEARL STANDIFER	11.03			
87158	11/09/2023	PRINTED	006761 FISHER AUTO PARTS	600.76			
87159	11/09/2023	PRINTED	010070 FLINN SCIENTIFIC, INC.	235.82			
87160	11/09/2023	PRINTED	000212 FRANKIE'S HARDWARE	632.02			
87161	11/09/2023	PRINTED	010731 FREEMAN ATHLETIC FIELDS	16,908.00			
87162	11/09/2023	PRINTED	011070 G & H RUBBER SUPPLY COMPA	3,776.00			
87163	11/09/2023	PRINTED	011021 GEOTAB USA, INC.	869.20			
87164	11/09/2023	PRINTED	010248 LIMINEX, INC.	5,062.50			
87165	11/09/2023	PRINTED	010795 GREEN FOR LIFE	1,714.60			
87166	11/09/2023	PRINTED	008335 GREEN RIVER REGIONAL EDU	275.00			
87167	11/09/2023	PRINTED	000149 HERALD NEWS	1,445.00			
87168	11/09/2023	PRINTED	011073 HERFF JONES	49.95			

BRECKINRIDGE COUNTY BOARD OF EDUCATION



AP CHECK RECONCILIATION REGISTER

FOR CASH ACCOUNT: 10 6101

FOR: Uncleared

CHECK #	CHECK DATE	TYPE	VENDOR NAME	UNCLEARED	CLEARED	BATCH	CLEAR DATE
87169	11/09/2023	PRINTED	006637 HES LUNCHROOM	94.95			
87170	11/09/2023	PRINTED	010850 HIG EDUCATION - PUBLIC E	636.00			
87171	11/09/2023	PRINTED	010647 HILLYARD	12,292.50			
87172	11/09/2023	PRINTED	009255 INTERSTATE SECURITY SYSTE	2,003.75			
87173	11/09/2023	PRINTED	006419 JACKIE MAGNESS	13.23			
87174	11/09/2023	PRINTED	009816 JASMYN REYNOLDS	35.00			
87175	11/09/2023	PRINTED	011053 JENNAY LING	11.70			
87176	11/09/2023	PRINTED	010604 JILL BARGER	41.40			
87177	11/09/2023	PRINTED	004919 JOE BENNETT BACKHOE, PLUM	329.45			
87178	11/09/2023	PRINTED	010054 KAAC	1,500.00			
87179	11/09/2023	PRINTED	010355 KAAC	300.00			
87180	11/09/2023	PRINTED	008816 KACY LEDRIDGE	35.00			
87181	11/09/2023	PRINTED	009359 KY COUNCIL FOR EXCEPTIONA	1,160.00			
87182	11/09/2023	PRINTED	010097 KENTUCKY YMCA YOUTH ASSOC	4,939.00			
87183	11/09/2023	PRINTED	007083 KEY OIL COMPANY	28,637.51			
87184	11/09/2023	PRINTED	011057 LAMONDA WHEATLEY	50.00			
87185	11/09/2023	PRINTED	004617 LEITCHFIELD EXTERMINATING	1,480.00			
87186	11/09/2023	PRINTED	010888 LICHTFELD'S PAINTING	1,705.00			
87187	11/09/2023	PRINTED	011059 LINDSEY EMBRY	144.90			
87188	11/09/2023	PRINTED	000224 MEADE CO. R. E. C. C.	100.00			
87189	11/09/2023	PRINTED	006813 MICHAEL BROADBENT	93.50			
87190	11/09/2023	PRINTED	008163 MICHAEL MORELAND	600.00			
87191	11/09/2023	PRINTED	006665 MOORMAN'S WELDING	1,530.00			
87192	11/09/2023	PRINTED	010969 MUSIC & ARTS	52.00			
87193	11/09/2023	PRINTED	006579 NCS PEARSON, INC.	306.87			
87194	11/09/2023	PRINTED	009446 NELBUD SERVICES, LLC	909.00			
87195	11/09/2023	PRINTED	010803 NELSON COUNTY SCHOOLS	180.00			
87196	11/09/2023	PRINTED	002348 NIMCO	413.27			
87197	11/09/2023	PRINTED	010862 NOREDINK	3,400.00			
87198	11/09/2023	PRINTED	010334 OWENSBORO HEALTH CPR	176.00			
87199	11/09/2023	PRINTED	009932 POSITIVE PROMOTIONS	810.42			
87200	11/09/2023	PRINTED	007342 PRAIRIE FARMS DAIRY	19,800.21			
87201	11/09/2023	PRINTED	006756 PRO-ED	103.40			
87202	11/09/2023	PRINTED	010675 PROCARE THERAPY	3,800.00			
87203	11/09/2023	PRINTED	011075 PROLIFT TOYOTA	2,347.50			
87204	11/09/2023	PRINTED	007541 QUENCH USA, INC.	90.64			
87205	11/09/2023	PRINTED	005711 QUILL	627.49			
87206	11/09/2023	PRINTED	011069 ROMAINE ELECTRIC CORP.	868.77			
87207	11/09/2023	PRINTED	009776 ROUGH RIVER HARDWARE	62.91			
87208	11/09/2023	PRINTED	003863 S.W.H. SUPPLY COMPANY	208.28			
87209	11/09/2023	PRINTED	002222 SCHILLER HARDWARE	179.50			
87210	11/09/2023	PRINTED	010619 SCHOLASTIC BOOK FAIRS	681.75			
87211	11/09/2023	PRINTED	010676 SCHOLASTIC INC.	192.50			
87212	11/09/2023	PRINTED	010823 SCHOLASTIC INC.	388.80			
87213	11/09/2023	PRINTED	009884 SCHOOL SPECIALTY	429.96			
87214	11/09/2023	PRINTED	010525 SHARPS COMPLIANCE, INC	329.48			
87215	11/09/2023	PRINTED	010668 SHELLEY FENTRESS	63.00			
87216	11/09/2023	PRINTED	004515 SHELLY JEFFRIES	130.95			
87217	11/09/2023	PRINTED	009645 SHIFFLER EQUIPMENT SALES,	292.04			
87218	11/09/2023	PRINTED	008670 SINKING CREEK LUMBER	38.50			
87219	11/09/2023	PRINTED	000275 SITEX	1,256.12			
87220	11/09/2023	PRINTED	006753 STUPPY GREENHOUSE MAN., I	3,004.00			

BRECKINRIDGE COUNTY BOARD OF EDUCATION



AP CHECK RECONCILIATION REGISTER

FOR CASH ACCOUNT: 10 6101

FOR: Uncleared

CHECK #	CHECK DATE	TYPE	VENDOR NAME	UNCLEARED	CLEARED	BATCH	CLEAR DATE
87221	11/09/2023	PRINTED	002899 SUBWAY SANDWICHES & SALAD	223.96			
87222	11/09/2023	PRINTED	011063 SUPER TEACHER WORKSHEETS	24.95			
87223	11/09/2023	PRINTED	009837 TEACHERS SYNERGY LLC	133.95			
87224	11/09/2023	PRINTED	008606 THE PRINT PLACE	1,306.00			
87225	11/09/2023	PRINTED	010085 THE WKU STORE	288.00			
87226	11/09/2023	PRINTED	008619 THERESA KENNEDY	35.00			
87227	11/09/2023	PRINTED	005097 TRI-STATE MAILING SYSTEMS	195.00			
87228	11/09/2023	PRINTED	011002 TRUDY GARDNER	8,320.00			
87229	11/09/2023	PRINTED	006281 UNITY SCHOOL BUS PARTS	2,388.13			
87230	11/09/2023	PRINTED	006084 WHITE STONE COMPANY	430.92			
87231	11/09/2023	PRINTED	000619 WRIGHT IMPLEMENT CO.	370.92			
87232	11/09/2023	PRINTED	000787 WXBC	470.00			
116 CHECKS				CASH ACCOUNT TOTAL	586,956.11	.00	

BRECKINRIDGE COUNTY BOARD OF EDUCATION



AP CHECK RECONCILIATION REGISTER

		UNCLEARED	CLEARED
116 CHECKS	FINAL TOTAL	586,956.11	.00

** END OF REPORT - Generated by Debbie Anderson **

The Breckinridge County Board of Education met for a special meeting on Wednesday, October 11, 2023, at 6:45 p.m. local time at the Breckinridge County Board of Education Annex Building.

#71. CALL TO ORDER

Chairperson Tonia Saettel called the meeting to order.

#72. ROLL CALL

The following members were present: Mrs. Tonia Saettel, Mrs. Joy Campbell, Mrs. Cathryn Dowell, Mrs. Vanessa Lucas, and Mr. Rick Taylor.

#73. PUBLIC COMMENT

Community members were given an opportunity to provide public comments. There were no speakers signed up to speak during the meeting.

No action required by the board.

#74. ROUTINE CONSENT ACTIONS

- A. Approve minutes – Regular Meeting, September 13, 2023
 - B. Approve treasurer's orders
 - C. Approve payment of bills
 - D. Approve board members to attend the KSBA Winter Symposium December 8-9, 2023 in Louisville, KY
-

Moved by Mrs. Lucas and seconded by Mrs. Dowell to approve routine consent actions.

All members voted aye.

#75. STUDENT PRESENTATION/RECOGNITIONS

Dr. Carter recognized the following:

October Recognitions

- Congratulations to Lady Tiger Golfer Adelynn Moorman for placing 5th overall at Semi-State this season!
- Congratulations to the Tiger Marching Band for placing 2nd in 3A and being named "Best Guard" at the Logan County Competition last month!
- Congratulations to the Class of 2024 for winning the Annual PowderPuff Football games for the second year in a row!
- I would like to recognize the Tiger JROTC Battalion for all their hard work this school year. Our JROTC Cadets helped tremendously with the 15th Holt House Community Day Event last month. I would also like to recognize our Tiger Band for doing a great job at the event.
- Congratulations to BCHS JROTC Cadet Staff Sergeant William Moorman for being awarded the JROTC Commendation Award for distinguishing himself through exceptionally commendable actions and the performance of outstanding deeds of service to the Tiger Battalion and the Friends of the Joseph Holt Home during the Holt House Community Day event on September 23rd.

No action required by the board.

#76. HEAD START REPORT

Head Start Director, Dr. Michael Broadbent, presented the following:

September was a great month for the program. At the end of the month, students were settled in and quickly gaining new skills and have already completed Fall Kindergarten Readiness Assessments. Our Disabilities and Health Manager, Angela Lucas is preparing for our annual health fairs. They will take place alongside the fall and spring festivals this year. The program has already had parent committee meetings, very successful family engagement nights at each school, and our first Deeper Learning Meeting of the year with a focus on early childhood rigor and engagement.

Areas of focus for the program have been kindergarten readiness, family engagement, and professional learning communities. As a reminder, we will have our annual Head Start governance training during the November board meeting.

Monthly attendance and CACFP reports are in your packet for review. There are no informational flyers from Head Start this month.

No action required by the board.

#77. Fall 2023 ACADEMIC UPDATE

Chief Academic Officer, Dr. Michael Broadbent, gave the board a progress report on the Kindergarten Readiness Assessment. Dr. Broadbent noted that Kindergarten readiness has increased. Dr. Broadbent also gave a report on the Measures of Academic Progress Testing.

No action required by the board.

#78. APPOINT BOARD MEMBER TO SERVE ON CALENDAR COMMITTEE FOR THE 2024-2025 SCHOOL YEAR

Moved by Mrs. Campbell and seconded by Mrs. Lucas to appoint Mr. Rick Taylor to serve on the Calendar Committee.

All members voted aye.

#79. APPROVE 2024-2025 SCHOOL CALENDAR COMMITTEE

Moved by Mrs. Campbell and seconded by Mrs. Lucas to approve the 2024-2025 School Calendar Committee.

All members voted aye.

#80. HEAR UPDATE ON BJES PROJECT

Dr. Carter asked Mr. John Hagan Codell to provide an update on the timeline of completion of the project. Mr. Codell during his update spoke about the upcoming dates of deliverable items needed for the project.

No action required by the board.

#81. APPROVE BJES PROJECT CHANGE ORDERS

Dr. Carter asked Mr. John Hagan Codell to speak in detail about the change orders requested. Mr. Codell spoke in response to the first change order which included renovations not identified in the original submission of the project. Mr. Codell also spoke in response to the second change order which included details about additional materials needed for project completion.

Moved by Mrs. Dowell and seconded by Mr. Taylor to approve.

All members voted aye.

#82. APPROVE AMENDED 2023-2024 SCHOOL CALENDAR

Dr. Carter spoke briefly about the updates needed to the 2023-2024 calendar.

Moved by Mrs. Campbell and seconded by Mrs. Lucas to approve the amended 2023-2024 School Calendar.

All members voted aye.

#83. DISCUSS AND APPROVE SHORTENED SCHOOL/WEEK DAY FOR SPECIFIED STUDENTS

Moved by Mrs. Campbell and seconded by Mrs. Dowell to approve the shortened school/week for specified students.

All members voted aye.

#84. ACT ON EXPULSIONS

Moved by Mr. Taylor and seconded by Mrs. Lucas to expel one BCMS student up to 36 weeks, one BCMS student up to 18 weeks, one BCHS student up to 18 weeks for violations of the District Student Code of Conduct.

All members voted aye.

#85. APPROVE ANNUAL DISTRICT ELEMENTARY SCHOOL ALL-STAR TEAMS

Moved by Mrs. Campbell and seconded by Mrs. Lucas to approve the teams.

All members voted aye.

#86. APPROVE OUT OF STATE FIELD TRIP FOR BCHS MSD ON JANUARY 19, 2024 to CORYDON CINEMAS AND O'CHARLEY's IN CORYDON, INDIANA UTILIZING DISTRICT TRANSPORTATION.

Moved by Mrs. Campbell and seconded by Mrs. Dowell to approve the field trip.

All members voted aye.

#87. APPROVE OUT OF STATE FIELD TRIP FOR BJES 4th GRADE TO SQUIRE BOONE CAVERNS, MAUCKPORT, INDIANA ON OCTOBER 24, 2023, UTILIZING DISTRICT TRANSPORTATION.

Moved by Mrs. Lucas and seconded by Mr. Taylor to approve the field trip.

All members voted aye.

#88. COMMUNICATIONS

A. Acknowledgment of Personnel Actions (all personnel actions are subject to all completed paperwork, certifications, etc.)

1. employed:

- a) Susan Foote, Lauren Whitfill, Megan Blair and Greta Akridge as Certified Substitutes
- b) Brett Majors as Chief Financial Officer effective September 18, 2023
- c) Crystal Kinser as District Special Education Teacher at IES effective September 25, 2023
- d) Traci Beck as Instructional Assistant at IES effective October 9, 2023
- e) Courtney Smith as Bus Monitor effective September 25, 2023
- f) Stephanie Phelps as Bus Monitor effective September 12, 2023
- g) Justin Frazier as JROTC Instructor at BCHS effective August 7, 2023

2. resignation(s):

- a) Michael Martin as Teacher at BCHS effective December 16, 2023
- b) Abigail Sterett as Instructional Assistant at BCMS effective September 11, 2023
- c) Mona Martin as Instructional Assistant at HES effective October 6, 2023
- d) Chris Covington as Youth Services Center Coordinator at BCHS effective October 13, 2023

3. transfer(s):

- a) Sarah Carman from Elementary Permanent Substitute Teacher to District Special Education Teacher at HES effective September 14, 2023
- b) Sarah Boone from Instructional Assistant at IES to District Special Education Teacher at IES effective September 15, 2023

No action required by the board.

#89. BCEA/BCESP REPRESENTATIVES

No report.

#90. SUPERINTENDENT'S REPORT

Dr. Carter reported the following:

October Superintendent's Report

- The second grading quarter in the school district is underway! Students and staff have returned to school after a terrific Fall Break last week. Report cards for the 1st grading quarter will go home soon.

#91. ADJOURNMENT

Moved by Mr. Taylor and seconded by Mrs. Dowell to adjourn the board meeting.

All members voted aye.

Ben Johnson Elementary School Grant Submission

Name of Grant:

KYSTE Outreach Grant

Organization sponsoring grant:

Kentucky Society for Technology in Education

Grant application deadline:

December 1, 2023

Grant Amount: The maximum amount that can be requested is \$10,000.00. I plan on applying for the full amount.

Purpose of grant: The purpose of this grant is to receive funds that will be used to purchase different educational technology for use not only for my school, but also for schools in the Breckinridge County School District. I look to provide many 21st century skills opportunities for the students in Breckinridge County. This grant will help provide new opportunities for students at my school, but it will also help provide technology equity across the district.

Grant requirements:

- Grants can be used for any grade level. Grants that are innovative will be given priority. Please refer to the grant scoring rubric for details.
- You MUST be a member of KySTE to apply.
- Funding cannot be used for classroom equipment not directly related to the project/program, transportation, stipends, subs or paid positions. All grant funds must be expended within one year of the date of award.
- This application must be completed all at one time. If you have any questions about the grant process, email kysteoutreach@gmail.com.
- Unless specifically authorized by the KySTE board for that grant cycle, applications falling below an 80% score will not be considered for funding.
- Winner applicants are required to present at the KySTE Spring Conference. Either a full concurrent session or a poster session.
- The maximum amount that can be requested is \$10,000.
- I am a member of KYSTE as well as the BJES Digital Learning Coach.
- I am currently putting in a submission to present at the KYSTE Spring Conference. I have also presented on educational technology at the KAGE Conference a couple years ago.
- Based on the rubric, BJES will have a strong application towards receiving this grant.
- BJES has met all requirements in order to apply for this grant and followed the Breckinridge County Grant Submission Process.

Details of how teacher/staff member plans to utilize grant funds if received:

Funds will be used to purchase different educational technology materials/resources in which students will learn 21st century skills as well as gaining experience in the ever changing vocational world. I would look to purchase many different technical materials for student use such as Lego Spike Prime Robotics as well as other developmentally appropriate robotics for different grade levels, cameras and green screens, 3d printers, drones, different stem sets, other lego essentials/coding, makey makeys, as well as many other types of educational technology. I would talk with other schools within our district as well as teachers at my school to

see what would be the most beneficial educational technology. I would also look to purchase educational/technological materials that would give students project-based learning opportunities in fields of study that correlate with career pathways in our district as well as projects that correlate with the different career clusters. The world is ever changing and I want to provide different opportunities for students early so that they might have a better understanding of what their options are in the future. With this program, I want to make these technology resources available to not only my school, but all schools in the district. I want to develop a Technology Lending Library (BRECK STRONG TECH CONNECT) where we can provide all schools in the district access to the latest and greatest technology for classroom instructional use. I have talked with staff at the Fayette County Schools Office of Instructional Technology about their Technology Lending Library and how successful it has worked in their district. They talked about different processes and equipment they use and would be glad to help if I had more questions. With them already having such a program intact, I would take guidance from them while also making it work best for our community. I would also work in conjunction with our CIO, Tech Department, as well as the other Digital Learning Coaches in the district to make this project come to fruition.

Student impact anticipated if grant is received:

If the grant is received, I will be able to accomplish my vision of developing a Technology Lending Library for the Breckinridge County School District. It will provide students with many new and different opportunities that they may never have. It could spark interests in many different career paths as well as increase student interest in Science, Technology, Engineering, and Math. An elementary student learning about flight and using drones now might want to go into our aviation program or other career fields once they get into high school. It would also give students the opportunities to work with different technologies that would have a multitude of positive benefits such as an increase in academics, attendance, and student school satisfaction to name a few. Once we have these resources, they could also be used to provide more STEM enrichment for our gifted and talented population as well as in the regular classroom.

I have discussed this idea with my principal, he thought it was a good idea, and was onboard. I also shared some of my technology ideas for our district with our CIO at the KYSTE conference last year. I shared ideas such as developing a TeachMeet technology professional development for the Breckinridge County School System and a Breckinridge County Technology Lending Library. As far as I could tell, it seemed that he thought they were good ideas also.

I would appreciate your consideration in helping me gain approval for this grant. I would love to see my vision of developing a Technology Lending Library for our district become a reality. You never know what a new opportunity might mean in developing a student.



National Association of County & City Health Officials

REQUEST FOR PROPOSALS
Suicide, Overdose, and Adverse Childhood Experiences (ACEs) Prevention
Planning (SOAPP) Project

National Association of County and City Health Officials (NACCHO)

Date of Release: September 25th, 2023

***Applications are due by: October 27th, 2023 by 5:00 pm ET**

SUMMARY INFORMATION

Project Title: Suicide, Overdose, and ACEs Prevention Planning (SOAPP) project¹

Application Due Date and Time: October 27th, 2023, by 5:00pm ET

Selection Announcement Date: On or around November 9th, 2023

Source of Funding: CDC cooperative agreement, Strengthening Public Health Systems and Services through National Partnerships to Improve and Protect the Nation's Health.

NOA Award No.: NU38OT000306-02-01 and 6 NU38OT000306-05-05

Maximum Funding Amount: \$50,000

Estimated Period of Performance: November 2023 – July 31, 2024

Point of Contact for Questions Regarding this Application: Injury Violence Prevention team;
ivp@naccho.org

Special condition of this award: see Appendix A and B

OVERVIEW

NACCHO is the voice of the approximately 2,800 local health departments (LHDs) across the country. These city, county, metropolitan, district, and Tribal departments work to protect and improve the health of all people and all communities. NACCHO provides resources to help LHD leaders develop public health policies and programs to ensure that communities have access to the vital programs and services people need to keep them protected from disease and disaster. Additionally, NACCHO advocates on behalf of LHDs with federal policymakers for adequate resources, appropriate public health legislation, and sensible policies to address the myriad of challenges facing communities.

With support from the Centers for Disease Control and Prevention (CDC), NACCHO is pleased to offer a funding opportunity for the Suicide, Overdose, and ACEs Prevention Planning (SOAPP) project.

Approximately 3 awards of \$50,000 each will be awarded. NACCHO will consider geographic distribution, jurisdictional characteristics, and population size to ensure diversity in LHDs selected.

Selections will be made on or around November 9th, 2023, and the project period will run from the date of Notice of Award (NOA) to July 31, 2024. Applications must be submitted no later than October 27th, 2023, by 5:00 PM Eastern Time. **This will be a fixed-price, deliverables-based contract.** All necessary information regarding the project and application process may be found in this Request for Proposal (RFP). Applicants may pose individual questions to NACCHO at any point during the application process by e-mailing the Injury Violence Prevention team at ivp@naccho.org.

Background

In recent years, communities have seen increased rates of suicide, overdose, and ACEs. In 2021, NACCHO, in collaboration with the Association of State and Territorial Health Officials and with funding from the CDC, developed the Suicide, Overdose, and Adverse Childhood Experiences (ACEs) Prevention Capacity Assessment Tool, known as [SPACECAT](#). This tool was developed to help local, state, and territorial health departments assess their current capacity to address the intersection of suicide, overdose, and ACEs. SPACECAT assesses LHD capacity across eight (8) domains via a single tool. In the Fall of 2021, NACCHO fielded this tool to a nationally representative sample of approximately 700 local health departments. Analysis of the results, outlined in [Addressing the Intersection of Suicide, Overdose, and Adverse Childhood Experiences: What is the Capacity of Local Health Departments](#), found that

¹ The SOAPP project is an extension of projects associated with the Suicide, Overdose, and ACEs Prevention Capacity Assessment Tool (SPACECAT).

participating LHDs reported strengths in their capacity to address the intersection of suicide, overdose, and ACEs; examples included the seeking out and inclusion of the perspectives of those with lived experience, partnerships across sectors, and strategic planning across prevention focus groups. Participating LHDs also reported challenges, such as lack of funding and staffing resources, competing priorities, limited data integration, and lack of capacity to address specific at-risk populations and shared risk and protective factors.

Since the national fielding, LHDs have had several unique opportunities to increase capacity to conduct work at the intersection of suicide, overdose, and ACEs:

- Learning Community: In 2022, those who participated in the national fielding were invited to participate in a learning community;
- Action Planning: In 2022, ten (10) LHDs were awarded funding to receive individualized technical assistance (TA) aimed at translating SPACECAT results into action plans; and
- Community Prevention Framework Pilot Project: In 2023, five (5) LHDs participated in a learning community and individualized TA to develop a strategic plan for and integrate key elements of a community prevention framework into its community's prevention efforts.

PURPOSE OF THE CURRENT FUNDING OPPORTUNITY

The current funding opportunity continues the work from last year's pilot project and aims to provide technical assistance (TA) to help LHDs and their communities understand and strengthen their capacity to address the intersection of suicide, overdose, and ACEs. The goals of this project are to assist sites in applying a community-based prevention framework to:

1. Leverage cross-sector partnerships and engage community collaborators to develop an organizing body (internal or with community partners) to commit to working at the intersection.
2. Identify health inequities and focus efforts on supporting those in greatest need within their communities.
3. Develop and adopt a strategic plan to tackle the intersection of suicide, overdose, and ACEs.
4. Identify and select evidence-based strategies to strengthen the prevention response, identifying adaptations, if needed, for the communities' cultural context and readiness for change.

Awardees will participate in regularly scheduled group and individual TA sessions. Through this process, LHDs will develop a shared vision for work in the intersection, selecting strategies and designing a strategic plan to address suicide, overdose, and ACEs in their communities. They will also work with the TA providers to identify and work towards increasing capacity in one of the SPACECAT domains and related key elements from the [*Transforming Communities: Key Elements for the Implementation of Comprehensive Community-Based Suicide Prevention*](#) document. The intention of this project is to assist LHDs in developing a plan to move the work forward and increase their capacity to successfully implement the plan. **This award is designed as a planning award to assist LHDs in mobilizing its internal staff and community partners for action. While this award will involve identifying needs, strategic priorities, and methods to achieve goals, implementation during the project period with the available funds is not required.**

Funding for this RFP is supported by the CDC cooperative agreements NU38OT000306-02-01 and 6 NU38OT000306-05-05 entitled Strengthening Public Health Systems and Services through National Partnerships to Improve and Protect the Nation's Health.

ELIGIBILITY AND CONTRACT TERMS

This funding opportunity is open to all local health departments who have an interest in building their capacity to address the intersection of suicide, overdose, and ACEs prevention.

Selected applicants will enter into an agreement with NACCHO using the NACCHO standard contract (terms and conditions) attached as Appendix A below. Agreement with majority of NACCHO standard contract terms and conditions is a requirement and as part of the application, the contractor will be asked to verify that he has read NACCHO's standard contract language and confirmed in agreement with the terms and conditions.

Should your organization need to propose any changes to the terms and conditions, please inform us immediately; however, NACCHO reserves the right to accept or decline such changes. Significant changes, which could affect the agreement's timely execution, may impact your selection as a successful applicant. Agreeing to NACCHO's Resolution of Disputes and Governing Law is expected and aside of those two clauses, limited **modifications to the terms or contract language may be accommodated. Contractors that cannot agree to majority of NACCHO's contract language should not apply for this initiative.** If you are an applicant from Florida, please contact NACCHO immediately for a copy of the Florida standard contract.

NACCHO invites interested applicants to participate in an informational webinar. [Register here](#). Participants are encouraged to come with any questions they may have regarding this opportunity. The webinar will take place on **Thursday October 12th, 2023 (1:00 - 2:00 PM ET)**. This webinar will be recorded and will be posted on [our webpage](#) accompanied by an FAQ document that will cover all questions received to date.

SCHEDULE OF EVENTS

Please note the following deadlines and events for this application:

Event	Date/Time
Informational Webinar	October 12 th , 2023, at 1:00pm ET
Submission Deadline	October 27 th , 2023, at 5:00pm ET
Award Notification Date	On or around November 9 th , 2023
Anticipated Contract Start Date	November 9 th , 2023
Kick-Off Call	December 12 th , 2023, at 1:00pm ET
Anticipated Contract End Date	July 31 st , 2024

PROJECT REQUIREMENTS & EXPECTATIONS

Partner Involvement

Applicants will work with an organizing body of internal and/or external partners to participate in project activities as outlined in the scope of work below. NACCHO recognizes that partner relationships are extremely valuable to LHD efforts and that requests for partner time are not made lightly. As such, NACCHO has identified elements of this project where partner involvement is necessary for alignment with the Community Prevention Framework. Partner participation beyond these requirements is welcome and encouraged.

While the number of partners involved will vary, NACCHO recommends seeking the involvement and commitment from at least one partner who can speak to the community's current strengths and needs related to each of the following areas:

- Suicide and/or mental health
- Substance use and overdose
- Adverse childhood experiences, trauma, and/or child- and family-related health

Scope of Work

NACCHO and consultants will serve as TA providers for the selected jurisdictions. Over the nine-month contract period, the selected LHDs will work with NACCHO and the consultant on the specific activities outlined below. A final SOW will be agreed upon after award acceptance by the applicant.

1. **Kick-Off Call**—Awardees will participate in an initial kick-off call, scheduled for Tuesday, December 12th, 2023 (1:00-2:00) ET). Both LHDs and their partners must each have at least one representative for this call. This call will involve a discussion about technical assistance needs, as well as outline the project, provide important dates, and review the deliverables.

Partner Involvement Required: At least one representative from each partnering organization who plans to play a primary role in the project; representatives from other partnering organizations welcome.

2. **Learning Community Sessions**—LHDs will participate in four (4), 90-minute virtual learning community sessions led by NACCHO and a team of consultants. The sessions will discuss elements of the community prevention framework to address the intersection of suicide, overdose, and ACEs and assist LHDs in identifying related strengths and needs.

Partner Involvement Required: None; participation from partnering organizations highly encouraged but not required.

3. **Strategic Planning** – Each participating LHD and its partners will engage in a four-part, participatory strategic planning process to set goals and plan for implementation at the intersection of suicide, overdose, and ACEs. The schedule will be set by the LHD, its partners, and NACCHO, who will be leading and facilitating the strategic planning activities.

- Estimates for the process are as follows: Environmental Scanning (1.0) and Practical Visioning (2.5 hours); Barriers and Blocks (1.5 hours); Strategic Directions (3.0 hours); and Focused Implementation (3.0 hours).
- The format and schedule of strategic planning sessions will be determined based on site need and preference. For example, options may include:
 - Higher frequency/shorter duration: Fully virtual, 1-2hr meetings spaced out over the first three months of the project
 - Lower frequency/longer duration: Fully virtual, longer workshops
 - Intensive: In-person workshops (1- or 2-day options)
 - Combination of virtual and in-person workshops

Partnering Involvement Required: At least one representative from each participating partner for each of the following sessions: Environmental Scanning, Visioning, Barriers and Blocks, and Strategic Directions. Participation highly encouraged but not required for Focused Implementation. Involvement in Focused Implementation is likely to be decided by the group as the strategic planning process progresses.

4. **Individual Technical Assistance (TA)** – Each participating LHD and its partners will engage in up to two (2) individual technical assistance sessions to increase capacity in at least one key elemental area of the community prevention framework. The sessions will be led by NACCHO and will be approximately one hour each. Exact number of individual TA sessions will be determined in collaboration with the site based on need and TA delivery plan.

Partner Involvement Required: None; participation from partnering organizations highly encouraged but not required.

5. **End-of-Project Survey**—After completion of all TA activities, participants will complete a final survey to provide feedback on satisfaction with the TA delivered and report changes in capacity.

Partner Involvement Required: None; participation from partnering organizations highly encouraged but not required.

6. **End-of-Project Report** – LHDs will complete a final project report that summarizes the sites' project activities and next steps in addressing the intersection of suicide, overdose, and ACEs.

Partner Involvement Required: None; participation from partnering organizations highly encouraged but not required.

The following table outlines the tasks expected of the selected LHDs:

Primary Task/Deliverable	Documentation	Estimated Timeline	Payment Schedule		
1. Kick-Off Call	Kick-Off Call Attendance Sheet	November-December 2023	5% of funding	15% of funding	Invoice #1 due by or before January 31 st , 2023
2. Environmental Scan	Environmental Scan Document		10% of funding		
3. Learning Community Sessions 1-2	Learning Community Session 1 Evaluation and Worksheet	January-March 2024	5% of funding	47.5% of funding	Invoice #2 due by or before April 30 th , 2023
	Completed Learning Community Session 2 Evaluation and Worksheet		5% of funding		
4. Individual TA Sessions	Quarterly TA session summary		7.5% of funding		
5. Strategic Planning	Strategic Planning Vision Document		10% of funding		
	Strategic Planning Barriers Document		10% of funding		
	Strategic Directions Document		10% of funding		
6. Learning Community Session 3	Learning Community Session 3 Evaluation and Worksheet	April-June 2023	5% of funding	22.5% of funding	Invoice #3 Due by or before June 30 th , 2023
7. Individual TA Sessions	Quarterly TA session summary		7.5% of funding		
8. Strategic Planning	Strategic Planning Focused Implementation Plan Documents		10% of funding		
9. Learning Community Session 4	Learning Community Session 4 Evaluation and Worksheet	July 2023	5% of funding	15% of funding	Invoice #4 Due by or before July 31 st , 2023
10. End-of-Project Survey	Submission of end-of-project survey		5% of funding		
11. End-of-Project Report	Submission of end-of-project report		5% of funding		

Method of Payment

NACCHO will pay the selected LHDs in installments upon receipt of deliverables per the payment schedule identified in the Scope of Work above. Please note that NACCHO reserves the right to make changes to the project timeline and payment schedule if necessary.

NACCHO Support

NACCHO staff serve as a resource and will coordinate with the consultants to provide one-on-one technical assistance to all selected LHDs for the activities as outlined in the scope of work.

- Serve as liaison between the selected LHDs and consultants as needed
- Support the development of all learning community materials and one-on-one activities
- Attend learning community calls to provide ad hoc support as needed
- Provide individualized technical support to each site
- Facilitate a strategic planning session

APPLICATION RESPONSE FORMAT & SELECTION CRITERIA

Application Format and Instructions

The proposal narrative must include the following content:

- **Contact Information:** Please provide all necessary contact information as specified by the online application [portal](#).
- **Completed SPACECAT:** All applicants must complete and upload a copy of their LHD's SPACECAT results. If your LHD has completed the SPACECAT within the past one (1) year, please submit a PDF attachment of those results. If you have not completed the SPACECAT within the past one (1) year, please access and download the tool via the [link](#) available on [NACCHO's Intersection of Suicide, Overdose, and Adverse Childhood Experiences web page](#).
- **Brief Narrative (80%)**
 - *Statement of need (750-word limit; 30%).* This section will be scored based on the completeness of the information provided, the extent of your understanding of your community, and demonstration of need in your community. Each of the following components must be addressed:
 - Describe the jurisdiction you serve including the location, demographics of population served in your community, and marginalized or disproportionately affected populations that could be impacted by your program.
 - Identify populations of focus who you see as having the greatest needs related to suicide, overdose, and ACEs. **Priority will be given to applicants serving American Indian/Alaskan Native (AI/AN) people given significant burden of suicide, overdose, and ACEs on this population.**
 - Describe what you see as the community's greatest strengths.

- Provide information (including sources of data) about the burden of suicide, overdose, and ACEs in your community, such as:
 - Rates of fatal and non-fatal suicide attempts, planning, and/or ideation
 - Rates of fatal and non-fatal overdose
 - Statistics related to the prevalence of ACEs or positive childhood experiences. Proxy measures¹ for childhood trauma or resilience are acceptable; please describe the source of your data.
 - Prevalence and rates of other [shared risk and protective factors](#) that are particularly relevant for your community and population(s) of focus.
 - If these data are not available at the local level, explain where there are currently gaps in data and the challenges associated with collecting data for the local community.
- Applicants are encouraged to use resources found in the [Data and Surveillance Domain](#) of the SPACECAT Toolkit to assist them in incorporating data into their application narrative.
- *Current work (500-word limit; 10%).* This section will be scored on the completeness of your description and understanding of the current landscape of your organization's work, not the level or current capacity of that work. Each of the following components must be addressed:
 - Describe the programs and services your LHD is currently developing or offering related to suicide, overdose, and ACEs prevention. Do any of these programs or services address the intersection of suicide, overdose, and ACEs, either by addressing shared risk and protective factors or otherwise? If so, how?
 - What are the current barriers and challenges to this work?
 - Describe your LHD's current strategic plan(s), Community Health Assessment (CHA), Community Health Improvement Plan (CHIP), and/or Community Needs Assessment (CHA).
 - Are any of the topics related to suicide, overdose, or ACEs?
 - To what degree has leadership identified these topics as priority areas for the LHD and/or community?
- *Proposed Approach to Project Participation (1000-word limit; 30%).* This section will be scored based on whether the proposed staffing plan contains sufficient detail and allocates appropriate personnel to demonstrate capacity to carry out the identified goals and interests. Each of the following components must be addressed:
 - Describe the type of organizing body that will be pursuing this work (e.g., internal LHD workgroup or taskforce, community coalition, etc.) and the staff who plans to participate.
 - Provide an overview of the core LHD project team, including current full- and part-time LHD staff who will participate in project activities, their titles, role(s) on the project, and relevant experience in the areas of suicide, overdose, ACEs, strategic planning, and/or implementation. Examples of staff who may be well-suited for participation in this project include but are not limited to: individuals engaged in prevention work related to suicide, overdose, or ACEs, working in a related program area, or able to facilitate completion of the project work plan.

- **NOTE:** Project staff are expected to participate in four (4) Learning Community calls, strategic planning sessions (estimated 10-15 hours total) and Individual Technical Assistance calls. Project work outside of these meetings, including completion of the SPACECAT, completion of post-session evaluations, preparation work for the strategic planning sessions as assigned, and additional project activities all require project staff time and participation. Estimated monthly time commitment for LHD staff is an overall average of 5 hours per month per person, with a higher concentration of hours in the early months of the project (January-March).
- Provide an overview of the internal and/or external partners that you plan to incorporate into the project.
 - Describe the current relationships with the partners identified.
 - Describe your vision of the roles these partners will take, or the roles they have already agreed to take, in this project.
 - Describe how these partners have shown their interest and support in prevention work at this intersection.
 - Please include letters of support from those partners who plan to be engaged in this project.
- Please confirm that your team and participating partners are available to attend the Kick-Off Call on Tuesday, December 12th at 1:00pm ET.
- *Interest in Pursuing Funding (500-word limit; 10%).* This section will be scored based on demonstration of thought and consideration of how participation will help advance an appropriate, equitable approach to addressing the needs identified in the Statement of Need. Each of the following components must be addressed:
 - What interests or motivates you apply for this opportunity?
 - How would you like this project benefit your LHD and/or community? Topics to consider include, but are not limited to:
 - Identifying and collecting data relevant to the intersection of suicide, overdose, and ACEs
 - Increased understanding of shared risk and protective factors
 - Selecting evidence-based strategies to address identifying needs
 - Implementing a plan for increased or new programming or initiatives
 - Identifying an action plan for a coalition or other community partnership
 - After completing the SPACECAT, what stands out to you as possible domains in which your LHD might like to increase its capacity? Why?
- **Jurisdictional Characteristics (20%):** Please provide a brief overview of the jurisdiction your health department serves by selecting the appropriate option for each jurisdictional characteristic.

Jurisdiction served	 City or town
---------------------	--

	<input type="checkbox"/> County <input type="checkbox"/> Multi-county <input type="checkbox"/> Other
Size of population served	<input type="checkbox"/> Small: <50,000 <input type="checkbox"/> Medium: 50,000-500,000 <input type="checkbox"/> Large: 500,000+
Geographic region	<input type="checkbox"/> New England <input type="checkbox"/> Mid-Atlantic <input type="checkbox"/> East North Central <input type="checkbox"/> West North Central <input type="checkbox"/> South Atlantic <input type="checkbox"/> East South Central <input type="checkbox"/> West South Central <input type="checkbox"/> Mountain
Degree of urbanization	<input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural <input type="checkbox"/> Urban/Suburban <input type="checkbox"/> Suburban/Rural
Type of LHD governance	<input type="checkbox"/> Local (<i>LHD is unit of local government</i>) <input type="checkbox"/> State (<i>LHD is unit of state government</i>) <input type="checkbox"/> Shared (<i>LHD is governed by both state/local authorities</i>)
Number of full-time staff employed within LHD	<input type="checkbox"/> <5 <input type="checkbox"/> 5-9.9 <input type="checkbox"/> 10-24.9 <input type="checkbox"/> 50-99.9 <input type="checkbox"/> 100-199.9 <input type="checkbox"/> 200+
Do you serve American Indian/Alaskan Native (AI/AN) populations?	<input type="checkbox"/> Yes <input type="checkbox"/> No

○ **Budget Proposal**

- Refer to the [excel budget](#) and [budget narrative](#) templates. Each applicant may request up to \$ 50,000 to support project activities. Please note that the final budget amount cannot be changed after submission.

- A complete [budget](#) is required for complete application submissions but will not be included in the scoring criteria. Preference will not be given to applicants that submit budgets under the full eligible amount. Revisions to the budget may be requested as a condition of award, and a final budget must be approved to proceed with contract execution. Budgets will be reviewed and approved based on:
 1. Reasonableness of costs
 2. Cost allowability
 3. Sufficient staffing to support program activities
 4. Sufficient justification of costs
- Items that may be included in the request for funds include, but are not limited to:
 - staff salaries and fringe benefits
 - subcontracts for participating partners
 - supplies
 - Professional development or training of participating staff and/or partners
 - indirect costs to support the completion of the deliverables within the project period
- Include a [budget narrative](#) (one page or less) to explain each line-item and how the amounts were derived. See detailed guidance below.
 - For all applications, at least 15% of the budget must stay with the applying entity to ensure adequate resources for project management, participation in project activities, TA, and evaluation. The goal of 15% is to support internal capacity building for the organizations implementing these programs.
 - Personnel: List all staff positions by title (both current and proposed). Give the annual salary or hourly rate of each position, the percentage of each position's time devoted to the project, and the activities you anticipate these staff persons to conduct.
 - Fringe Benefits: Provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, etc. We require a copy of your federally approved rate for our records. If your rate isn't federally approved, please provide a signed letter on letterhead that provides a detailed breakdown and allocation for expenses incorporated as the indirect rate in your budget.
 - Supplies: Identify supplies in the detailed budget and the intended use for these supplies (i.e., what activities will the supplies support).
 - Contractual: Identify each proposed contract and specify its purpose, estimated cost, and cost breakdown.
 - Other: Identify any other proposed costs and specify their purpose, estimated cost, and cost breakdown.
- Activities supported directly by project funding will be constrained by allowable costs under CDC guidelines. Funds may not be used for equipment purchases. Please see Appendix B for a list of unallowable costs.
- Respond to the following three questions on the online application [portal](#):
 - Do you have prior experience in Federal Contracting?
 - Have you completed a Single Audit?
 - When researching contractors, vendors, or supplies, was a reasonable inquiry used to ensure that contractors or vendors are compliant with Section 889 of the National Defense Authorization Act?

- **Attachments**

- Required: SPACECAT Results
- Required: Complete and submit the [Budget](#) and [Budget Narrative](#) templates
- Required: Complete and submit the [Vendor Information Form](#)
- Required: Complete and submit the [Certification of Non-Debarment](#)
- Required: Submit a [W-9](#)
- Required: Proof of active registration with SAM.gov in accordance with active DUNS number
- Required: Letter(s) of Commitment from partners who will participate in this project.
- Required: [FFATA data collection form](#)

Selection Process

Applications for this project will be evaluated by NACCHO and CDC. Incomplete applications will not be reviewed.

Scoring and considerations

- Statement of Need (30%)
- Current Work (10%)
- Proposed Approach (30%)
- Interest in Pursuing Funding (10%)
- Jurisdictional Characteristics (20%)
 - Please note, reviewers will consider geographic distribution, jurisdictional characteristics, and population size served to ensure diversity in local health departments selected.

Please note that submission of an application is a statement of acceptance of NACCHO's standard form contract (Appendix A). If any items cannot be accepted, these issues need to be resolved prior to submitting the application.

SUBMISSION INSTRUCTIONS

Applicants for the Suicide, Overdose, and ACEs Prevention Planning (SOAPP) project should:

1. Review the requirements and expectations outlined in this RFP.
2. Read NACCHO's standard contract (Appendix A) and provide a copy to the individual with signing authority for the LHD (or entity that would be contracting with NACCHO, e.g., city government), including any relevant financial or legal offices for advanced consideration. Selected LHDs must agree to the contract language and be able to sign and return a contract to NACCHO within approximately 30 days of receiving it. No modifications will be made. *Do not sign or send back the contract with the application.*
3. Submit the application to NACCHO by **October 27th, 2023 at 5:00pm ET**. Submissions after this deadline will not be considered. **Please submit your application using NACCHO's online [portal](#).** NACCHO will confirm receipt of all applications within two business days, however, confirmation of receipt does not guarantee verification of completeness. Please note that to gain access to the submission portal, applicants will need to create a NACCHO.org account if they do not already have one.
4. The submitted application must include the following items to be deemed complete:

- a. A brief narrative that addresses the three domains described below: Statement of Need, Current Work, Proposed Approach, Interest in Pursuing Funding, and Jurisdictional Characteristics.
- b. Anticipated budget (template provided) and budget narrative.
- c. All completed attachments including a copy of the LHD's SPACECAT results.
- d. The applicant must be registered with the System for Award Management (SAM) and its SAM number. **For applicants without a SAM number, please note that it takes 7-10 business days to receive a number after registration. Please plan accordingly to ensure an active SAM number at the time of submission.**

Applicants will be notified of their selection status by e-mail to the project point-of-contact on or around Thursday, November 9th, 2023. Selected applicants will be required to confirm participation and agreement with the contract scope of work after receiving a notification. The designated point-of-contact for selection must be available to receive and respond to the notification in a timely manner.

Appendix A –Contractor Agreement

Appendix B – List of unallowable costs

APPENDICES

APPENDIX A

CONTRACTOR AGREEMENT

This Contractor Agreement is entered into, effective as of the date of the later signature indicated below, by and between the National Association of County and City Health Officials (hereinafter referred to as "NACCHO"), with its principal place of business at 1201 (I) Eye Street NW 4th Fl., Washington, DC 20005, and [insert name of Contractor] (hereinafter referred to as "Contractor"), with its principal place of business at [insert mailing address of Contractor].

WHEREAS, NACCHO wishes to hire Contractor to provide certain goods and/or services to NACCHO;

WHEREAS, Contractor wishes to provide such goods and/or services to NACCHO;

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties, intending to be legally bound, do hereby agree as follows:

ARTICLE I: SPECIAL PROVISIONS

1. PURPOSE OF AGREEMENT: Contractor agrees to provide the goods and/or services to NACCHO to enhance the programmatic activities of ____ GRANT # ____, CFDA # ____, as described in Attachment I. The terms of Attachment I shall be incorporated into this Agreement as if fully set forth herein. Contractor shall act at all times in a professional manner consistent with the standards of the industry.

2. TERM OF AGREEMENT: The term of the Agreement shall begin on (insert date) and shall continue in effect until (insert date), unless earlier terminated in accordance with the terms herein. Expiration of the term or termination of this Agreement shall not extinguish any rights or obligations of the parties that have accrued prior thereto. The term of this Agreement may be extended by mutual agreement of the parties.

3. PAYMENT FOR SERVICES: In consideration for professional services to be performed, NACCHO agrees to pay Contractor an amount not to exceed \$ #####.00 (enter amount to be paid, either as a flat rate or hourly rate. You should also insert here the time schedule on which the consultant will be paid. All payments will be made within 30 days of receipt of invoice(s) from Contractor and following approval by NACCHO for approved services, as outlined on Attachment I. Three invoices must be submitted as follows:

Invoice No.	Amount	Deliverable	Due date
Invoice I			
Invoice II			

Invoice III

(insert time increment). (May be “monthly” or after completion of specific activities, etc. The fewer payment invoices to process the better and the more you can pay later the better!).

NACCHO award number must be included on all invoices. Unless otherwise expressly stated in this Agreement, all amounts specified in, and all payments to be made under, this Agreement shall be in United States Dollars. The parties agree that payment method shall be made by check, via postage-paid first class mail, at the address for the giving of notices as set forth in Section 23 of this Agreement. Any changes of payment method would require a modification signed by both parties. The final invoice must be received by NACCHO no later than 15 days after the end date of the Agreement. Contractor will be given an opportunity to revise as needed but the final revised invoice must be received no later than 30 days after the end date of the Agreement. NACCHO will not accept any invoices past 30 days of the end date of the Agreement.

ARTICLE II: GENERAL PROVISIONS

1. **INDEPENDENT CONTRACTOR:** Contractor shall act as an independent contractor, and Contractor shall not be entitled to any benefits to which NACCHO employees may be entitled.
2. **PAYMENT OF TAXES AND OTHER LEVIES:** Contractor shall be exclusively responsible for reporting and payment of all income tax payments, unemployment insurance, worker's compensation insurance, social security obligations, and similar taxes and levies.
3. **LIABILITY:** All liability to third parties, loss, or damage as a result of claims, demands, costs, or judgments arising out of activities, such as direct service delivery, to be carried out by the Contractor in the performance of this agreement shall be the responsibility of the Contractor, and not the responsibility of NACCHO, if the liability, loss, or damage is caused by, or arises out of, the actions of failure to act on the part of the Contractor, any subcontractor, anyone directly or indirectly employed by the Contractor.

All liability to third parties, loss, or damage as result of claims, demands, costs, or judgments arising out of activities, such as the provision of policy and procedural direction, to be carried out by NACCHO in the performance of this agreement shall be the responsibility of NACCHO, and not the responsibility of the Contractor, if the liability, loss, or damage is caused by, or arises out of, the action or failure to act on the part of any NACCHO employee.

In the event that liability to third parties, loss, or damage arises as a result of activities conducted jointly by the Contractor and NACCHO in fulfillment of their responsibilities under this agreement, such liability, loss, or damage shall be borne by the Contractor and NACCHO in relation to each party's responsibilities under these joint activities.

4. **REVISIONS AND AMENDMENTS:** Any revisions or amendments to this Agreement must be made in writing and signed by both parties.
5. **ASSIGNMENT:** Without prior written consent of NACCHO, Contractor may not assign this Agreement nor delegate any duties herein.

6. CONTINGENCY CLAUSE: This Agreement is subject to the terms of any agreement between NACCHO and its Primary Funder and in particular may be terminated by NACCHO without penalty or further obligation if the Primary Funder terminates, suspends or materially reduces its funding for any reason. Additionally, the payment obligations of NACCHO under this Agreement are subject to the timely fulfillment by the Primary Funder of its funding obligations to NACCHO.

7. INTERFERING CONDITIONS: Contractor shall promptly and fully notify NACCHO of any condition that interferes with, or threatens to interfere with, the successful carrying out of Contractor's duties and responsibilities under this Agreement, or the accomplishment of the purposes thereof. Such notice shall not relieve Contractor of said duties and responsibilities under this Agreement.

8. OWNERSHIP OF MATERIALS: Contractor hereby transfers and assigns to NACCHO all right, title and interest (including copyright rights) in and to all materials created or developed by Contractor pursuant to this Agreement, including, without limitation, reports, summaries, articles, pictures and art (collectively, the "Materials") (subject to any licensed third-party rights retained therein). Contractor shall inform NACCHO in writing of any third-party rights retained within the Materials and the terms of all license agreements to use any materials owned by others. Contractor understands and agrees that Contractor shall retain no rights to the Materials and shall assist NACCHO, upon reasonable request, with respect to the protection and/or registrability of the Materials. Contractor represents and warrants that, unless otherwise stated to NACCHO in writing, the Materials shall be original works and shall not infringe or violate the rights of any third party or violate any law. The obligations of this paragraph are subject to any applicable requirements of the Federal funding agency.

9. RESOLUTION OF DISPUTES: The parties shall use their best, good faith efforts to cooperatively resolve disputes and problems that arise in connection with this Agreement. Both parties will make a good faith effort to continue without delay to carry out their respective responsibilities under the Agreement while attempting to resolve the dispute under this section. If a dispute arises between the parties that cannot be resolved by direct negotiation, the dispute shall be submitted to a dispute board for a nonbinding determination. Members of the dispute board shall be the Director or Chief Executive Officer of the Contractor, the Chief Executive Officer of NACCHO, and the Senior Staff of NACCHO responsible for this Agreement. The costs of the dispute board shall be paid by the Contractor and NACCHO in relation to the actual costs incurred by each of the parties. The dispute board shall timely review the facts, Agreement terms and applicable law and rules, and make its determination. If such efforts fail to resolve the differences, the disputes will be submitted to arbitration in the District of Columbia before a single arbitrator in accordance with the then current rules of the American Arbitration Association. The arbitration award shall be final and binding upon the parties and judgment may be entered in any court of competent jurisdiction.

10. TERMINATION: Either party may terminate this Agreement upon at least fifteen (15) days prior written notice to the other party. NACCHO will pay Contractor for services rendered through the date of termination.

11. ENTIRE AGREEMENT: This Agreement contains all agreements, representations, and understandings of the parties regarding the subject matter hereof and supersedes and replaces any and all previous understandings, commitments, or agreements, whether oral or written, regarding such subject matter.

12. PARTIAL INVALIDITY: If any part, term, or provision of this Agreement shall be held void, illegal, unenforceable, or in conflict with any law, such part, term or provision shall be restated in accordance

with applicable law to best reflect the intentions of the parties and the remaining portions or provisions shall remain in full force and effect and shall not be affected.

13. GOVERNING LAW: This Agreement shall be governed by and construed in accordance with the laws of the District of Columbia (without regard to its conflict of law's provisions).

14. ADDITIONAL FUNDING: Unless prior written authorization is received from NACCHO, no additional funds will be allocated to this project for work performed beyond the scope specified or time frame cited in this Agreement.

15. REMEDIES FOR MISTAKES: If work that is prepared by the Contractor contains errors or misinformation, the Contractor will correct error(s) within five business days. The Contractor will not charge NACCHO for the time it takes to rectify the situation.

16. COMPLIANCE WITH FEDERAL LAWS AND REGULATIONS: Contractor's use of funds under this Agreement is subject to the directives of and full compliance with 2 CFR Part 200 (Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards), and 45 C.F.R. Part 75 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards), It is the Contractor's responsibility to understand and comply with all requirements set forth therein.

17. EQUAL EMPLOYMENT OPPORTUNITY: Pursuant to 2 CFR 200 Subpart D , Contractor will comply with E.O. 11246, "Equal Employment Opportunity," as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 C.F.R. part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

18. DEBARRED OR SUSPENDED CONTRACTORS: Pursuant to 2 CFR 200 Subpart C, Contractor will execute no subcontract with parties listed on the General Services Administration's List of Parties Excluded from Federal Procurement or Nonprocurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension."

19. LOBBYING RESTRICTIONS AND DISCLOSURES: Pursuant to 2 CFR 200 Subpart E, Contractor will certify to NACCHO using the required form that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Contractor will also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.

20. COMPLIANCE WITH FEDERAL ENVIRONMENTAL REGULATIONS: Pursuant to 2 CFR 200 Subpart F , Contractor agrees to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et seq.).

21. WHISTLEBLOWER PROTECTION: Pursuant to 41 U.S.C. 4712 employees of a contractor, subcontractor, or subrecipient will not be discharged, demoted, or otherwise discriminated against as reprisal for "whistleblowing."

22. EXECUTION AND DELIVERY: This Agreement may be executed in two or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same Agreement. The counterparts of this Agreement and all Ancillary Documents may be executed and delivered by facsimile or electronic mail by any of the parties to any other party and the receiving party may rely on the receipt of such document so executed and delivered by facsimile or electronic mail as if the original had been received.

23. NOTICE: All notices, including invoices, required to be delivered to the other party pursuant to this Agreement shall be in writing and shall be sent via facsimile, with a copy sent via US mail, postage prepaid, to the parties at the addresses set forth below. Either party may send a notice to the other party, pursuant to this provision, to change the address to which notices shall be sent.

FOR NACCHO:

National Association of County and City
Health Officials

Attn: _____

[Name of Program Staff]

1201 (I) Eye Street NW 4th Fl.,
Washington, DC 20005

Tel. (202) _____

Fax (202) 783-1583

Email: _____@naccho.org

With a copy to:

National Association of County and City Health Officials

Attn: Ade Hutapea, LL.M., CFCM

Lead Contracts Administrator

1201 (I) Eye Street NW 4th Fl.,
Washington, DC 20005

Tel. (202) 507-4272

Fax (202) 783-1583

Email: ahutapea@naccho.org

FOR CONTRACTOR:

(Name and address of Contractor's Contract Officer or Designee, including telephone and fax.)

IN WITNESS WHEREOF, the persons signing below warrant that they are duly authorized to sign for and on behalf of, the respective parties.

AGREED AND ACCEPTED AS ABOVE:

NACCHO: CONTRACTOR:

By: _____ By: _____
Name: Jerome Chester Name: _____

Title: Chief Financial Officer Title: _____

Date: Date: _____
Federal Tax ID No.:

DUNS No.: _____

APPENDIX B

List of Unallowable Activities and Expenditures

Recipients may use funds only for reasonable program purposes, including personnel, travel, supplies, and services. NACCHO reserves the right to request a revised cost proposal, should CDC determine applicant's proposed cost as unallowable. Restrictions that must be considered while planning the programs and writing the budget:

- Naloxone/Narcan, syringes, and pipes. Harm reduction and linkage to care activities are acceptable if they are not prohibited purchases.
- HIV/HCV/other STD/STI testing.
- Drug disposal. This includes Implementing or expanding drug disposal programs or drug take-back programs, drug drop box, drug disposal bags.
- The provision of medical/clinical care.
- Wastewater analysis, including testing vendors, sewage testing and wastewater testing.
- Recipients may not use funds for research.
- If you wish to include incentives in your project, please include them in your budget and specify the type being requested (e.g. gift cards), along with a [justification form](#) for how this is necessary to support your project's goals in the budget narrative.
- Public safety activities that do not include clear overlap/collaboration with public health partner and objectives.
- Food and beverage requests will be approved on a case-by-case basis and will require the submission of further documentation.
- Prohibition on certain telecommunications and video surveillance services or equipment (Pub. L. 115-232, section 889): Recipients and subrecipients are prohibited from obligating or expending grant funds (to include direct and indirect expenditures as well as cost share and program funds) to:
 - Procure or obtain,
 - Extend or renew a contract to procure or obtain; or
 - Enter into contract (or extend or renew contract) to procure or obtain equipment, services, or systems that use covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Pub. L. 115-232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).
 - For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology

Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).

- Telecommunications or video surveillance services provided by such entities or using such equipment. iii. Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise, connected to the government of a covered foreign country. President's Emergency Plan for AIDS Relief (PEPFAR) funding is exempt from the prohibition under Pub. L. 115-232, section 889 until September 30, 2022. During the exemption period, PEPFAR recipients are expected to work toward implementation of the requirements
- Equipment costing over \$5,000 per individual item.
- Travel Costs – Hotel, meals and incidentals generally should not exceed the Federal Travel Per Diem Rates published by the General Services Administration. There are many rules and exceptions in applying this rule. Please contact NACCHO with specific questions about these exceptions.
- Reimbursement of pre-award costs generally is not allowed unless the CDC provides written approval to the recipient.
- Other than for normal and recognized executive-legislative relationships, no funds may be used for:
 - publicity or propaganda purposes, for the preparation, distribution, or use of any material designed to support or defeat the enactment of legislation before any legislative body
 - the salary or expenses of any grant or contract recipient, or agent acting for such recipient, related to any activity designed to influence the enactment of legislation, appropriations, regulation, administrative action,
 - or Executive order proposed or pending before any legislative body

¹ Proxies are indirect measures of an outcome commonly used when direct measures of the outcome are unobservable and/or unavailable.

**BRECKINRIDGE COUNTY
HEAD START PRESCHOOL**

November 2023 Board Report

Dr. Michael Broadbent, HSPS Director

During the month of October, our HSPS classrooms have been a busy place with a renewed focus on specific skills and concepts to help our students be successful in kindergarten. All of our classrooms have made annual visits to the pumpkin patch, and our students have had a great time celebrating the fall season! Our teachers and staff are doing an amazing job creating unique and engaging opportunities for learning for all of our students.

Along with your packet this month, I have included our annual governance training information and additional documents for your reference. Also for review this month is the Governance, Leadership and Oversight Capacity Screener and Fiscal Audit Process. We will discuss these during the Board meeting.

Monthly attendance and CACFP reports are included in your packet for review. There are no informational flyers from Head Start this month.

GENERAL STATISTICS

Report as of October 31, 2023:

Total for 2023-24:

<u>Breckinridge County - HEAD START - PRESCHOOL - RTI - PAID</u>	<u>TOTAL</u>
115 26 18 8	167

Policy Council's Next Meeting: November 21, 2023

\$ 1,293,322.00	HS Grant Award	\$ 116,027.00	KERA Preschool Award
- 183,809.20	Amount Spent to Date	- 31,595.25	Amount Spent to Date
\$ 1,109,512.80	HS Grant Available	\$ 84,431.75	KERA Preschool Available

\$ 246,084.00	In-Kind Needed
- 3,283.80	In-Kind to Date (through October 31st)
\$ 242,800.20	In-Kind Remaining

OCTOBER 2023
BRECKINRIDGE COUNTY
HEAD START

	Breakfast	Lunch	Snack
HES A, B, C, D & E	1296	1295	1293
BJES	322	318	318
CES	294	293	290
IES A & B	612	612	608
Total	2524	2518	2509
Days	17		
ADA	148		
Free	163		

Breckinridge Co HeadStart/Preschool

2302 - Average Daily Attendance from Summary Attendance

Program Term: Head Start 2023-2024, Codes counting towards present status: Present, Non-Scheduled
For the period 10/1/2023 through 10/31/2023

Breckinridge Co HeadStart/Preschool

	Child Present	Excused Absence	Unexcused Absence	Non-Scheduled	Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment ²	
							Count	Percent Attendance ³	Count	Percent ³ Attendance
BEN JOHNSON ELEMENTARY										
1232A	164	16	0	0	15	10.93				
BEN JOHNSON ELEMENTARY	164	16	0	0	15.00(avg)	10.93	12	91.11%	12.00	91.11%
CUSTER ELEMENTARY										
1236A	199	11	0	0	15	13.27				
CUSTER ELEMENTARY	199	11	0	0	15.00(avg)	13.27	7	189.52%	14.00	94.76%
HARDINSBURG ELEMENTARY										
1234A	180	15	0	0	15	12.00				
1234B	155	10	0	0	15	10.33				
1234C	186	9	0	0	15	12.40				
1234D	157	23	0	0	15	10.47				
1234E	182	25	0	3	15	12.33				
HARDINSBURG ELEMENTARY	860	82	0	3	15.00(avg)	57.53	62	92.80%	63.00	91.32%
IRVINGTON ELEMENTARY										
1238A	147	18	0	0	15	9.80				
1238B	209	11	0	0	15	13.93				
IRVINGTON ELEMENTARY	356	29	0	0	15.00(avg)	23.73	26	91.28%	25.67	92.47%
Breckinridge Co HeadStart/Preschool	1,579	138	0	3	15.00(avg)	105.47	107	98.57%	114.67	91.98%
Report Totals	1,579	138	0	3	15.00(avg)	105.47	107	98.57%	114.67	91.98%

¹ ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom. Total Average Daily Attendance is computed as total children counted as 'Present' divided by Average Operating Days. Because the average of all classroom ADA's is not used, the total ADA will not equal the sum of the individual classrooms.

² Actual Enrollment is the sum of Child Present + Excused Absence + Unexcused Absence + non-Scheduled, divided by Average Operating Days.

³ Percent Attendance is the Average Daily Attendance divided by the Count.

Breckinridge Co HeadStart/Preschool

2302 - Average Daily Attendance from Summary Attendance

Program Term: KERA Preschool 2023-2024, Codes counting towards present status: Present, Non-Scheduled
For the period 10/1/2023 through 10/31/2023

Breckinridge Co HeadStart/Preschool

	Child Present	Excused Absence	Unexcused Absence	Non-Scheduled	Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment ²	
							Count	Percent Attendance ³	Count	Percent ³ Attendance
BEN JOHNSON ELEMENTARY										
1232A	29	1	0	0	15	1.93				
BEN JOHNSON ELEMENTARY	29	1	0	0	15.00(avg)	1.93	0	0.00%	2.00	96.67%
CUSTER ELEMENTARY										
1236A	28	2	0	0	15	1.87				
CUSTER ELEMENTARY	28	2	0	0	15.00(avg)	1.87	0	0.00%	2.00	93.33%
HARDINSBURG ELEMENTARY										
1234A	23	7	0	0	15	1.53				
1234B	39	1	0	0	15	2.60				
1234C	62	3	0	0	15	4.13				
1234D	53	7	0	0	15	3.53				
HARDINSBURG ELEMENTARY	177	18	0	0	15.00(avg)	11.80	0	0.00%	13.00	90.77%
IRVINGTON ELEMENTARY										
1238A	84	6	0	0	15	5.60				
1238B	28	2	0	0	15	1.87				
IRVINGTON ELEMENTARY	112	8	0	0	15.00(avg)	7.47	0	0.00%	8.00	93.33%
Breckinridge Co HeadStart/Preschool	346	29	0	0	15.00(avg)	23.07	0	0.00%	25.00	92.27%
Report Totals	346	29	0	0	15.00(avg)	23.07	0	0.00%	25.00	92.27%

¹ ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom. Total Average Daily Attendance is computed as total children counted as 'Present' divided by Average Operating Days. Because the average of all classroom ADA's is not used, the total ADA will not equal the sum of the individual classrooms.

² Actual Enrollment is the sum of Child Present + Excused Absence + Unexcused Absence + non-Scheduled, divided by Average Operating Days.

³ Percent Attendance is the Average Daily Attendance divided by the Count.

Breckinridge Co HeadStart/Preschool

2302 - Average Daily Attendance from Summary Attendance

Program Term: RTI 2023-2024, Codes counting towards present status: Present, Non-Scheduled
For the period 10/1/2023 through 10/31/2023

Breckinridge Co HeadStart/Preschool

	Child Present	Excused Absence	Unexcused Absence	Non-Scheduled	Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment ²	
							Count	Percent Attendance ³	Count	Percent Attendance
BEN JOHNSON ELEMENTARY										
1232A	73	2	0	0	15	4.87				
BEN JOHNSON ELEMENTARY	73	2	0	0	15.00(avg)	4.87	0	0.00%	5.00	97.33%
CUSTER ELEMENTARY										
1236A	41	4	0	0	15	2.73				
CUSTER ELEMENTARY	41	4	0	0	15.00(avg)	2.73	0	0.00%	3.00	91.11%
HARDINSBURG ELEMENTARY										
1234B	15	0	0	0	15	1.00				
1234D	15	0	0	0	15	1.00				
1234E	39	1	0	0	15	2.60				
HARDINSBURG ELEMENTARY	69	1	0	0	15.00(avg)	4.60	0	0.00%	4.67	98.57%
IRVINGTON ELEMENTARY										
1238A	27	3	0	0	15	1.80				
1238B	49	1	0	0	15	3.27				
IRVINGTON ELEMENTARY	76	4	0	0	15.00(avg)	5.07	0	0.00%	5.33	95.00%
Breckinridge Co HeadStart/Preschool	259	11	0	0	15.00(avg)	17.27	0	0.00%	18.00	95.93%
Report Totals	259	11	0	0	15.00(avg)	17.27	0	0.00%	18.00	95.93%

¹ ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom. Total Average Daily Attendance is computed as total children counted as 'Present' divided by Average Operating Days. Because the average of all classroom ADA's is not used, the total ADA will not equal the sum of the individual classrooms.

² Actual Enrollment is the sum of Child Present + Excused Absence + Unexcused Absence + non-Scheduled, divided by Average Operating Days.

³ Percent Attendance is the Average Daily Attendance divided by the Count.

Breckinridge Co HeadStart/Preschool

2302 - Average Daily Attendance from Summary Attendance

Program Term: Tuition Based 2023-2024, Codes counting towards present status: Present, Non-Scheduled
For the period 10/1/2023 through 10/31/2023

Breckinridge Co HeadStart/Preschool

	Child Present	Excused Absence	Unexcused Absence	Non-Scheduled	Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment ²	
							Count	Percent Attendance ³	Count	Percent ³ Attendance
BEN JOHNSON ELEMENTARY										
1232A	15	0	0	0	15	1.00				
BEN JOHNSON ELEMENTARY	15	0	0	0	15.00(avg)	1.00	0	0.00%	1.00	100.00%
HARDINSBURG ELEMENTARY										
1234A	44	1	0	0	15	2.93				
1234C	15	0	0	0	15	1.00				
1234D	10	0	0	0	10	1.00				
1234E	18	2	0	0	20	0.90				
HARDINSBURG ELEMENTARY	87	3	0	0	15.00(avg)	5.80	0	0.00%	6.00	96.67%
IRVINGTON ELEMENTARY										
1238A	10	5	0	0	15	0.67				
IRVINGTON ELEMENTARY	10	5	0	0	15.00(avg)	0.67	0	0.00%	1.00	66.67%
Breckinridge Co HeadStart/Preschool	112	8	0	0	15.00(avg)	7.47	0	0.00%	8.00	93.33%
Report Totals	112	8	0	0	15.00(avg)	7.47	0	0.00%	8.00	93.33%

¹ ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom. Total Average Daily Attendance is computed as total children counted as 'Present' divided by Average Operating Days. Because the average of all classroom ADA's is not used, the total ADA will not equal the sum of the individual classrooms.

² Actual Enrollment is the sum of Child Present + Excused Absence + Unexcused Absence + non-Scheduled, divided by Average Operating Days.

³ Percent Attendance is the Average Daily Attendance divided by the Count.

Breckinridge Co HeadStart/Preschool

2302 - Average Daily Attendance from Summary Attendance

Program Term: Head Start 2023-2024, KERA Preschool 2023-2024, RTI 2023-2024, Tuition Based 2023-2024, Codes counting towards present status: Present, Non-Scheduled
For the period 10/1/2023 through 10/31/2023

Breckinridge Co HeadStart/Preschool

	Child Present	Excused Absence	Unexcused Absence	Non-Scheduled	Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment ²	
							Count	Percent Attendance ³	Count	Percent ³ Attendance
BEN JOHNSON ELEMENTARY										
1232A	281	19	0	0	60	4.68				
BEN JOHNSON ELEMENTARY	281	19	0	0	60.00(avg)	4.68	0	0.00%	5.00	93.67%

CUSTER ELEMENTARY										
1236A	268	17	0	0	45	5.96				
CUSTER ELEMENTARY	268	17	0	0	45.00(avg)	5.96	0	0.00%	6.33	94.04%

HARDINSBURG ELEMENTARY										
1234A	247	23	0	0	45	5.49				
1234B	209	11	0	0	45	4.64				
1234C	263	12	0	0	45	5.84				
1234D	235	30	0	0	55	4.27				
1234E	239	28	0	3	50	4.84				
HARDINSBURG ELEMENTARY	1,193	104	0	3	48.00(avg)	24.92	0	0.00%	27.08	92.00%

IRVINGTON ELEMENTARY										
1238A	268	32	0	0	60	4.47				
1238B	286	14	0	0	45	6.36				
IRVINGTON ELEMENTARY	554	46	0	0	52.50(avg)	10.55	0	0.00%	11.43	92.33%

Breckinridge Co HeadStart/Preschool	2,296	186	0	3	50.00(avg)	45.98	0	0.00%	49.70	92.52%
Report Totals	2,296	186	0	3	50.00(avg)	45.98	0	0.00%	49.70	92.52%

¹ ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom. Total Average Daily Attendance is computed as total children counted as 'Present' divided by Average Operating Days. Because the average of all classroom ADA's is not used, the total ADA will not equal the sum of the individual classrooms.

² Actual Enrollment is the sum of Child Present + Excused Absence + Unexcused Absence + non-Scheduled, divided by Average Operating Days.

³ Percent Attendance is the Average Daily Attendance divided by the Count.

**BRECKINRIDGE COUNTY
HEAD START PRESCHOOL**

Head Start Governance Training

Dr. Michael Broadbent, HSPS Director

Breckinridge County Board of Education Member,

Please review the attached PowerPoint and handouts. I have also included a reference book to go alongside the PowerPoint. If you have any questions, I will be more than happy to answer them during the board meeting.

Highlights and Items to Remember:

- **The governing body has legal and fiscal responsibility for the agency.**
- **The Breckinridge County Board of Education is an exception to the membership rule. Since you are elected, we do not have to have members with specific backgrounds and expertise. You can also receive compensation as a board member.**
- **It is very important to have a positive working relationship between the board, policy council, and program management (shared governance).**
- **The Breckinridge County School District is currently in the first year of our five year grant. We will begin reviewing and updating for our first year of the grant in December.**

As always, please feel free to contact me with any questions or concerns, and thank you for your continued service, support, and leadership.

Sincerely,

Dr. Michael Broadbent, HSPS Director

Head Start Program Governance Training

Building Skills of Head Start Leaders



THE NATIONAL CENTER ON
Program Management
and Fiscal Operations

HEAD START
Regional T/TA Network

Head Start and Early Head Start

Effective governance is an essential part of any successful Head Start or Early Head Start program.



What you will learn today.....




- The three entities of Head Start program governance
- The composition of each group
- The distinct roles and responsibilities and how they work together.

Expected Outcome



Governing Body members will understand Head Start program governance and their **leadership and oversight role** to ensure the program meets its mission to deliver high-quality comprehensive services for school readiness.


Two Regulatory Documents that Govern Head Start




The image displays two regulatory documents side-by-side. The document on the left is titled 'Head Start Program Performance Standards' and features a large white star on a grey background. The document on the right is titled 'HEAD START ACT' and features a blue background with white stars and a red horizontal band at the bottom. Both documents include the U.S. Department of Health and Human Services logo.

Early Childhood Learning and Knowledge Center <https://eclkc.ohs.acf.hhs.gov/hslk>

New Head Start Program Performance Standards




A 'BREAKING NEWS' banner is shown. The banner has a red background with the words 'BREAKING NEWS' in white. To the right, it says 'Just Released: 2016 Head Start Program Performance Standards' in white text. Below the banner, the hashtag '#HeadStart' is visible.



The Head Start Act of 2007 describes the **composition and roles and responsibilities** of Head Start/Early Head Start agency governing bodies and Policy Councils with regard to **program design, planning, monitoring, and oversight**.

The Act, in conjunction with the Head Start Program Performance Standards, describes **performance expectations regarding program management**.

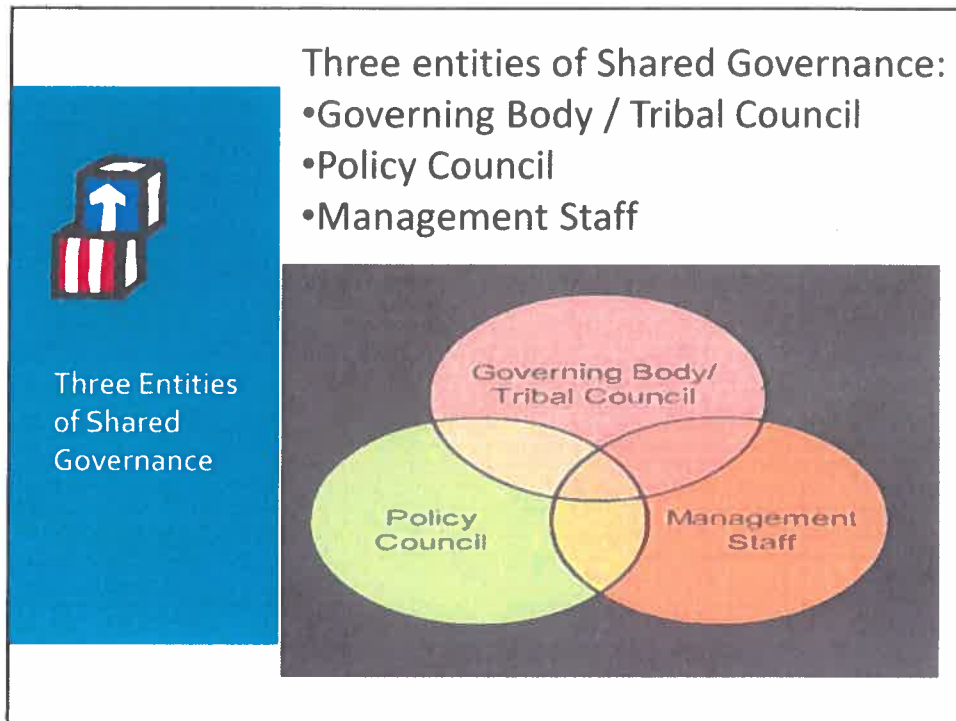



Federal Administration

- Department of Health and Human Services
- Administration for Children and Families
- Office of Head Start
- Funding directly to the grantee from Office of Grants Management

Grantee Requirement	<p>Head Start Act 642 (d)(3) Training and Technical Assistance (T/TA)</p> <p>Appropriate training and technical assistance shall be provided to the members of the Governing Body and the Policy Council to ensure that the members understand the information the members receive and can effectively oversee and participate in the programs of the Head Start agency.</p>
----------------------------	--

Training and Technical Assistance	<ul style="list-style-type: none">• Grantees are provided TTA funding• Regional TTA system teams• Office of Head Start National Centers• <u>Early Childhood Learning and Knowledge Center (ECLKC)</u>• <u>https://eclkc.ohs.acf.hhs.gov/hslc</u>
--	---

A worthwhile challenge....

Most nonprofit organizations are led by two entities: a governing body or board of directors and management staff.

While adding the Policy Council as a third entity can make coordination more challenging, the addition helps to ensure that all voices are heard in the decision-making process.

It also creates a system of checks and balances.

A Worthwhile Challenge

Video

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/govtraining/act-2/activity2.html>

Head Start Governance and Management Composition

Governing Body/Tribal Council

The governing body shall be composed as follows:

- Not less than 3 members shall have a background and expertise in fiscal management or accounting
- Not less than 1 member shall have a background and expertise in early childhood education and development
- Not less than 1 member shall be a licensed attorney familiar with business that came before the governing body
- Additional members shall:
 - reflect the community to be served and include parents of children who are currently or were formerly enrolled in Head Start programs
 - be selected for their expertise in education, business administration, or community affairs

Policy Council

The policy council shall be elected by the parents of children who are currently enrolled in the Head Start program of the local health agency.

The policy council shall be composed of:

- Not less than 5 members representing the community to be served, including but not limited to:
 - Parents of children who are currently enrolled in the Head Start program
 - Members of the policy council
 - Members of the community to be served by the local health agency, including but not limited to:
 - Individuals who are currently enrolled in the Head Start program
 - Individuals who are currently enrolled in the Head Start program

Management Staff

May include:

- Executive Director
- Chief Financial Officer
- Head Start Director
- Any other management staff



Composition of the Governing Body

(1) GOVERNING BODY-

(A) IN GENERAL- The governing body shall have **legal and fiscal** responsibility for the Head Start agency.

(B) **COMPOSITION**- The governing body shall be composed as follows:

(i) Not less than **1** member shall have a background and expertise in **fiscal management or accounting**;

(ii) Not less than **1** member shall have a background and expertise in **early childhood education and development**;

(iii) Not less than **1** member shall be a **licensed attorney** familiar with issues that come before the governing body.

Composition of the Governing Body

(iv) Additional members shall--

(I) **reflect the community** to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs; and

(II) are selected for their **expertise in education, business administration, or community affairs**.

Exceptions..

Exceptions shall be made to the requirement for members of a governing body when those members **oversee a public entity** and are selected to their positions with the public entity by public election or political appointment.

If a person described above is not available to serve as a member of the governing body, the governing body shall use a **consultant**, or an other individual with relevant expertise and qualification to work directly with the governing body.

Conflict of Interest

Governing body member shall not have a **financial conflict of interest with the agency;**

Not receive compensation for serving on the governing body or for providing services to the agency;

Not be employed, nor shall members of their immediate family be employed by the agency;

Operate as an entity independent of staff employed by the Head Start agency.

<p>Exceptions...</p>	<p>If an individual holds a position as a result of public election or political appointment, and such position carries with it a concurrent appointment to serve as a member of a Head Start agency governing body, and such individual has any conflict of interest described above—</p> <p>(i) such individual shall not be prohibited from serving on such body and the Head Start agency shall report such conflict to the secretary; and</p> <p>(ii) If the position held as a result of public election or political appointment provides compensation, such individual shall not be prohibited from receiving such compensation.</p>
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<p>Governing Body Roles Defined.....</p>	<p>(E) RESPONSIBILITIES- The governing body shall—</p> <p>(i) have legal and fiscal responsibility for administering and overseeing programs under this subchapter, including the safeguarding of Federal funds;</p> <p>(ii) adopt practices that assure active, independent, and informed governance of the Head Start agency, including practices consistent with subsection (d)(1), and fully participate in the development, planning, and evaluation of the Head Start programs involved;</p>
--	--

Governing Body Roles Defined.....

- (iii) be responsible for **ensuring compliance with Federal laws** (including regulations) and applicable State, tribal, and local laws (including regulations); and
- (iv) be responsible for other activities, including--
- (I) selecting delegate agencies and the **service areas** for such agencies;

Governing Body Roles Defined.....

- (II) **establishing procedures and criteria for recruitment, selection, and enrollment of children;**
- (III) reviewing **all applications for funding and amendments to applications for funding** for programs under this subchapter;
- (IV) establishing **procedures and guidelines for accessing and collecting information** described in subsection (d)(2);
- (V) **reviewing and approving all major policies** of the agency, including--

Governing
Body
Roles
Defined.....

- (VI) **developing procedures** for how members of the **policy council** are selected, consistent with paragraph (2)(B);
- (VII) approving **financial management, accounting, and reporting policies**, and compliance with laws and regulations related to financial statements, including the--
- (aa) **approval of all major financial expenditures** of the agency;
- (bb) **annual approval of the operating budget of the agency**;

Governing
Body
Roles
Defined.....

- (cc) selection of **independent financial auditors** who shall report all critical accounting policies and practices to the governing body; and
- (dd) monitoring of the agency's actions to **correct any audit findings and of other action necessary to comply with applicable laws** (including regulations) governing financial statement and accounting practices;
- (VIII) reviewing **results from monitoring conducted** under section 641A(c), including appropriate follow-up activities;

Governing
Body
Roles
Defined.....

- (aa) the **annual self-assessment and financial audit**;
- (bb) such **agency's progress in carrying out the programmatic and fiscal provisions** in such agency's grant application, including **implementation of corrective actions**; and
- (cc) **personnel policies** of such agencies regarding the **hiring, evaluation, termination, and compensation of agency employees**;

Governing
Body
Roles
Defined.....

- (IX) approving personnel policies and procedures, including policies and procedures **regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer**, and any other person in an equivalent position with the agency;
- (X) establishing, adopting, and periodically **updating written standards of conduct** that establish standards and formal procedures for **disclosing, addressing, and resolving--**

Governing Body Roles Defined.....

- (aa) **any conflict of interest**, and any appearance of a conflict of interest, by members of the **governing body, officers and employees of the Head Start agency, and consultants and agents** who provide services or furnish goods to the Head Start agency; and
- (bb) **complaints, including investigations**, when appropriate; and
- (XI) to the extent practicable and appropriate, at the discretion of the governing body, **establishing advisory committees to oversee key responsibilities related to program governance and improvement** of the Head Start program involved.

The Parent Voice

- Video
- Why Good Governance Matters
- <https://eclkc.ohs.acf.hhs.gov/hslc/ita-system/operations/learning/program-governance.html>



Roles
Defined.....

(2) POLICY COUNCIL-

(A) IN GENERAL- Consistent with paragraph (1)(E), each Head Start agency shall have a policy council **responsible for the direction of the Head Start program, including program design and operation, and long- and short-term planning goals and objectives**, taking into account the annual communitywide strategic planning, needs assessment, self-assessment.

Selection of
Policy
Council

(B) COMPOSITION AND SELECTION-

(i) The policy council shall be elected by the parents of children who are currently enrolled in the agency's Head Start program.

Composition of Policy Council

- (ii) The policy council shall be composed of--
- (I) **parents of children who are currently enrolled in the Head Start program** of the Head Start agency (including any delegate agency), who shall constitute a majority of the members of the policy council; and
- (II) **members at large of the community** served by the Head Start agency (including any delegate agency), who **may include parents of children who were formerly enrolled in the Head Start program of the agency.**

Policy Council Conflict of Interest.....

- (C) CONFLICT OF INTEREST- Members of the policy council shall-
- (i) not have a conflict of interest with the Head Start agency (including any delegate agency); and
- (ii) not receive compensation for serving on the policy council or for providing services to the Head Start agency.

Policy Council Roles Defined.....

(D) RESPONSIBILITIES-

The policy council shall **approve and submit** to the **governing body decisions** about each of the following activities:

(i) **Activities to support the active involvement of parents** in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.

Policy Council Roles Defined....

(ii) Program recruitment, selection, and enrollment priorities.

(iii) Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.

(iv) Budget planning for program expenditures, including policies for reimbursement and participation in policy council activities.

(v) Bylaws for the operation of the policy council.

Policy Council Roles Defined.....

(vi) Program personnel policies and decisions regarding the employment of program staff, consistent with paragraph (1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.

(vii) Developing procedures for how members of the policy council of the Head Start agency will be elected.

(viii) Recommendations on the selection of delegate agencies and the service areas for such agencies.

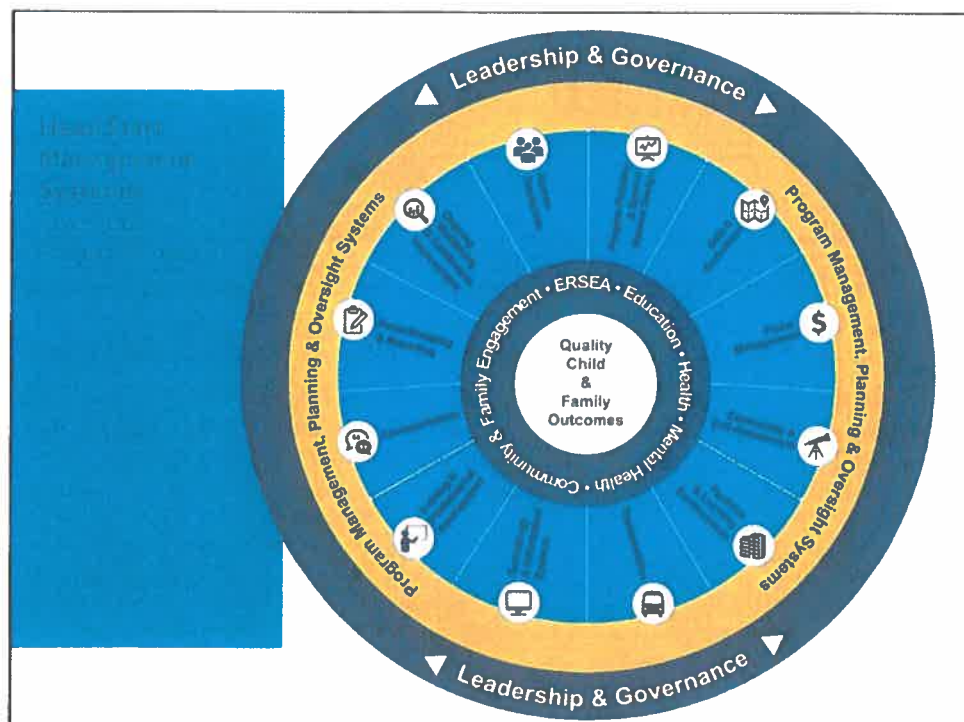
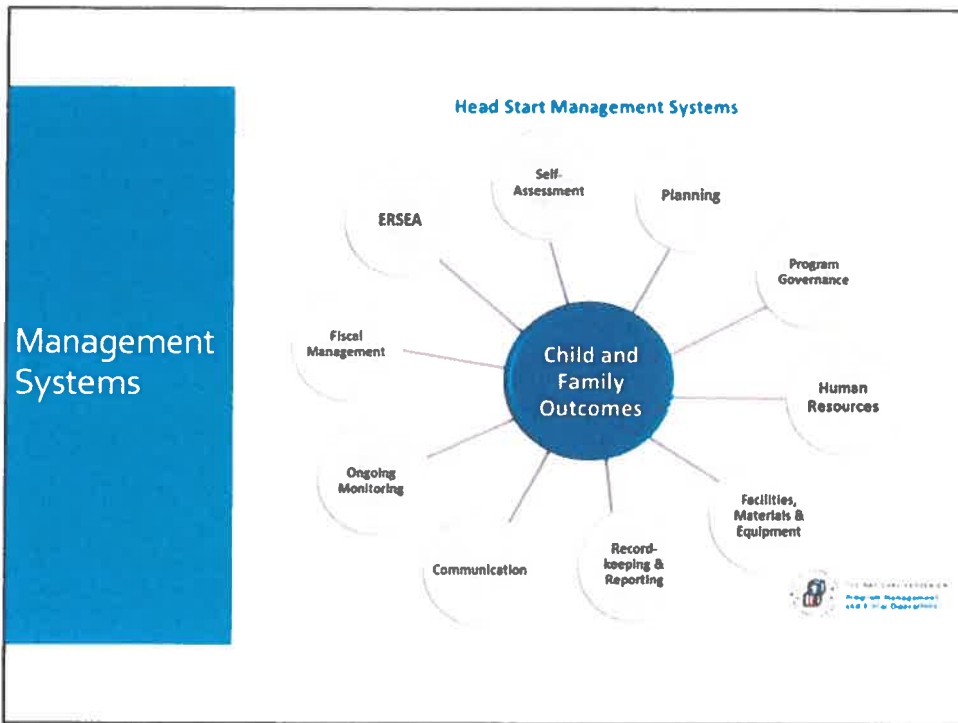


Program Management Staff

In general, your Head Start managers are responsible for **day-to-day operations** in your program.

Their responsibilities include **supervising staff, developing procedures, generating and using data, and monitoring** how well your **program complies with Head Start regulations**.

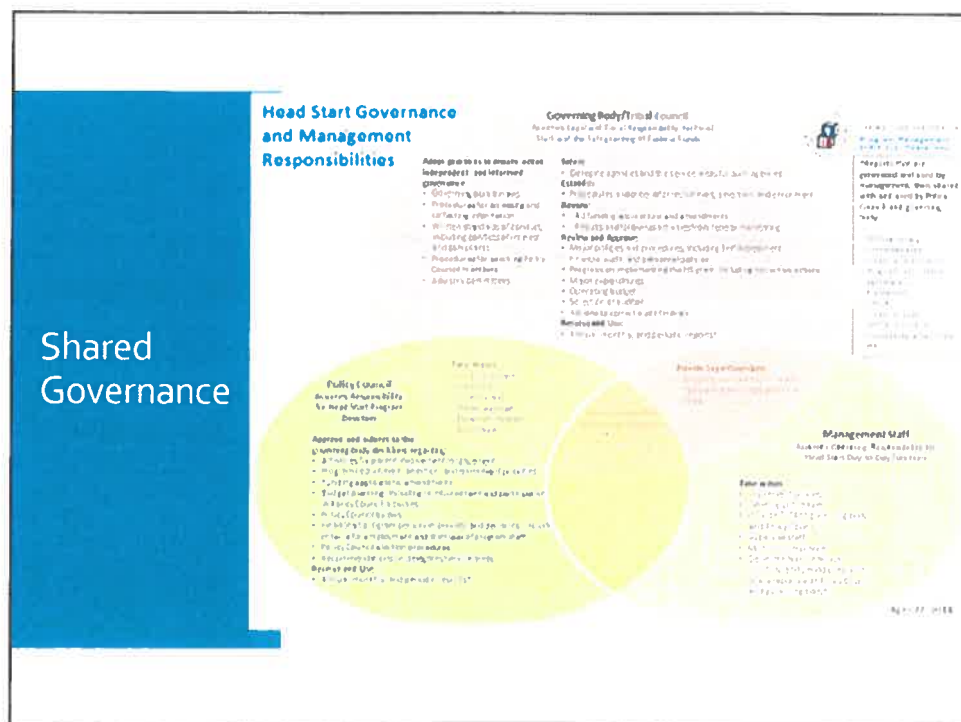
While governing body members oversee the program and should be informed of major issues, they should be careful not to micromanage daily activities.




Working Together

To accomplish your mission, the governing body, Policy Council, and management staff should understand and carry out their own roles and respect the roles of others.

Also, acknowledge areas where roles overlap as opportunities for partnership and collaboration.






Section 642 d (2) of the Head Start Act

(2) CONDUCT OF RESPONSIBILITIES-

Each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including--

- (A) monthly financial statements, including credit card expenditures;
- (B) monthly program information summaries;
- (C) program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;

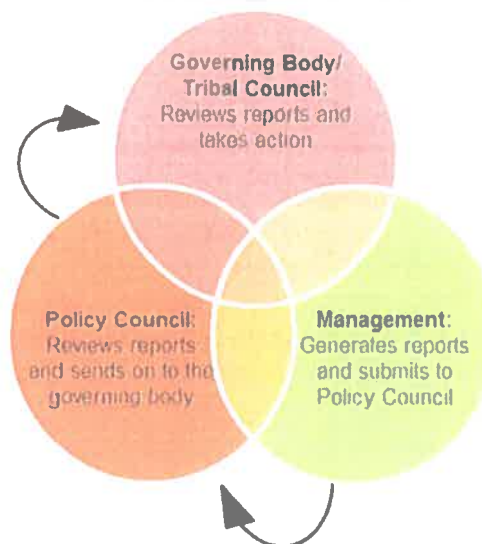


- (D) monthly reports of **meals and snacks** provided through programs of the Department of Agriculture;
- (E) the financial **audit**;
- (F) the **annual self-assessment**, including any findings related to such assessment;
- (G) the communitywide strategic planning and **needs assessment** of the Head Start agency, including any applicable updates;
- (H) **communication and guidance** from the HHS Secretary; (Program Instructions, Information Memorandums and Funding Opportunity Announcements
- (I) the program information reports. (**PIR**)

Overview of Governance in the new HSPPS

<https://eclkc.ohs.acf.hhs.gov/policy/showcase/governance>

Leadership and Oversight Flow of Responsibility





Reviewing Reports

As a governing body, Tribal Council, or Policy Council member, you receive and review many reports about your Head Start program.

It's your responsibility to analyze the reports and to ask questions so your team can make informed decisions that benefit the Head Start program.

Remember, reviewing reports and asking questions is everyone's business. The more you are involved in this process, the stronger your Head Start program will become.

Resources

Early Childhood Learning and Knowledge Center <https://eclkc.ohs.acf.hhs.gov/hslc>

Head Start Program Governance Training_ Building Skills of Head Start Leaders.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/govtraining>

HHS/ACF/HSB. "Fostering Program Governance" [Training Guides for the Head Start Learning Community]. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mang-sys/program-gov/Understanding%20Shared%20Decision-Making%20in%20Head%20Start%20Programs.htm>

OHS/ACF/HHS. *Partners in Decision Making: Training Guides for the Head Start Learning Community*. Washington, DC: Author, n.d.



Head Start Program Governance *Reference Book*



NATIONAL CENTER ON
Program Management and Fiscal Operations



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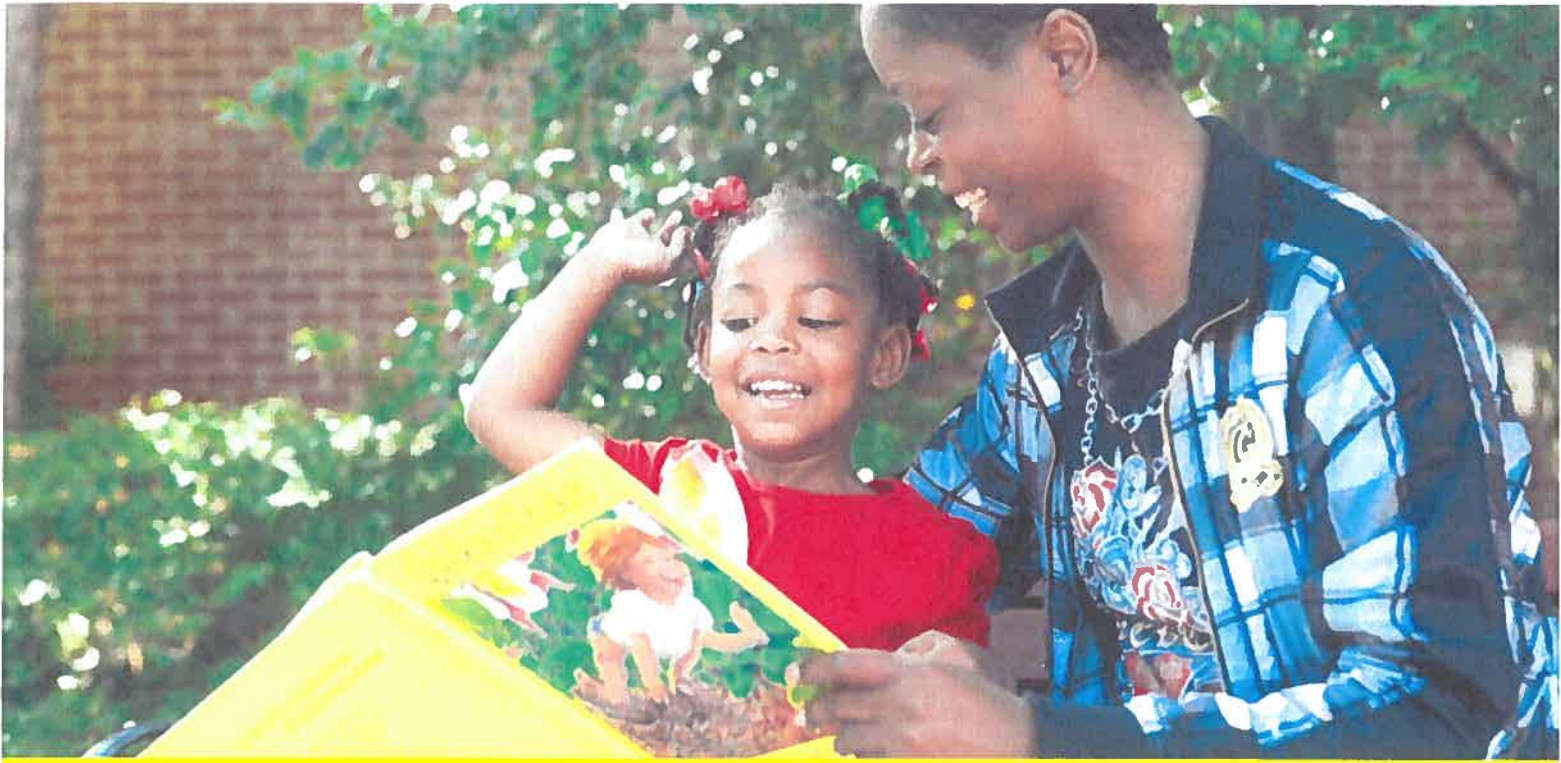


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NATIONAL CENTER ON

Program Management and Fiscal Operations



Governing Body Sec. 642 (c)(1)

(c) Program Governance – Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance, for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation. Such structure shall include the following:

(1) GOVERNING BODY –

- (A) **In General** – The governing body shall have legal and fiscal responsibility for the Head Start agency.
- (B) **Composition** – The governing body shall be composed as follows:
 - (i) Not less than 1 member shall have a background and expertise in fiscal management or accounting.
 - (ii) Not less than 1 member shall have a background and expertise in early childhood education and development.





Governing Body Sec. 642 (c)(1) *continued*

- (iii) Not less than 1 member shall be a licensed attorney familiar with issues that come before the governing body.
 - (iv) Additional members shall—
 - (I) reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs; and
 - (II) are selected for their expertise in education, business administration, or community affairs.
 - (v) Exceptions shall be made to the requirements of clauses (i) through (iv) for members of a governing body when those members oversee a public entity and are selected to their positions with the public entity by public election or political appointment.
 - (vi) If a person described in clause (i), (ii), or (iii) is not available to serve as a member of the governing body, the governing body shall use a consultant, or another individual with relevant expertise, with the qualifications described in that clause, who shall work directly with the governing body.
- (C) **Conflict of Interest** – Members of the governing body shall:
- (i) not have a financial conflict of interest with the Head Start agency (including any delegate agency);
 - (ii) not receive compensation for serving on the governing body or for providing services to the Head Start agency;
 - (iii) not be employed, nor shall members of their immediate family be employed, by the Head Start agency (including any delegate agency); and
 - (iv) operate as an entity independent of staff employed by the Head Start agency.
- (D) **Exception** – If an individual holds a position as a result of public election or political appointment, and such position carries with it a concurrent appointment to serve as a member of a Head Start agency governing body, and such individual has any conflict of interest described in clause (ii) or (iii) of subparagraph (C)–



Governing Body Sec. 642 (c)(1) *continued*

- (i) such individual shall not be prohibited from serving on such body and the Head Start agency shall report such conflict to the Secretary; and
- (ii) if the position held as a result of public election or political appointment provides compensation, such individual shall not be prohibited from receiving such compensation.

(E) **Responsibilities** – The governing body shall—

- (i) have legal and fiscal responsibility for administering and overseeing programs under this subchapter, including the safeguarding of federal funds;
- (ii) adopt practices that assure active, independent, and informed governance of the Head Start agency, including practices consistent with subsection (d)(1), and fully participate in the development, planning and evaluation of the Head Start programs involved;
- (iii) be responsible for ensuring compliance with Federal laws (including regulations) and applicable state, tribal and local laws (including regulations); and
- (iv) be responsible for other activities, including—
 - (I) selecting delegate agencies and the service areas for such agencies;
 - (II) establishing procedures and criteria for recruitment, selection, and enrollment of children;
 - (III) reviewing applications for funding and amendments to applications for funding for programs under this subchapter;
 - (IV) establishing procedures and guidelines for accessing and collecting information described in subsection (d)(2);
 - (V) reviewing and approving all major policies of the agency, including—
 - (aa) the annual self assessment and financial audit;



Governing Body Sec. 642 (c)(1) *continued*

- (bb) such agency's progress in carrying out the programmatic and fiscal provisions in such agency's grant application, including implementation of corrective actions; and
- (cc) personnel policies of such agencies regarding the hiring, evaluation, termination, and compensation of agency employees;
- (VI) developing procedures for how members of the policy council are selected, consistent with paragraph(2)(B);
- (VII) approving financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the –
 - (aa) approval of all major financial expenditures of the agency;
 - (bb) annual approval of the operating budget;
 - (cc) selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices to the governing body; and
 - (dd) monitoring of the agency's actions to correct any audit findings and of other actions necessary to comply with applicable laws (including regulations) governing financial statements and accounting practices;
- (VIII) reviewing results from monitoring conducted under section 641A(c) including appropriate follow-up activities;



Governing Body Sec. 642 (c)(1) *continued*

- (IX) approving personnel policies and procedures, including policies and procedures regarding the hiring, evaluation and compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency;
- (X) establishing, adopting, and periodically updating written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving—
 - (aa) any conflict of interest, and any appearance of conflict of interest, by members of the governing body, officers and employees of the Head Start agency, and consultants and agents who provide services or furnish goods to the Head Start agency; and
 - (bb) complaints, including investigations, when appropriate; and
- (XI) to the extent practicable and appropriate at the discretions of the governing body, establishing advisory committees to oversee key responsibilities related to program governance and improvement of the Head Start program involved.



Policy Council Sec. 642 (c)(2)

- (A) **In General** – Consistent with paragraph (1)(E), each Head Start agency shall have a policy council responsible for the direction of the Head Start program, including program design and operation, and long- and short-term planning goals and objectives, taking into account the annual communitywide strategic planning and needs assessment and self-assessment.
- (B) **Composition and Selection** –
- (i) The policy council shall be elected by the parents of children who are currently enrolled in the Head Start program of the Head Start agency.
 - (ii) The policy council shall be composed of –
 - (I) parents of children who are currently enrolled in the Head Start program of the Head Start agency (including any delegate agency), who shall constitute a majority of the members of the policy council; and
 - (II) members at large of the community served by the Head Start agency (including any delegate agency), who may include parents of children who were formerly enrolled in the Head Start program of the agency.
- (C) **Conflict of Interest** – Members of the policy council shall –
- (i) not have a conflict of interest with the Head Start agency (including any delegate agency); and
 - (ii) not receive compensation for serving on the policy council or for providing services to the Head Start agency.
- (D) **Responsibilities** – The policy council shall approve and submit to the governing body decisions about each of the following activities:
- (i) Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.
 - (ii) Program recruitment, selection, and enrollment priorities.



Policy Council Sec. 642 (c)(2) *continued*

- (iii) Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
- (iv) Budget planning for program expenditures, including policies for reimbursement and participation in policy council activities.
- (v) Bylaws for the operation of the policy council.
- (vi) Program personnel policies and decisions regarding the employment of program staff, consistent with paragraph (1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.
- (vii) Developing procedures for how members of the policy council of the Head Start agency will be elected.
- (viii) Recommendations on the selection of delegate agencies and the service areas for such agencies.



Policy Committees Sec. 642 (c)(3)

(3) Policy Committees – Each delegate agency shall create a policy committee, which shall --

- (A) be elected and composed of members, consistent with paragraph (2)(B) (with respect to delegate agencies);
- (B) follow procedures to prohibit conflict of interest, consistent with clauses (i) and (ii) of paragraph (2)(C) (with respect to delegate agencies); and
- (C) be responsible for approval and submission of decisions about activities as they relate to the delegate agency, consistent with paragraph (2)(D) (with respect to delegate agencies).



Program Governance Administration Sec. 642 (d)

(1) **Impasse Policies** – The Secretary shall develop policies, procedures, and guidance for Head Start agencies concerning

- (A) the resolution of internal disputes, including any impasse in the governance of Head Start programs; and
- (B) the facilitation of meaningful consultation and collaboration about decisions of the governing body and policy council.

(2) **Conduct of Responsibilities** – Each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and policy council, about program planning, policies, and Head Start agency operations, including:

- (A) Monthly financial statements, including credit card expenditures;
- (B) Monthly program information summaries;
- (C) Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (D) Monthly reports of meals and snacks provided through programs of the Department of Agriculture;
- (E) the financial audit;
- (F) the annual self-assessment, including any findings related to such assessment;
- (G) the communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
- (H) communication and guidance from the Secretary; and
- (I) the program information reports.

(3) **Training and Technical Assistance** – Appropriate training and technical assistance shall be provided to the members of the governing body and the policy council to ensure that the members understand the information the members receive and can effectively oversee and participate in the programs of the Head Start agency.



45 CFR §1301.1 Purpose.

An agency, as defined in part 1305 of this chapter, must establish and maintain a formal structure for program governance that includes a governing body, a policy council at the agency level and policy committee at the delegate level, and a parent committee. Governing bodies have a legal and fiscal responsibility to administer and oversee the agency's Head Start and Early Head Start programs. Policy councils are responsible for the direction of the agency's Head Start and Early Head Start programs.





45 CFR §1301.2 Governing body.

(a) **Composition.** The composition of a governing body must be in accordance with the requirements specified at section 642(c)(1)(B) of the Act, except where specific exceptions are authorized in the case of public entities at section 642(c)(1)(D) of the Act. Agencies must ensure members of the governing body do not have a conflict of interest, pursuant to section 642(c)(1)(C) of the Act.

(b) **Duties and responsibilities.**

- (1) The governing body is responsible for activities specified at section 642(c)(1)(E) of the Act.
- (2) The governing body must use ongoing monitoring results, data on school readiness goals, other information described in §1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

(c) **Advisory committees.**

- (1) A governing body may establish advisory committees as it deems necessary for effective governance and improvement of the program.
- (2) If a governing body establishes an advisory committee to oversee key responsibilities related to program governance, it must:
 - (i) Establish the structure, communication, and oversight in such a way that the governing body continues to maintain its legal and fiscal responsibility for the Head Start agency; and,
 - (ii) Notify the responsible HHS official of its intent to establish such an advisory committee.



45 CFR §1301.3 Policy council and policy committee.

(a) **Establishing policy councils and policy committees.** Each agency must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level. If an agency delegates operational responsibility for the entire Head Start or Early Head Start program to one delegate agency, the policy council and policy committee may be the same body.

(b) **Composition.**

(1) A program must establish a policy council in accordance with section 642(c)(2)(B) of the Act, or a policy committee at the delegate level in accordance with section 642(c)(3) of the Act, as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the policy council and on the policy committee at the delegate level.

(2) The program must ensure members of the policy council, and of the policy committee at the delegate level, do not have a conflict of interest pursuant to sections 642(c)(2)(C) and 642(c)(3)(B) of the Act. Staff may not serve on the policy council or policy committee at the delegate level except parents who occasionally substitute as staff. In the case of tribal grantees, this exclusion applies only to tribal staff who work in areas directly related to or which directly impact administrative, fiscal, or programmatic issues.

(c) **Duties and responsibilities.**

(1) A policy council is responsible for activities specified at section 642(c)(2)(D) of the Act. A policy committee must approve and submit to the delegate agency its decisions in each of the following areas referenced at section 642(c)(2)(D)(i) through (vii) of the Act.



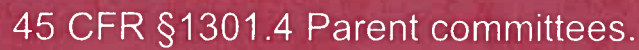
45 CFR §1301.3 Policy council and policy committee. *continued*

- (2) A policy council, and a policy committee at the delegate level, must use ongoing monitoring results, data on school readiness goals, other information described in §1302.102, and information described in section 642(d)(2) of the Act to conduct its responsibilities.

(d) **Term.**

- (1) A member will serve for one year.
- (2) If the member intends to serve for another year, s/he must stand for re-election.
- (3) The policy council, and policy committee at the delegate level, must include in its bylaws how many one-year terms, not to exceed five terms, a person may serve.
- (4) A program must seat a successor policy council, or policy committee at the delegate level, before an existing policy council, or policy committee at the delegate level, may be dissolved.

- (e) **Reimbursement.** A program must enable low-income members to participate fully in their policy council or policy committee responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the low-income members.





45 CFR §1301.6 Impasse procedures.

- (a) To facilitate meaningful consultation and collaboration about decisions of the governing body and the policy council, each agency's governing body and policy council jointly must establish written procedures for resolving internal disputes between the governing board and policy council in a timely manner that include impasse procedures. These procedures must:
- (1) Demonstrate that the governing body considers proposed decisions from the policy council and that the policy council considers proposed decisions from the governing body;
 - (2) If there is a disagreement, require the governing body and the policy council to notify the other in writing why it does not accept a decision; and,
 - (3) Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal.
- (b) If the agency's decision-making process does not result in a resolution and an impasse continues, the governing body and policy council must select a mutually agreeable third party mediator and participate in a formal process of mediation that leads to a resolution of the dispute.
- (c) For all programs except American Indian and Alaska Native programs, if no resolution is reached with a mediator, the governing body and policy council must select a mutually agreeable arbitrator whose decision is final.



ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Program Management and Fiscal Operations

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<https://eclkc.ohs.acf.hhs.gov/about-us/article/national-center-program-management-fiscal-operations-ncpmfo>

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Governance, Leadership, and Oversight Capacity Screener

Introduction

Organizations that accept federal funds to operate Head Start and/or Early Head Start programs must have strong governance systems in place to safeguard federal dollars and provide oversight and direction to the Head Start program.

This screener organizes the Head Start requirements to help organizations identify where they need to make changes and build capacity to fulfill their Head Start governance responsibilities.

Suggestions for Use

1. Print a copy of this screener.
2. Have your organization's governing body or Tribal Council chair, Policy Council chair, executive director, and Head Start program director work together to review the table beginning on page 3 and to identify (with a check mark or "X") the following items:
 - i. Required Head Start governance practices that your organization currently has in place
 - ii. Required Head Start governance practices that your organization will implement within the first three months of funding
 - iii. Required Head Start governance practices that your organization needs help understanding and implementing
3. On the final page of this document list the governance practices and regulations that your organization needs assistance in understanding and implementing.
4. Enter any questions or concerns you have in the comments section on the final page of this document.
5. Share this screener and your findings with your full governing body or Tribal Council, Policy Council, and Head Start program leadership. Assign people to begin implementation of the governance practices you have identified as not currently in place.
6. You can explore the [Organizational Leadership](#) page on the Early Childhood Learning and Knowledge Center (ECLKC) to access other resources that can assist you as you move your governance system and practices forward.
7. At your next meeting with Regional Office staff, discuss those governance practices and regulations where your organization may benefit from technical assistance.



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
1. The governing body (or Tribal Council) has the required composition. ¹		Head Start Act Sec. 642(c)(1)(B) (i–iv)	
<ul style="list-style-type: none"> At least one member has fiscal/accounting background and expertise 	Not Applicable		
<ul style="list-style-type: none"> At least one member has early childhood education and development background and expertise 	Not Applicable		
<ul style="list-style-type: none"> At least one member is a licensed attorney 	Not Applicable		
<ul style="list-style-type: none"> Members reflect the community served and include parents of children who are currently, or were formerly, enrolled in Head Start programs 	Not Applicable		
2. The Policy Council has the required composition.		Head Start Act Sec. 642(c)(2)(B)(i) Sec. 642(c)(2)(B)(ii)(I–II)	
<ul style="list-style-type: none"> A majority are parents of children who are currently enrolled in the Head Start program (including delegate agencies) 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Other members are representatives at-large of the community served by the program or any delegate agency (may include parents of children formerly enrolled) 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Members are elected by parents of children currently enrolled in the program 	Practice/Procedure is currently in place.		

¹ If the composition of the governing body does not include individuals with the required qualifications, the governing body must use consultants or other individuals with relevant expertise and qualifications to meet the composition requirements [Head Start Act Sec. 642(c)(1)(B)(vi)].



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
3. The Head Start program must ensure that members of the:		Head Start Act Sec.642(c)(1)(C), 642(c)(2)(C), and 642(c)(3)(B) Head Start Program Performance Standards 1301.2(a) and 1301.3(b)(2)	
<ul style="list-style-type: none"> Governing body do not have a conflict of interest Policy council, and of the policy committee at the delegate level, do not have a conflict of interest 	Practice/Procedure is currently in place.		
4. Head Start program has established a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible.		Head Start Program Performance Standards 1301.4 (a)	
<ul style="list-style-type: none"> The committee is established at the center level for center-based program and at the local program level for other program options 	Practice/Procedure is currently in place.		
5. Governing body may establish advisory committees as it deems necessary for effective governance and improvement of the program.		Head Start Program Performance Standards 1301.2(c)	
<ul style="list-style-type: none"> Establish the structure, communication, and oversight in such a way that the governing body continues to maintain its legal and fiscal responsibility Notify responsible HHS official of intent to establish an advisory committee 	Practice/Procedure is currently in place.		
	Practice/Procedure is currently in place.		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
6. Members of the governing body (or Tribal Council) receive effective and ongoing training and technical assistance (T/TA) to ensure that they understand the information they receive and are able to provide effective oversight of, make appropriate decisions for, and participate in programs of the Head Start agency.		Head Start Act Sec. 642(d)(3)	
<ul style="list-style-type: none">The agency has a system for identifying the T/TA needs of the governing body (or Tribal Council) and using this information to develop a T/TA plan	Practice/Procedure is currently in place.		
7. Members of the Policy Council receive effective and ongoing training and technical assistance (T/TA) to ensure that they understand the information they receive and can provide effective oversight of, make appropriate decisions for, and participate in programs of the Head Start agency.		Head Start Act Sec. 642(d)(3) Head Start Program Performance Standards 1302.12(m)	
<ul style="list-style-type: none">The agency has a system for identifying the T/TA needs of the Policy Council and using this information to develop a T/TA plan	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">T/TA or orientations include training on program performance standards and training indicated in 1302.12(m)	Practice/Procedure is currently in place.		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
8. The governing body (or Tribal Council) exercises the following responsibilities:		Head Start Act Sec. 642(c)(1)(E)(iv)(I-III) Sec. 642(c)(1)(E)(iv)(VI)	
<ul style="list-style-type: none">Establishes procedures and criteria for recruiting, selecting, and enrolling children	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">Selects delegate agencies, as appropriate	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">Develops procedures for selecting Policy Council members	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">Reviews applications and amendments to applications for funding	Practice/Procedure is currently in place.		
9. The governing body (or Tribal Council) exercises responsibility for the following:		Head Start Act Sec. 642(c)(1)(E)(iv)(VII)(aa)-(dd)	
<ul style="list-style-type: none">Approval of all major financial expenditures of the agency	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">Annual approval of the operating budget of the agency	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">The selection (except when a financial auditor is assigned by the state under state law or is assigned under local law) of independent financial auditors to report all critical accounting policies and practices to the governing body (or Tribal Council)	Practice/Procedure is currently in place.		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
<ul style="list-style-type: none">The financial auditMonitoring of the agency's actions to correct any audit findings and other actions necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices	<p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p>		
10. The governing body (or Tribal Council) is engaged in reviewing and approving each of the following:		Head Start Act Sec. 642(c)(1)(E)(iv)(V)(aa-cc) Sec. 642(c)(1)(E)(iv)(VIII)-(IX)	
<ul style="list-style-type: none">The annual self-assessmentThe agency's progress in carrying out the programmatic and fiscal provisions in the agency's grant application, including implementation of corrective actionsPersonnel policies of the agency regarding the hiring, evaluation, termination, and compensation of agency employeesResults from monitoring conducted under section 641A(c), including appropriate follow-up activities	<p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p>		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
11. The program staff ensures the parent committee assumes responsibility for the following:		Head Start Program Performance Standards 1301.4 (b)	
<ul style="list-style-type: none"> Work with program staff to determine the best methods to engage families using strategies that are most effective in their community 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Have a process for communication with the Policy Council and policy committee 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Participate in the recruitment and screening of Early Head Start and Head Start employees 	Practice/Procedure is currently in place.		
12. The Head Start program works with the governing body (or Tribal Council) and Policy Council to make available to the public a report published at least once each year that discloses the following information from the most recently concluded fiscal year:		Head Start Act Sec. 644 (a)(2)(A-H)	
<ul style="list-style-type: none"> The total amount of public and private funds received and the amount from each source 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> An explanation of budgetary expenditures and proposed budget for the fiscal year 	Practice/Procedure is currently in place.		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
<ul style="list-style-type: none">The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children servedThe results of the most recent review by the Secretary and the financial auditThe percentage of enrolled children that received medical and dental examsInformation about family engagement activitiesThe agency's efforts to prepare children for kindergartenA summary of a program's most recent community assessment 1302.102(d)(2)Any other information required by the Secretary	<p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p>		
13. The following reports are received by the governing body and the Policy Council and members find them useful:		Head Start Act Sec. 642(d)(2)(A-I) Head Start Program Performance Standards 1302.102	
Annual reports:			
<ul style="list-style-type: none">The financial auditThe self-assessment, including any findings related to such assessment	<p>Practice/Procedure is currently in place.</p> <p>Practice/Procedure is currently in place.</p>		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
<ul style="list-style-type: none">• Program Information Reports (PIRs) <p>Monthly reports:</p>	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">• Financial statements, including credit card expenditures (if the program uses credit cards)	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">• Program information summaries	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">• Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency	Practice/Procedure is currently in place.		
<ul style="list-style-type: none">• Reports of meals and snacks provided through programs of the U.S. Department of Agriculture (USDA)	Practice/Procedure is currently in place.		
<p>Additional reports:</p>			
<ul style="list-style-type: none">• Community assessment, completed every five years with annual updates	Practice/Procedure is currently in place.		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
<ul style="list-style-type: none"> Long-term goals for ensuring programs are and remain responsive to community needs, goals for the provision of educational, health, nutritional, and family and community engagement, program services to promote the school readiness of enrolled children, school readiness goals, and short-term measurable programmatic and financial objectives 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Applicable and current updates from the Secretary (e.g., Program Instructions, Information Memorandums, etc.) 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Ongoing monitoring data, data on school readiness goals and other information described in 1302.102 	Practice/Procedure is currently in place.		
14. Head Start agency's governing body and Policy Council have jointly established written procedures for resolving internal disputes between the governing board and Policy Council in a timely manner that includes impasse procedure. These procedures must:		Head Start Program Performance Standards 1301.6 (a)(1-3) and 1301.6(b)	
<ul style="list-style-type: none"> Demonstrate that the governing body considers proposed decisions from the Policy Council and that the Policy Council considers proposed decisions from the governing body 	Practice/Procedure is currently in place.		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
<ul style="list-style-type: none"> If there is a disagreement, require the governing body and the Policy Council to notify the other in writing why it does not accept a decision 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Governing body and Policy Council must select a mutually agreeable third-party mediator (as outlined in impasse procedures) 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Governing body and Policy Council are prepared to participate in a formal process of mediation that leads to a resolution of the dispute (as outlined in Impasse procedures) 	Practice/Procedure is currently in place.		
15. If no resolution is reached with a mediator (NOTE: American Indian and Alaska Native Programs skip and move to next section)		Head Start Program Performance Standards 1301.6 (c)	
<ul style="list-style-type: none"> Governing body and Policy Council must select a mutually agreeable arbitrator whose decision is final 	Practice/Procedure is currently in place.		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
16. The Policy Council approve and submit to the governing body decisions about each of the following activities of program operations:		Head Start Act Sec. 642(c)(2)(D)(i-viii) Sec. 642(c)(2)(A) Head Start Program Performance Standards 1302.101(b)(4)	
<ul style="list-style-type: none"> Activities to support the active engagement of families in the program 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Program recruitment, selection, and enrollment priorities 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Applications for funding and amendments to applications for funding 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Budget planning for program expenditures, including policies for reimbursement related to participation in Policy Council activities 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Bylaws for the operation of the Policy Council 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Program personnel policies and decisions regarding the employment of program staff, consistent with 642(c)(1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff 	Practice/Procedure is currently in place.		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
17. A program must submit reports, as appropriate, to the HHS official immediately or as soon as practicable:		Head Start Program Performance Standards 1302.102 (d) and 1304.12	
<ul style="list-style-type: none"> Any significant incidents affecting the health and safety of program participants 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Circumstances affecting the financial viability of the program 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Breaches of personally identifiable information 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Program involvement in legal proceedings 	Practice/Procedure is currently in place.		
<ul style="list-style-type: none"> Any matter for which notification or a report to state, tribal or local authorities is required by law: <ul style="list-style-type: none"> Reports addressing child abuse and neglect or laws governing sex offenders Incidents that require classrooms or centers to be closed for any reason Legal proceedings directly related to program operations All conditions required to be reported under 1304.12 including child and Adult Care Food Program (CACFP) 	Practice/Procedure is currently in place.		



Head Start Governance, Leadership, and Oversight Capacity Screener

Comments section:

Our organization needs assistance in understanding and implementing the following governance regulations:
This is not applicable to the Breckinridge County School District.

Additional comments, questions, or concerns:

As a public school district grantee, we are exempt from requirements of governing board members.

Our Breckinridge County School District Board Members are elected by the general public.



Head Start Governing Body and Tribal Council Certification



The Audit Process

The Head Start Act of 2007 requires that governing bodies and Tribal Councils of grantee organizations be responsible for the annual audit. An audit is a lengthy and comprehensive review of the grantee organization's financial records and procedures. It determines three things:

1. Financial statements are accurate
2. Grantee is complying with the terms and conditions of the Head Start grant
3. Appropriate financial and administrative procedures are in place and being followed

There are four steps programs can take to help ensure a successful Head Start audit.

Step 1: Governing body hires auditor

Here are a few things to look for when choosing an auditor:

- Right experience and expertise for your program
- Knowledgeable about generally accepted auditing standards and A-133 audits
- May need to follow government auditing standards

Step 2: Audit is conducted

It is important to know what to expect during the audit process:

- Begins within 90 days of the close of the fiscal year
- Chief financial officer (CFO) gathers required documentation
- Auditors work on site for several days collecting and reviewing data
- Governing body is not involved with this part of the process

Step 3: Governing body and Policy Council receive audit

Once the audit is complete:

- Audited financial statements and management letter are submitted to the organization
- Findings are presented by the auditor to the governing body and shared with the Policy Council
- Governing body members review the audit, discuss findings, and develop a corrective action plan
- Governing body "accepts" the audit

Head Start Governing Body and Tribal Council Certification

Step 4: Governing body monitors corrective action

The governing body is responsible for addressing non-compliances and recommendations:

- Governing body ensures audit findings are addressed
- Even if the audit is "clean," auditors may recommend changes to fiscal systems

Training also is a big part of a successful audit. Within six months of the start of the project period, all five year Head Start grantees are required to participate in the [Office of Head Start A-133 Audit Training Webcast: Understanding the Importance of Your Annual Audit and How the Audit Process Can Strengthen Your Organization](#). The three-hour webcast can be accessed at any time on the Early Childhood Learning and Knowledge Center (ECLKC).



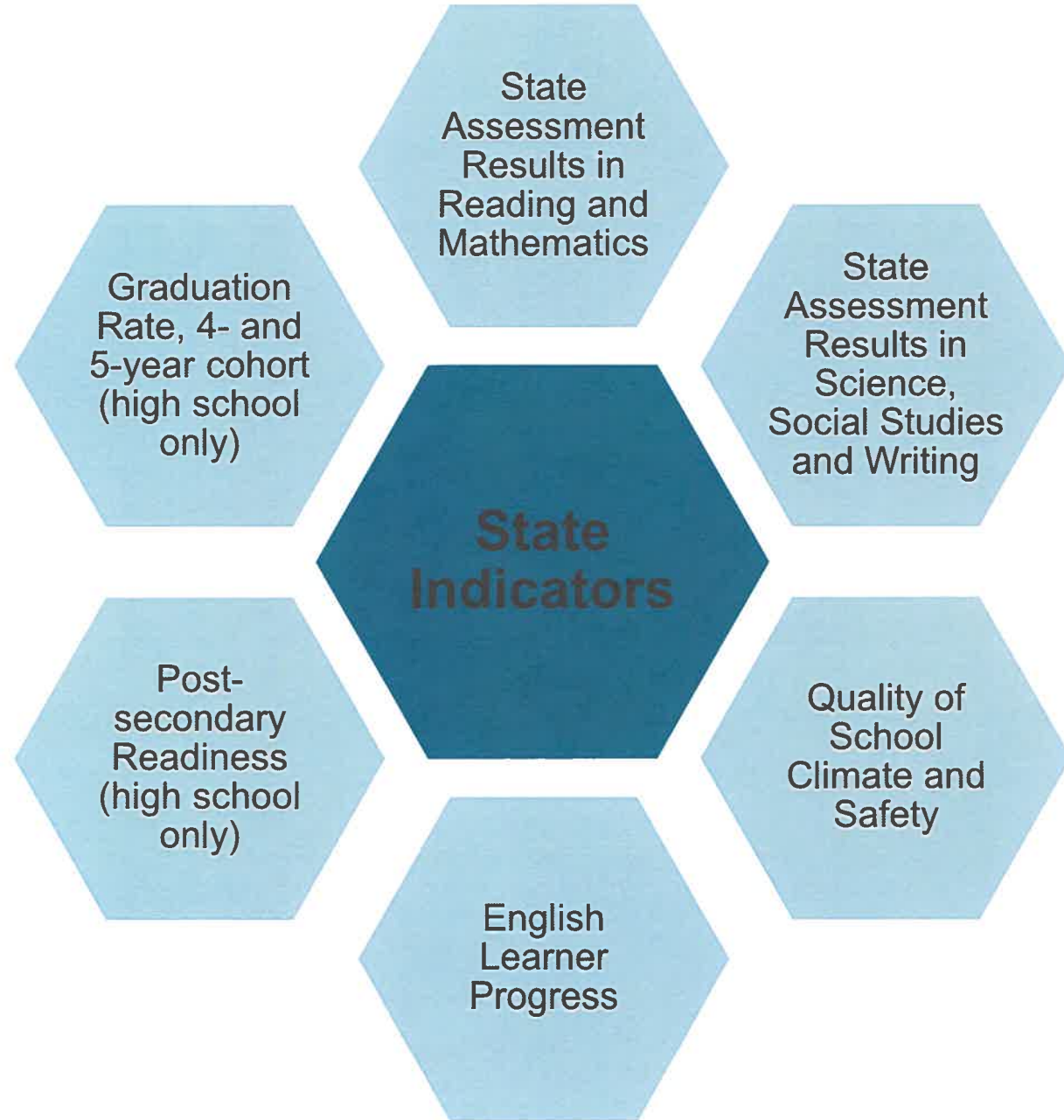
2022-2023 Kentucky Summative Assessment

Dr. Michael Broadbent
Chief Academic Officer
Breckinridge County Schools



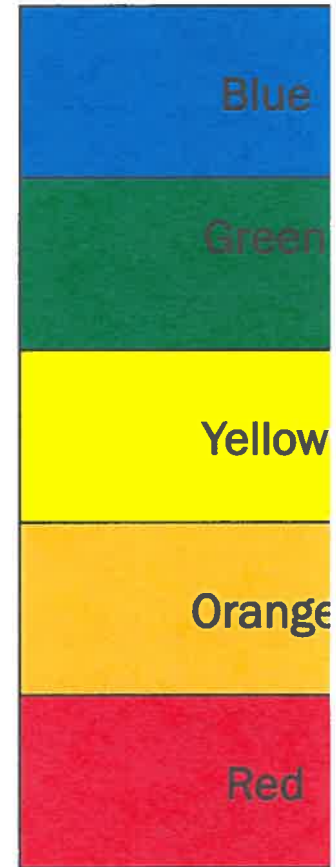
Kentucky Department of
EDUCATION

State Indicators in the Accountability System



Overall Designations

- An overall performance score combines performance on the exclusive state indicators for elementary, middle and high schools.
- The ratings will be reported using a color rating system to communicate performance of schools, with Red being the lowest rating and Blue being the highest rating.



Overall Accountability Weights

Overall Accountability Weights					
	State Assessment Results in Reading and Mathematics	State Assessment Results in Science, Social Studies and Writing	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness
Elementary Schools	51	40	5	4	--
Middle Schools	46	45	5	4	--
High Schools	45	20	5	4	20

Federal law requires the greatest emphasis on Reading and Mathematics and English Language elementary and middle schools. At high school, federal law requires emphasis on Reading and M Graduation Rate.

Federal Classification in 2023

- Targeted Support and Improvement (TSI) identification is annually. Fall 2023 identification is based on two consecutive years of data (2021-2022 and 2022-2023).
- The next identification of Comprehensive Support and Improvement (CSI I and CSI II) will be in the fall of 2025.
- Schools that no longer meet identification criteria and have not demonstrated progress will exit federal classification status.

Accountability Data

Accountability Profile and Indicator Scores and Ratings

Overall Score, Overall Performance
Rating (color), Federal Classifications,
Indicator Scores and Ratings

Accountability Profile at Ben Johnson Elementary School

Elementary School

Red

Orange

Yellow

Green

Blue

School Name	Overall Performance (Color) Rating	Overall Score	CSI/TSI/ATSI	CSI/TSI/ATSI R
Ben Johnson Elementary School	Green	75.4	None	None

Indicator Details at Ben Johnson Elementary School

	State Assessment Results in Reading/Mathematics	State Assessment Results in Science/Social Studies/Writing	English Learner Progress	C CI
Status Level (very high to very low)	55.2 Medium	67.3 High	Not Available	
Change Level (declined significantly to increased significantly)	+14.7 Increased Significantly	+14.3 Increased Significantly	Not Available	
Indicator Rating (red to blue)	69.9 Green	81.6 Blue	Not Available	

Accountability Profile at Custer Elementary School

Elementary School

Red

Orange

Yellow

Green

Blue

School Name	Overall Performance (Color) Rating	Overall Score	CSI/TSI/ATSI	CSI/TSI/ATSI R
Custer Elementary School	Green	72.1	None	None

Indicator Details at Custer Elementary School

	State Assessment Results in Reading/Mathematics	State Assessment Results in Science/Social Studies/Writing	English Learner Progress	C Cl
Status Level (very high to very low)	63.0 Medium	65.5 Medium	Not Available	
Change Level (declined significantly to increased significantly)	+4.8 Increased	+11.5 Increased Significantly	Not Available	
Indicator Rating (red to blue)	67.8 Green	77.0 Green	Not Available	

Accountability Profile at Hardinsburg Elementary School

Elementary School

Red

Orange

Yellow

Green

Blue

School Name	Overall Performance (Color) Rating	Overall Score	CSI/TSI/ATSI	CSI/TSI/ATSI R
Hardinsburg Elementary School	Yellow	66.3	None	None



Kentucky
EDU

Indicator Details at Hardinsburg Elementary School

	State Assessment Results in Reading/Mathematics	State Assessment Results in Science/Social Studies/Writing	English Learner Progress	C CI
Status Level (very high to very low)	70.2 High	63.2 Medium	Not Available	
Change Level (declined significantly to increased significantly)	-2.4 Declined	-0.3 Maintained	Not Available	
Indicator Rating (red to blue)	67.8 Yellow	62.9 Yellow	Not Available	

Accountability Profile at Irvington Elementary School

Elementary School

Red

Orange

Yellow

Green

Blue

School Name	Overall Performance (Color) Rating	Overall Score	CSI/TSI/ATSI	CSI/TSI/ATSI R
Irvington Elementary School	Yellow	65.3	None	None

Indicator Details at Irvington Elementary School

	State Assessment Results in Reading/Mathematics	State Assessment Results in Science/Social Studies/Writing	English Learner Progress	C CI
Status Level (very high to very low)	63.1 Medium	67.2 High	Not Available	
Change Level (declined significantly to increased significantly)	-6.9 Declined Significantly	+8.2 Increased	Not Available	
Indicator Rating (red to blue)	56.2 Orange	75.4 Green	Not Available	

Accountability Profile at Breckinridge County Middle School

Middle School Red Orange Yellow Green Blue

School Name	Overall Performance (Color) Rating	Overall Score	CSI/TSI/ATSI	CSI/TSI/ATSI Reason
Breckinridge County Middle School	Yellow	54.3	TSI	Disability

Indicator Details at Breckinridge County Middle School

	State Assessment Results in Reading/Mathematics	State Assessment Results in Science/Social Studies/Writing	English Learner Progress	Q Cli
Status Level (very high to very low)	59.0 Medium	52.1 Medium	Not Available	
Change Level (declined significantly to increased significantly)	-1.6 Maintained	-1.9 Maintained	Not Available	
Indicator Rating (red to blue)	57.4 Yellow	50.2 Yellow	Not Available	

Accountability Profile at Breckinridge County High School

High School

Red

Orange

Yellow

Green

Blue

School Name	Overall Performance (Color) Rating	Overall Score	CSI/TSI/ATSI	CSI/TSI/ATSI Reasc
Breckinridge County High School	Yellow	62.2	None	None

Indicator Details at Breckinridge County High School

	State Assessment Results in Reading/ Mathematics	State Assessment Results in Science/Social Studies/Writing	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness
Status Level (very high to very low)	62.3 Medium	46.3 Low	Not Available	63.2 Medium	72.3 Low
Change Level (declined significantly to increased significantly)	+1.9 Increased	-5.4 Declined	Not Available	+4.7 Increased Significantly	-2.7 Declined
Indicator Rating (red to blue)	64.2 Green	40.9 Orange	Not Available	67.9 Green	69.6 Orange

Performance on Indicators

Performance on State Indicators

The following section will provide a detailed analysis of the state indicators:

- State Assessment Results
 - Reading and Mathematics
 - Science, Social Studies and Combined Writing
- Quality of School Climate and Safety
- English Learner Progress (No Data to Report)
- Postsecondary Readiness
- Graduation Rate

State Assessment Results

Reading and Mathematics

Science, Social Studies and Combined Writing

Overall Accountable NAPD by Content Area at Breckinridge County School District - Element

Content Area	% Novice	% Apprentice	% Proficient	% Distinguished	P Di
Reading	17	34	32	17	
Mathematics	26	36	30	9	
Science	12	52	28	8	
Social Studies	16	31	36	17	
Combined Writing	14	53	30	2	

Overall Accountable NAPD by Content Area at Breckinridge County School District - Middle

Content Area	% Novice	% Apprentice	% Proficient	% Distinguished	P Dis
Reading	25	27	35	12	
Mathematics	32	32	28	8	
Science	31	49	17	3	
Social Studies	42	22	26	10	
Combined Writing	15	48	32	4	

Overall Accountable NAPD by Content Area at Breckinridge County School District - High

Content Area	% Novice	% Apprentice	% Proficient	% Distinguished	P Di
Reading	24	22	40	15	
Mathematics	31	32	28	9	
Science	50	43	7	0	
Social Studies	42	23	27	8	
Combined Writing	26	30	33	11	

Overall Accountable NAPD by Content Area at Breckinridge County School District – All Students

Content Area	% Novice	% Apprentice	% Proficient	% Distinguished	P Dis
Reading	20	31	33	15	
Mathematics	29	36	27	8	
Science	21	50	24	5	
Social Studies	25	28	34	14	
Combined Writing	17	47	32	4	

Quality of School Climate and Safety



The Quality of School Climate and Safety at Breckinridge County School District

	Elementary	State Elementary	Middle	State Middle	High	State High
Climate Index	82.3	79.5	69.7	68.8	66.0	64.1
Safety Index	77.0	74.0	61.7	62.3	60.3	59.1
Indicator Score	81.2	N/A	65.1	N/A	67.9	N/A

Postsecondary Readiness

Postsecondary Readiness

Breckinridge County School District

School	Readiness Count	Academic Ready	Career Ready	Rate Without Bonus	Bonus
Breckinridge County High School	248	132	114	66.1	

Graduation Rate

Cohort

Graduation Rate Indicator at Breckinridge County School District

	4 Year Cohort			5 Year Cohort			Graduation Rate
	Student Group	Numerator	Denominator	Rate	Numerator	Denominator	Rate
	All Students	220	241	91.3	215	240	89.6

Focus Areas and Questions

Focus on Continuous Improvement

Breckinridge County School District

- Focus on proficiency in each content area
 - Increase number of proficient/distinguished
 - Decrease number of novice
- Focus on achievement gap closure
 - Increase performance of lower performing groups
- Focus on overall student experience and opportunities for all students

Questions?



BRECKINRIDGE COUNTY SCHOOL CALENDAR 2024-2025

2 - 1 opening/1 closing Staff Only
 4 - Flexible PD Days
 4 - Holidays
 5 - DW Training Day Staff Only
 15
 170 Student Days
 185 Teacher Contract Days

No School for Students/Staff

JANUARY 2025

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1 New Year Holiday
 2-3 Christmas Break
 20 No School MLK Day

AUGUST 2024

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5 Opening Day for Staff
 6 DW Training Day
 7 First Day for Students

FEBRUARY 2025

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

14 DW Training Day
 17 No School Presidents' Day

SEPTEMBER 2024

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2 Labor Day Holiday

MARCH 2025

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

28 DW Training Day
 31-4 Spring Break

OCTOBER 2024

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

4 DW Training Day
 7-11 Fall Break

APRIL 2025

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

31-4 Spring Break

NOVEMBER 2024

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

4-5 Presidential Election
 27 No School
 28 Thanksgiving Holiday
 29 No School

MAY 2025

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
18	19	20	21	22
23				
26	27	28	29	30

15 Last Day for Students
 16 Closing Day for Staff
 19-22 Flexible PD Days
 26 Memorial Day

DECEMBER 2024

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

20 DW Training Day
 23-31 Christmas Break
 25 Christmas Holiday

JUNE 2025

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Draft 2

Makeup days will be added to the end of the school calendar. However, if excessive school closures have occurred, the following days may also be used as makeup days: February 14, February 17, March 28, March 31, April 1, April 2, April 3, April 4



Andy Beshear
Governor

School Facilities Construction Commission
Finance and Administration Cabinet

Heather Overby
Chairman

Ms. Holly M. Johnson
Secretary

700 Louisville Road
Frankfort, KY 40601
(502) 564-5582 (888) 979-6152 Fax

Chelsey Couch
Executive Director

10/12/2023

Nick Carter, Superintendent
Breckinridge County Schools
86 Airport Road
Hardinsburg, KY 40143

Dear Superintendent Nick Carter:

Pursuant to KRS 157.655-157.660 and 750 KAR 2:010, the School Facilities Construction Commission (SFCC) is hereby making an official FY2024 KETS offer of assistance to your Board of Education. Acceptance of this offer of assistance commits the Board of Education to follow the statutes and regulations of the SFCC and the Kentucky Department of Education governing the Education Technology Funding Program.

Based on the statewide ADA figures being used for 2022-2023 SEEK this year, your first offer of assistance in FY2024 is in the amount of \$27471. Accepted state technology fund offers of assistance **must be matched equally** by your Board of Education or can be escrowed for up to three (3) years.

Please note that the education technology funds restricted account has a new designation in the MUNIS chart of accounts: **Fund 2, Project 162K EdTech** account. In order for your district to receive funds, local funds should be transferred to that account.

In responding to this offer of assistance, please provide **via email at KETS-Offers@education.ky.gov** the following information:

1. Copy of a report from the MUNIS accounting system demonstrating evidence of a journal entry certifying local matching funds have been transferred to **Fund 2, Project 162K EdTech** account. The certification shall be the signature of the superintendent on the report
2. Excerpt of Board of Education meeting minutes (**accepting, escrowing, or rejecting** offer within **60 days** from the date of offer)
3. **Return the attached Fund Utilization Form Required with Journal Entry.**

As always, we look forward to working with you in the Education Technology program. We trust you will join us in continuing the success of this program in your district and in the Commonwealth of Kentucky as a whole. Your District Technology Leader has been provided additional information and they should work with their regional KETS Engineer concerning any questions related to the Education Technology program.

Sincerely,

Chelsey Couch
Executive Director, SFCC

KENTUCKY EDUCATION TECHNOLOGY FUNDING PROGRAM

FUND UTILIZATION PLANNING FORM

DUE DATE: 60 days from receipt of Offers Notification

Name of District: Breckinridge County Schools

1st Offer of Assistance Amount: \$27471

Declaration of Intentions: *Check only one*

- ☐ The entire amount of the Offer of Assistance will be matched at the present time.
- ☐ The entire amount of the Offer of Assistance will be escrowed for up to:
choose only one:
 - ☐ 1 year
 - ☐ 2 years
 - ☐ 3 years
- ☐ The entire amount of the Offer of Assistance is rejected.
- ☐ A portion of this Offer of Assistance is being matched at the present time in the amount of \$ _____.
The remaining amount of \$ _____ will be escrowed for _____ years (maximum of 3).
The remaining amount of \$ _____ will be rejected.

We agree to abide by the policies passed by the Kentucky Board of Education, School Facilities Construction Commission, and appropriate state regulations regarding the use of the funds.

Superintendent Signature

Date

Please be sure to include with this document:

1. Excerpt of Board of Education meeting minutes (accepting, escrowing, or rejecting offer).
2. Copy of Journal Ledger Proof from MUNIS accounting system demonstrating transfer of funds to **Fund 2, Project 162K**, if amount is being matched at the present time.

Return to:

Email: KETS-Offers@education.ky.gov (preferred method)

or

Mail: Kentucky Department of Education
300 Sower Blvd, 4th Fl, Frankfort, KY 40601
Attention: Caprice Gay

**Kentucky Department of Education
Division of Learning Services Services**

NOTICE OF SHORTENED SCHOOL DAY and/or WEEK

Date of Request: 8/21/23

Academic Year: 23-'24

Special Education Cooperative	GRREC		
District:	Breckinridge	District Number:	065
Director of Special Education:	Amy Flood	Phone Number:	(270) 756-3000
School:	Irvington Elementary		
Principal:	Brandon Hayes		

Student Information			
Full Name:	[REDACTED]	Disability:	Autism
Age:	[REDACTED]	SSID:	[REDACTED]

Teacher Information			
Full Name:		Grade Taught:	K through 5
Classroom Type:	MSD Classroom		
Special Education Code:			

Type of Request (Check all that apply):

- ☐ Shortened Week ☒ Shortened Day

Shortened School Week (SSW):

1a. What are the days of attendance for this student according to current IEP?

Half days on Monday, Wednesday & Thursday Full days on Tuesday & Friday
--

1b. Describe the reason(s) why this student requires a **Shortened School Week**:

Outside of school therapy

1c. Provide the typical beginning and ending time for students in this school?

BEGINNING TIME: ENDING TIME: Student will arrive at school on

1d. Provide the beginning and ending times for this student according to current IEP? Mon. & Wed. by 11⁰⁰

BEGINNING TIME: ENDING TIME: & on Thur. by 12⁰⁰

Shortened School Day (SSD):

2a. Describe the reason(s) why this student requires a **Shortened School Day**:

outside of school therapy

2b. Provide the typical beginning and ending time for students in this school?

BEGINNING TIME:

ENDING TIME:

2c. Provide the beginning and ending times for this student according to current IEP?

BEGINNING TIME:

ENDING TIME:

3. Is this student returning to school after being in a Home/Hospital Instruction Program?

☐ Yes

☒ No

If yes, describe circumstances:

4. Identify steps the ARC will take to promote full attendance for this student in the future?

The ARC will reconvene every quarter to address the continued need for shortened school day due to outside therapy.

5. Has a shortened school day been requested for this student in previous school years?

☒ Yes

☐ No

If yes, list the previous school year(s):

6. Is there a signed Physician statement:

☐ Yes

☒ No

running note from outside therapy agency

IMPORTANT

The district must maintain the following documentation for all Shortened School Days approved by the Local Board of Education:

Approval by the Local Board of Education (**STUDENT CONFIDENTIALITY** procedures **MUST** be followed when listing student information in the Local Board Minutes.);

Minutes of the ARC meeting documenting the ARC decision that a shortened school day is needed;

A copy of the student's IEP documenting the shortened school day; and

A copy of the Physician statement of the medical need.

FOR LOCAL USE ONLY

LOCAL BOE APPROVED:

☐

Yes

☐

No

DATE:

FOR KDE USE ONLY

WAIVER NO.:

DATE:

RECEIVED AT KDE:

DATE:

(Reviewer's Initials)

Breckinridge County 86 Airport Rd Breckinridge County Hardinsburg, KY 40143 (270)756-3000x3116		CONFERENCE SUMMARY REPORT	
Student's Full Name: [REDACTED]	SSID: [REDACTED]	ARC Date: 08/18/2023	
Date of Birth: [REDACTED]	Grade: 05		
School: Irvington Elementary School			

BASIS FOR THE ARC DECISIONS

I. DESCRIPTION OF EACH EVALUATION PROCEDURE, TEST, RECORD, OR REPORT USED AS BASIS FOR THE ARC DECISIONS. The following items were considered. (See attached explanation of evaluation procedures.):		
<input type="checkbox"/> Written Assessment Report Date: <input checked="" type="checkbox"/> Student Progress in Achieving IEP Goals <input type="checkbox"/> Intervention Data <input type="checkbox"/> Referral <input type="checkbox"/> Educational History <input type="checkbox"/> Developmental History <input type="checkbox"/> Vision Screening <input type="checkbox"/> Hearing Screening <input type="checkbox"/> Health Screening <input type="checkbox"/> Communication Screening <input type="checkbox"/> Cognitive Screening <input type="checkbox"/> Academic Performance Screening <input type="checkbox"/> Motor Screening <input type="checkbox"/> Social/Emotional Competence Screening <input type="checkbox"/> Motor Abilities <input type="checkbox"/> Multi-Year Course of Study	<input type="checkbox"/> Developmental Assessment <input type="checkbox"/> Behavior Observations <input type="checkbox"/> Communication Assessment <input type="checkbox"/> Receptive Language Assessment <input type="checkbox"/> Expressive Language Assessment <input type="checkbox"/> Speech Sound Production Assessment <input type="checkbox"/> Oral Mechanism Evaluation <input type="checkbox"/> Fluency Evaluation <input type="checkbox"/> Voice Evaluation <input type="checkbox"/> Augmentative Comm. Assessment <input type="checkbox"/> Hearing Evaluation <input type="checkbox"/> Vision Evaluation <input type="checkbox"/> Braille Skills Inventory <input type="checkbox"/> Individual Learning Plan (ILP) <input type="checkbox"/> Functional Vision/Learning Media Assessment <input type="checkbox"/> Perceptual Abilities Assessment <input type="checkbox"/> Other Data: (Specify Below if Any)	<input type="checkbox"/> Academic Performance Assessment <input type="checkbox"/> Physical Therapy Assessment <input type="checkbox"/> Occupational Therapy Assessment <input type="checkbox"/> Assistive Technology Evaluation <input type="checkbox"/> Social/Cultural Factors <input type="checkbox"/> Behavior Rating Scales <input type="checkbox"/> Adaptive Behavior Scale <input type="checkbox"/> Social Competence Assessment (Emotional/Behavioral) <input type="checkbox"/> Behavioral Data/Logs <input type="checkbox"/> Discipline Referral(s) <input type="checkbox"/> Functional Behavior Assessment (FBA) <input type="checkbox"/> Technical/Vocational Assessment <input type="checkbox"/> Individual Family Service Plan (IFSP) <input type="checkbox"/> Orientation and Mobility Assessment <input type="checkbox"/> Health/Medical Evaluation or Statement <input type="checkbox"/> Cognitive/Intellectual Assessment

II. DOCUMENT PARENT CONCERNS AND INPUT
See conference summary for parent input.

III. OPTIONS/ACTIONS CONSIDERED AND REASONS FOR THE DECISIONS
--

D. DISCIPLINARY REVIEW
*See Summary Notes Section

E. IEP DEVELOPED/REVIEWED/REVISED
• (A new IEP must be developed at least annually for continued eligibility).

- ☒ An Individual Education Program has been developed, reviewed, or revised.
- ☐ An Individual Education Program has been reviewed and remains appropriate until Annual Review.
- ☐ An Individual Education Program has NOT been developed, reviewed, or revised.

F. PLACEMENT OPTIONS AND DECISIONS

- Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):

Placement Option Considered	Accepted	Reason Accepted/Rejected
Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Because of the severity of [REDACTED] needs, she will need a quiet environment with small groups or one-to-one instruction in order for intense drill and practice, modeling, and correct verbal production. A regular education setting is unable to provide this for [REDACTED], even with accommodations and modifications. Providing all services in the general education environment was rejected due to not allowing for level of learning support that is needed.
Part-time general education and Part-time special education environment. (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Due to [REDACTED]'s severe communication, cognitive and social emotional delays, Emily needs to be in an intensive structured environment with small groups and one-to-one instruction to access the general education curriculum. To strengthen her social interactions skills, she will attend specials and recess with same aged peers with an assistant.
Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Consideration of Potential Harmful Effects

- ☐ There are no potential harmful effects of the placement on the child or on the quality of services needed by the child.
- ☐ Potential harmful effects identified and modifications to compensate are outlined below:

VI. OTHER FACTORS RELEVANT TO THE ACTION

Identified factors relevant to the action as follows specified below:

- ☒ None identified
- ☐ Identified factors relevant to the action as follows:

Student's Full Name: [REDACTED]

SSID: [REDACTED]

Birth Date: [REDACTED]

ARC Date: 08/18/2023

VII. ADMISSION AND RELEASE COMMITTEE MEMBERS

I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as parent of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education.

Parent(s)/Student*:

☒ Parent participated via alternate means.

Typed/Printed Name(s): [REDACTED]

*(if age 18 or older or younger if appropriate)

☐ Parents did not attend meeting. A copy of Parent Rights, if necessary, and appropriate Due Process forms were:

Date: _____

☐ Mailed ☐ Delivered by school personnel ☐ Sent home with student☐ Emailed ☐ Sent by fax

Brandon Hayes

ARC Chairperson

Signature

Sydney Frazier

Special Education
Teacher

Signature

Alyssa Coomes

General Education
Teacher

Signature

Katrina Diersing

Speech/Language
Therapist

Signature

Brienne Lawalin
(Google Meet)Occupational
Therapist

Signature

SUMMARY NOTES**Purpose of Meeting**

- To develop, review, and/or revise the student's IEP and make placement decisions
- Other: Amend service minutes

SUMMARY NOTES**Summary Notes**

Those in attendance were: District Representation ARC Chairperson (Brandon Hayes), General Education Teacher (Alyssa Coomes), Special Education Teacher (Sydney Fraizer), Speech/Language Therapist (Katrina Diersing), Occupational Therapist (Brianne Lawalin), Parent [REDACTED].

Introductions were made. A copy of the procedural safeguards was offered and explained. Mr. Hayes read over the procedural safeguards and mom listened and acknowledged she was provided them

The purpose of this meeting is to amend [REDACTED] current IEP to reflect a change in her service minutes and transportation change. In the 2022-2023 school year [REDACTED] was on a shortened school day (3 days a week) due to receiving outside therapy services. For the 2023-2024 school year, [REDACTED] time at school will be increased to attending half days on Monday, Wednesday and Thursday and full days on Tuesday and Friday. On the days that [REDACTED] will be attending school as half days she will be at school by approximately 11 on Monday and Wednesday and on Thursdays by 12.. The following statement has also been added to the Least Restrictive Environment and Supplementary Aides and Services sections: [REDACTED] is on a shortened school day due to receiving outside therapeutic services."

A notice of Shortened School Day form was completed and will be sent to the Breckinridge County Board of Education and also to Kentucky Department of Education.

The ARC agrees that [REDACTED] will be able to withstand this change and agrees to the change. The amendment will reflect a change in service minutes and a change in related services for transportation.

Written notices were sent home on August 16, 2023 for the initial meeting scheduled for August 21, 2023. Parent agreed to meet prior to 7 calendar days from the date of this notice.

Speech Therapist stated that [REDACTED] services are going to stay the same which are 30 minutes 8 times per month. Discusses that sometimes she gets triggered when coming in late and the things she works with her vary. She explained that she gets 30 minutes twice a week and sometimes she gets more just depends on the situation and setting. Often times she gets pulled to the speech room and sometimes she sees her in the classroom. They are trying to work more in the classroom with picture schedules and assist with transitions, etc.

Occupational Therapist stated [REDACTED] services are going to stay the same which are 20 minutes 3 times per month. States she sees [REDACTED] on Tuesday at noon. Focusing on the self help skills to make her more independent.

General Education Teacher stated that [REDACTED] does go to recess and special with her class.

Parent stated sees outside therapy for Speech, OT and PBIS for behavior. Mom states that she comes to school for the therapy and that she is more concerned with that than the academics like colors and numbers. Mom talks to OT about what one of the therapists works with her on identifying body parts and skills like that. They also work with her on feeding, washing hands, pulling pants up, etc.

Special transportation was updated to reflect [REDACTED] change in the amount of days she will be attending school.

Progress monitoring data will be sent to parents in conjunction with regular report cards.

Breckinridge County Schools will participate in non-traditional instruction days on select days that schools are closed for COVID-19, inclement weather, etc. Student work packets and/or Google Classroom Assignments will be created and utilized by classes to continue the momentum of learning on

The ARC determined there were no harmful effects as a result of today's discussion.

The next IEP will be due on/before 2/27/24.

Student's Full Name: [REDACTED]

SSID: [REDACTED]

Birth Date: [REDACTED]

ARC Date: 08/18/2023

SUMMARY NOTES
Parents had no further questions. A copy of all paperwork was provided to the parent.
Minutes were read by Brandon Hayes.

EVALUATION, PROCEDURE, TEST, RECORD, OR REPORT

Academic Performance Assessment is a systematic appraisal and analysis of a student's educational achievement in such areas as basic and content reading; reading comprehension; mathematics calculation, reasoning and application; written expression; oral expression; listening comprehension, learning preference and style, and work samples.

Adaptive Behavior Scales provides information relating to the attainment of skills that lead to independent functioning as an adult.

Assistive Technology Evaluation may include a functional evaluation in a child's customary environment, a determination of the type of technology required, and/or the need for instruction in the use of the assistive technology.

Augmentative Communication Assessment evaluates the need for an alternative system to support, enhance, or supplement the communication of a student.

Behavioral Data/Logs is a systematic method of documenting problematic behaviors over an extended period of time.

Behavioral Observations provide written documentation of a current pattern of behavior over time and across settings, including targeted behaviors, and are conducted in the environment in which the targeted behaviors occur.

Braille Skills Inventory is an assessment of a student's potential for reading and writing in Braille.

Cognitive/Intellectual Assessment gives an appraisal of the mental processes by which an individual acquires knowledge, including thinking, reasoning, and problem solving skills.

Communication Assessment measures any means (e.g., speech, sign language, gestures, and writing) by which a student relates experiences, ideas, knowledge, and feelings to another.

Developmental Assessment (Early Childhood) measures a preschool student's educational/developmental abilities in the areas of cognition, social-emotional, adaptive behavior, language, and motor.

Developmental History provides written documentation from parent/guardian regarding health or medical information; family factors; developmental milestones; relationships with peers/family and others; and parental observations and expectations of the child in the home, community, and school.

Discipline Referral(s) is a written report of behavior violation that is submitted to a principal or other school administrator for a decision of disciplinary action, if classroom discipline measures do not correct the misconduct or if the behavior is a serious offense.

Educational History may include school(s) attended, patterns of attendance, current level or grade placement, achievement data and grades, programs attended, and other relevant data.

Expressive Language Assessment measures the ability to process and express thought through language as well as same age peers of same community and examines the skills in the area of speaking.

Fluency Evaluation measures the flow or smoothness of connected speech.

Functional Behavior Assessment (FBA) analyzes the student's behavior to determine the function the behavior serves for the student. An FBA is a problem solving approach that enables the examiner to determine what is triggering and maintaining the inappropriate behavior.

Functional Vision/Learning Media Assessment includes formal and informal evaluation of the student's use of vision in performing a variety of activities throughout the school day (e.g., completion of tasks presented at a distance, travel through school). It is an objective process of systematically selecting learning and literacy media (e.g. effective print size and contrast and lighting requirements).

Health/Medical Evaluation or Statement refers to a report/documentation of (an) examination(s) by a licensed physician or other qualified health-care professional that verifies the diagnosis and nature of an illness or impairment and any limitations resulting from the illness or impairment.

Hearing Evaluation may include assessments of hearing acuity, speech discrimination, speech perception, and auditory processing. When the individual uses amplification, assessments may be conducted in both the unaided and aided conditions.

Individual Family Service Plan (IFSP) is a written plan based on family concerns that the parent(s) and those who provide First Steps services to a child develop to show what services the child will receive and how those services will help the child's developmental needs.

Intervention Data is a collection of ongoing progress monitoring data that provides objective information to determine which students are making adequate progress toward a specific goal and benefiting from the current intervention. These data assist with the decision to continue, modify, stop, or begin a different instructional intervention. Intervention data is collected weekly, biweekly, bimonthly or monthly, depending on the intensity of the intervention that is being provided. Sufficient data should be gathered to reliably determine progress.

EVALUATION, PROCEDURE, TEST, RECORD, OR REPORT

Motor Abilities involve the capacity to execute any movement by maneuvering one's body and/or limbs, which is necessary and essential to basic learning for a student's growth and development. (May include Occupational Therapy and/or Physical Therapy Assessments related to educational performance.)

Multi-Year Course of Study is a description of coursework from the student's current school year to the anticipated exit year designed to achieve the student's desired post-school goals.

Oral Mechanism Evaluation measures the ability of the oral motor structure and function to support speech.

Orientation and Mobility Assessment measures the ability of the student with visual limitations to travel safely and efficiently in familiar and unfamiliar environments.

Perceptual Abilities Assessment measures the student's visual-motor integration abilities.

Rating Scales measure a student's behavior in a variety of areas such as hyperactivity, inattention, impulsivity, depression and inappropriate behaviors across settings.

Receptive Language Assessment measures the ability to process and understand language as well as same age peers of the same community and examines the skills in the area of listening.

Referral means information about a student suspected of having a disability that is used by the ARC to help determine the need for an evaluation.

Screening means a systematic effort to identify physical and mental health barriers impacting the learning of an individual student.

Social Competence Assessment (emotional/behavioral) measures the student's adaptive behaviors in social situations and social skills that enable the student to meet environmental demands and to assume responsibility for his/her own welfare.

Social/Cultural Factors include relationships with peers, family, and others; dominant language of the student and the family and any cultural factors; expectations of the parents for the student in the home, school and community environments; services received in the community; economic influences; and the impact of home, school, and community.

Speech Sound Production is a disorder of the phonological system and/or its articulatory aspect and is characterized by speech that is difficult to understand or that calls attention to the production of speech. An evaluation includes but is not limited to administration of norm-referenced measure and functional procedures which assess use of speech sounds in conversation.

Student Progress in Achieving IEP Goals refers to data collected related to the performance of the student toward mastery of the IEP objectives.

Technical/Vocational Assessment may include general work habits; dexterity; following directions; working independently or with job support or accommodation(s); job interests or preferences; abilities (aptitude); other special needs; job-specific work skills; interpersonal relationships and socialization; and related work skills.

Vision Evaluation may include vision screening, functional vision evaluation, visual examination, and/or medical examination.

Voice Evaluation measures respiration, phonation and resonance regarding vocal quality and the appropriate use of voice throughout the day. This also includes a physical examination of the oral structure and a medical examination conducted by an appropriate medical professional (e.g. otolaryngologist).

Voice Evaluation measures respiration, phonation and resonance regarding vocal quality and the appropriate use of voice throughout the day. This also includes a physical examination of the oral structure and a medical examination conducted by an appropriate medical professional (e.g. otolaryngologist).

Written Assessment Report includes interpretations of each test or procedure used and gives an analysis of the student's strengths and weaknesses as they relate to his or her educational needs.

Student Name: [REDACTED]
DOB: [REDACTED]

KY IEP, Page 1
Date of ARC: 08/21/2023

Individual Education Program (IEP)

Breckinridge County
86 Airport Rd
Hardinsburg, KY 40143
(270)756-3000x3116

Plan Information			
Meeting Date: 08/21/2023	Start Date: 08/21/2023	End Date: 02/27/2024	
Special Ed Status: Active		Special Ed Setting: (K-14) <40% of the day general ed programs	
Primary Disability: Autism			

Plan Amendments	
Amended Section	Reason for Amendment
Education Plan	Update transportation and special education service minutes
Supp. Aids and Services	Statement added about shortened school day
Least Restrictive Environment	Statement added about shortened school day
Special Ed Services	Update services minutes
Related Services	Adjust special transportation

Student Information			
Student Name: [REDACTED]	DOB: [REDACTED]	Student Number: [REDACTED]	
Address: 507 S Woodlawn St Irvington, KY 40146		District of Residence:	
School of Attendance: Irvington Elementary School	Grade: 04	Gender: F	Race (Ethnicity Code): White

Present Level of Academic Achievement and Functional Performance
<p>Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum:</p> <p>(For preschool children include the effect on participation in appropriate activities. Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)</p> <p>Communication Status</p> <p><input type="checkbox"/> Performance commensurate with similar age peers</p> <p>Previously [REDACTED] reportedly says momma, ball, up, open, bye, hi, go, drink, push, hug, dance, trick or treat, shoes, book, more, eat, stinky, feet, down, cracker, cookie, candy, juice, push. Currently [REDACTED] is not using an increased variety of words however she has been observed to continue to use these words and the frequency of use of the words has increased with more intentional verbalizations. She will use words more often during routine and/or pleasurable activities (such as stinky, feet, cracker, cookie). According to her mom "bite", "out", and "lie" are the words she uses most frequently with a definite purpose. [REDACTED] has difficulty imitating new words when modeled but will repeat familiar words such as bye, go, bite with 75% accuracy. [REDACTED] has been observed to closely approximate signs for "more" and "again" with the following model and hand over hand assistance on initial trials. [REDACTED] will frequently use unconventional means of communication to get her wants and needs met and exhibits an ability to anticipate within normal routines. She will express she wants to "go" by retrieving her backpack and going to the door. Her mom reported that she will do the same thing at home by putting on her shoes and handing the adult her jacket. She will verbalize "bye" and imitate the word "backpack" during this action. [REDACTED] responds positively to setting a timer (for short intervals) followed by tangible/desired reward to redirect, complete an activity, or transition to new activity.</p> <p>Ms. Scobee reported that [REDACTED] will respond and understand non-verbal commands and participate in structured activities in the classroom setting following basic directions. She has some difficulty engaging in non-preferable activities and will become frustrated.</p> <p>Communication was previously targeted via expressive language and making choices via implementation of PECS. When involved with PECS, [REDACTED] will independently complete a request sequence on 8 of 10 opportunities across 5 different reinforcers when the book is: a) 5 feet away; b) 10 feet away; c) across the room as evidenced by direct measure, progress monitoring two times per month on her IEP.</p> <p>[REDACTED] will point to pictures to receive edible items but will not consistently present pictures to obtain an item. If not</p>

Present Level of Academic Achievement and Functional Performance

allowed to take the item by reaching or grabbing she frequently becomes frustrated and will refuse, engage in self harm or leave the area. Her mom reports that she no longer uses her PECS binder at home because she was not successful with it; however the binder is used in outpatient therapy on occasion. Goal has not been met however it is recommended to revise to include a multimodality approach and target development of a functional communication system through the use of a combination of signs/gestures, verbalizations, and picture icons.

When presented with 2-3 objects, [REDACTED] will verbally choose the desired object with 80% accuracy over 3 consecutive trials as evidenced by direct measure, two times per month, teacher data. [REDACTED] makes choices of preferred items by pointing and reaching with >90% accuracy. [REDACTED] met the criteria of making choices but does not verbalize her choice as her verbal skills are minimal and inconsistent. [REDACTED] has difficulty imitating gross/fine movements, sounds or new words. [REDACTED] exhibits more attempts to vocalize during functional activities and during movement. It is recommended to discontinue this goal to focus on pre-language skills such as turn taking and imitating facial movements and sounds.

[REDACTED] communication functioning was applied to an informal Communication Matrix targeting the following communication categories: Refuses, Obtains, Social and Information.

Level 3 UNCONVENTIONAL COMMUNICATION: She exhibits mastery for Unconventional Communication for C1-C9 skills. She was observed to use unconventional communication strategies for the following: refuses, rejects, more actions, requests new action, requests more objects, makes choices, requests new objects, requests attention and shows affection. Some examples of unconventional communication she uses is taking adults hand and leads to gain want/needs and retrieves items such as backpack, shoes, and jacket when she wants to leave.

Level 4 CONVENTIONAL COMMUNICATION: She exhibits 2 skills mastered (C1-refuses objects and C5-makes choices) and 6 skills emerging out of a possible 15 categories.

Level 5 CONCRETE SYMBOLS: She exhibits 2 out of 17 skills emerging

Level 6 ABSTRACT SYMBOLS: She exhibits 4 out of 17 skills emerging

Teacher input: Mrs. Scobee indicated [REDACTED] verbal speech has increased as she reports she will occasionally point to pictures and say word (such as color gray) and she will say vowels a, i, e, and o during class activities and verbalizations have noticeably increased that past month. Just recently she is beginning to indicate she is having a bowel movement using a combination of gestures and vocalization.

Parent Comments/Concerns: [REDACTED] indicated that [REDACTED] difficulty in communicating is a primary concern and she feels it is a source of frustration for [REDACTED]. [REDACTED] will use a few words and primarily uses gestures to communicate and exhibits significant frustration when she is not given her way. She does not successfully use pictures to communicate at home.

[REDACTED] exhibits significant communication deficits that adversely impact her ability to communicate wants and needs which adversely affects her academic achievement and social development in the school environment.

[REDACTED] would benefit from improved use of conventional communication through the increased use of words, signs and/or pictures in addition to targeting receptive language skills and decrease frustration by facilitating improved response to directions and if/then statements.

Annual: 2/28/24

ReEvaluation: 3-11-25

Academic Performance

- ☐ Performance commensurate with similar age peers

Annual progress sight word recognition choice of two: 1-10-23- 8 color and number words 29 list A sight words, 1/17/23 33 list A sight words. 1-23-23-absent, 1-31-23-snow day, 2-8-23-8 words. 2-14-23 8 color/number words and 25 sight A sight words, 2-22-23- 8 color and number words. On 1-27-23 said gray when asked to point and on 2-24-23 said gold when asked to point. [REDACTED] is consistently pointing to the numbers 2, 3 and 5. She is also pointing to the letters A, O, E, I, S. She has verbalized the S, I and E. [REDACTED] still gets frustrated easily and has difficulty waiting without screaming out. [REDACTED] has not made progress using paper/pencil work without hand over or hand under hand assistance. She has mastered using her name stamp on all paperwork completed with assistance in the classroom. [REDACTED] is significantly and consistently below same aged peers in all core content academic areas. These deficits in number recognition, counting, writing, sight word recognition and self calming will have an adverse affect within all areas within the general education curriculum.

Present Level of Academic Achievement and Functional Performance

Health, Vision, Hearing, Motor Abilities

☐

Not an area of concern at this time

Occupational Therapy:

Brianne Lawalin, OT, discussed progress with self-help skills. Strengths: come to OT for hugs and will attempt to communicate verbally at times. She has been observed to say many words and more/different words all the time. is able to self-regulate using sensory items the majority of the time (ie: trampoline, therapy ball, blankets, sequin pillow, oral motor tools, etc). She is able to open some food containers, feed herself and don shoes/socks. She is able to follow simple commands.

Over the past year, has worked on using the bathroom and completing steps of toileting and hand washing independently. Baseline required multiple verbal cues and assistance to complete toileting and hand washing tasks. Through the use of picture schedules, video modeling and decreasing prompts, requires verbal cues and assistance to complete these tasks. did not respond well to using a picture schedule. OT would point to pictures and either did not attend or would also point at the picture. requires verbal and sometimes visual prompts to complete tasks. She needs assistance to correctly position pull-up/pants when dressing herself about 50% of the time. Baseline: required assistance to open toothpaste, put toothpaste on brush and brush her teeth. Through the use of video modeling and decreasing prompts, is able to open toothpaste after a model. She needs assistance to squeeze paste onto brush. She tolerates OT brushing her teeth and likes to suck the water and toothpaste off the brush. She has briefly brushed her teeth but enjoys chewing on the brush. During attempted fine and visual motor tasks, attends briefly and then hits herself in the head in frustration. She needs assistance to trace and write.

Direct occupational therapy interventions in the school environment have not had a significant impact on these skills at this time. Symptoms related to her autism (decreased visual attention, motivation and understanding of these tasks) negatively impact her progress in these areas. needs are adequately met by staff in the classroom who can continue to assist her with becoming more independent with these skills and provide supervision needed. mother expressed concern regarding ability to perform tasks consistently and independently. She said that is not yet able to dress herself. is able to put her arms in a shirt after the shirt is put over her head. is able to pull pants up after assistance to put feet in leg holes.

Difficulty with dressing independently negatively impacts her ability to independently perform bathroom tasks wears a pull up and requires assistance changing clothes while in the bathroom.

Social and Emotional Status

☐

Performance commensurate with similar age peers

is full of energy and loves to move around within the classroom. She has made progress with staying seated to complete a task. When working on a task for reading, math and writing, she is given a picture schedule for completing 3 to five questions before being rewarded with her choice. will go up to students in the classroom and randomly say hi and/or hug. When she gets frustrated she will start with some self injurious behavior by banging her hands against her head. She will also scream out if she gets upset. She would rub her hands against her legs to calm herself. She is finding a new way to calm herself by washing her hands and water play to calm down. deficits in the area of social emotional skills have an adverse affect building peer relationships in the school environment.

General Intelligence

☐

Performance commensurate with similar age peers

Shelley Fentress, School Psychologist, attempted to administer the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) Nonverbal Index to on March 1, 2022. Due to level of functioning, she was unable to complete the assessment. did not give an appropriate response to items administered. When asked to point to the correct answer she would point to several response options. Examiner does not believe understood what was expected of her. is significantly and consistently below same aged peers in the area of general intelligence and this will negatively impact her in all academic areas in the general education curriculum.

Functional Vision/Learning Media Assessment

☒

Not an area of concern at this time

Functional Hearing, Listening, & Communication Assessment

☒

Not an area of concern at this time

Student Name: [REDACTED]

KY IEP, Page 4

DOB: [REDACTED]

Date of ARC: 08/21/2023

Present Level of Academic Achievement and Functional Performance

Transition Needs

- ☒ Not an area of concern at this time (Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students)

Check all areas of need as identified by the Admissions and Release Committee (More than one area may be checked.)

- | | |
|---|--|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Related services |
| <input type="checkbox"/> Community Experiences | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Daily Living Skills | <input type="checkbox"/> Post School Adult Living Objectives |
| <input type="checkbox"/> Functional Vocational Evaluation | |

Consideration of Special Factors for IEP Development

(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

Does the child's behavior impede his/her learning or that of others?

- ☒ Yes ☐ No

If Yes, consider, if appropriate, strategies, including positive behavioral intervention strategies and supports to address that behavior.

First/then, Giving a picture schedule to complete 3-5 question tasks to be rewarded with student choice.
Redirecting, self injurious behavior and using calming techniques/strategies

Does the child have limited English proficiency?

- ☐ Yes ☒ No

If Yes, what is the relationship of language needs to the IEP?

Is the child blind or visually impaired?

- ☐ Yes ☒ No

If Yes, the IEP Team must consider:

- Is instruction in Braille needed? ☐ Yes ☐ No
- Is use of Braille needed? ☐ Yes ☐ No
- Will Braille be the student's primary mode of communication? ☐ Yes ☐ No

(See evaluation data for supporting evidence.)

For Math & Science, student will need: (Please check one)

- ☐ Unified English Braille (UEB) only
☐ Unified English Braille (UEB) w Nemeth Code

Does the child have communication needs?

- ☒ Yes ☐ No

If Yes, specify below:

- ☒ See Present Levels for Communication Status
☐ Other (Specify):

Is the child deaf or hard of hearing?

- ☐ Yes ☒ No

If Yes, the IEP Team must consider:

• The child's language and communication needs; Describe:

- ☐ See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment.
☐ Other (Specify):

• Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:

Consideration of Special Factors for IEP Development

(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

- Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:

Are assistive technology devices and services necessary in order to implement the child's IEP?

☒ Yes ☐ No

If Yes, include appropriate devices in the 'Statement of Devices/Services' below.

adapted written and reading materials, adapted pencils and picture schedules.

Statement of Devices/Services: If the ARC answers Yes to any of the questions above, include a statement of services and or devices to be provided to address the above special factors.

- ☒ See Specially Designed Instruction
☒ See Supplemental Aids and Services
☐ See Behavior Intervention Plan
☐ Other (Specify):

Measurable Annual Goals and Benchmarks

Annual Measurable Goal (# 1):

When given 10 functional sight word visuals, [REDACTED] will verbalize 8 out of 10 sight words as measured through direct measure every two weeks by teacher checklist/progress data

Method(s) of Measurement:

Direct Measures

Specially Designed Instruction:

modeling, repetitive practice, direct instruction, small group and one on one instruction.

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

☐ Education/training ☐ Employment ☐ Independent living

Benchmarks/Short-Term Instructional Objectives

Annual Measurable Goal (# 2):

When working on the visual calendar, [REDACTED] will verbalize the month of the year, day of the week and date for three consecutive probes as measured by weekly

Method(s) of Measurement:

Specially Designed Instruction:

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

☐ Education/training ☐ Employment ☐ Independent living

Measurable Annual Goals and Benchmarks
Benchmarks/Short-Term Instructional Objectives
<p>Annual Measurable Goal (# 3):</p> <p>When [REDACTED] becomes upset, frustrated, or angry, he will use a self-regulation/coping strategy (movement break, deep breathing, quiet space break, deep pressure/heavy work activity, etc.) to avoid engaging in an unexpected behavior, with one reminder, on 4 out of 5 opportunities, as measured by observations and documentation.</p> <p>Method(s) of Measurement:</p> <p>Indirect Measures</p> <p>Specially Designed Instruction:</p> <p>small group, one on one, modeling, role play strategies, calming techniques/strategies, repetitive practice.</p> <p>For the IEP to be in effect by the child's 16th birthday and thereafter:</p> <p>This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:</p> <p><input type="checkbox"/> Education/training <input type="checkbox"/> Employment <input type="checkbox"/> Independent living</p>
Benchmarks/Short-Term Instructional Objectives
<p>Annual Measurable Goal (# 4):</p> <p>When clothes are set up/laid out for [REDACTED], she will put her pants and shirt on independently on 3/4 trials as measured by teacher therapist observation and rubrics.</p> <p>Method(s) of Measurement:</p> <p>Direct Measures, Indirect Measures</p> <p>Specially Designed Instruction:</p> <p>video modeling, graded assistance and cueing, backward chaining</p> <p>For the IEP to be in effect by the child's 16th birthday and thereafter:</p> <p>This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:</p> <p><input type="checkbox"/> Education/training <input type="checkbox"/> Employment <input type="checkbox"/> Independent living</p>
Benchmarks/Short-Term Instructional Objectives
<p>Annual Measurable Goal (# 5):</p> <p>Communication: [REDACTED] will independently use conventional communication to request wants/needs or to comment using words, sign and/or picture on 4 out of 5 opportunities on two consecutive sessions as evidenced by indirect and direct measure, monthly progress monitoring.</p> <p>Method(s) of Measurement:</p> <p>Direct Measures, Indirect Measures</p> <p>Specially Designed Instruction:</p> <p>modeling hand over hand assistance role playing peer modeling guided practice verbal and physical cues</p>

Student Name: [REDACTED]
DOB: [REDACTED]

Measurable Annual Goals and Benchmarks

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

☐ Education/training ☐ Employment ☐ Independent living

Benchmarks/Short-Term Instructional Objectives

Annual Measurable Goal (# 6):

Communicaiton: [REDACTED] will respond to if/then statements by performing action requested on 4 out of 5 trials opportunities on two consecutive sessions as evidenced by indirect and direct measure, monthly progress monitoring.

Method(s) of Measurement:

Direct Measures, Indirect Measures

Specially Designed Instruction:

modeling
hand over hand assistance
role playing
peer modeling
guided practice
verbal and phsical cues

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

☐ Education/training ☐ Employment ☐ Independent living

Benchmarks/Short-Term Instructional Objectives

1. [REDACTED] will respond to if/then statements by performing action of imitating facial movements as requested on 4 out of 5 trials on two consecutive sessions as evidenced by indirect and direct measure, monthly progress monitoring.

2. [REDACTED] will respond to if/then statements by performing action of imitating bilabial sounds as requested on 4 out of 5 trials on two consecutive sessions as evidenced by indirect and direct measure, monthly progress monitoring.

3. [REDACTED] will perform turn taking activity as requested on 4 out of 5 trials on two consecutive sessions as evidenced by indirect and direct measure, monthly progress monitoring.

Reporting Progress

- ☒ Concurrent with the Issuance of Report Cards
☐ Other, specify

Supplementary Aids and Services

Statement of Supplementary Aids and Services, to be provided to the child or on behalf of the child.

Visual support for completing classroom routines. adapted scissors American Sign Language Communication boards/books/cards Communication systems Establishing and maintaining eye contact Picture based communication Switch activated devices Visual, written, tactual, verbal, physical, picture prompts and cues sensory items manipulatives Adapted reading and written materials name stamp

[REDACTED] is on a shortened school day due to receiving outside therapeutic services.

Accommodations for Administration of State Assessments and Assessments in the Classroom

☐ ARC determined no accommodations needed.

In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom assessment as well as meet all additional requirements established by the ***Inclusion of Special Populations in the State-Required Assessment and Accountability Programs, 703 KAR 5:070*** document.

NOTE The Kentucky Administrative Regulations regarding accommodations on state testing dictate whether a student may use a particular accommodation during the administration of state tests. Any IEP test accommodation that the regulations determine will invalidate a particular test or type of test ***shall not*** be utilized in administration of such tests to the student.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Paraphrasing | <input checked="" type="checkbox"/> Scribes |
| <input checked="" type="checkbox"/> Manipulatives | <input type="checkbox"/> Use of Technology |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Large Print |
| <input checked="" type="checkbox"/> Reinforcement and behavior modification strategies | |
| <input checked="" type="checkbox"/> Readers (Select one) | <input checked="" type="checkbox"/> Extended time (Select one) |
| <input type="checkbox"/> Online/Text Reader | <input type="checkbox"/> Time and a Half |
| <input checked="" type="checkbox"/> Human Reader | <input checked="" type="checkbox"/> Double Time |
| <input type="checkbox"/> Interpreters (Select one) | <input type="checkbox"/> Calculator (Select one) |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Online Calculator |
| <input type="checkbox"/> Other Language, specify: | <input type="checkbox"/> Handheld Calculator |
| | <input type="checkbox"/> Special Calculator, specify: |
| <input type="checkbox"/> Other, specify: | |

Kentucky Alternate Assessment Participation Guidelines Documentation Form

****For further clarification of terms used in this worksheet, please refer to the Guidance for Admissions & Release Committee(ARCs) on Participation Decisions for the KY Alternate Assessment.**

****All answers to Participation Criterion must be answered Yes in order to be eligible to participate in the KY Alternate Assessment.**

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. <i>If yes</i>, indicate below when the Guide was provided to the parents. <i>If no</i>, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.</p> <p> <input checked="" type="checkbox"/> Prior to Meeting <input type="checkbox"/> During Meeting <input type="checkbox"/> Other Date Guide Provided to Parents: <u>02/06/2023</u> </p>	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The Admissions and Release Committee has explained the difference between an <u>Alternative High School Diploma (704KAR 3:305)</u> and a <u>Regular High School Diploma</u> to all members of the ARC.</p> <p>Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.</p>	
Participation Criterion #1 (questions to determine eligibility):	Response (Answer to Criterion):	Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)
<p>1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Is a current Individual Education Program (IEP) in place or being developed for the student?</p>	<p><input type="checkbox"/> If NO to either question. Stop here. The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved</p>	<p><input checked="" type="checkbox"/> Evaluation Data Date: 03/11/2022</p> <p><input checked="" type="checkbox"/> Disability Eligibility Determination Form (required) Date: 03/11/2022</p> <p><input checked="" type="checkbox"/> Individual Education Program (required) Date: 03/28/2023</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. <input checked="" type="checkbox"/> If YES to both. If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, continue to Criterion #2.	<input type="checkbox"/> Other
Participation Criterion #2:	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. The student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, <i>even with</i> program modifications and accommodations.</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> If NO to either question. Stop here. The student does not have a significant cognitive disability. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. <input checked="" type="checkbox"/> If YES to both. Continue to Criterion #3.	<input checked="" type="checkbox"/> Evaluation Data (required) Date: 03/11/2022 <input checked="" type="checkbox"/> Individual Education Program (required) Date: 02/28/2023 <input checked="" type="checkbox"/> Previous IEP (required if available) Date: 03/11/2022 <input checked="" type="checkbox"/> Progress Monitoring Data (required) 10-12-21- 11 words 1 out of 3 times 10/19/21-30 words 1 out of 3 times 10/27/21-24 words 1 out of 3 times 11-5-21- 11 words 1 out of 3 times 11/12/21- 9 words 1 out of 3 times 11/19/21- 10 words 1 out of 3 times 11/30/21-11 words 1 out of 3 times 12/7/21-6 words 1 out of 3 times <input type="checkbox"/> Teacher Observations (optional) <input type="checkbox"/> Other <input type="checkbox"/> Supporting Comments (optional)
Participation Criterion #3:	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning.</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> NO to either question. Stop here. The ARC determines that the student does not require direct instruction across multiple settings and/or accommodations, modifications, and supports that exceed what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general	<input checked="" type="checkbox"/> Evaluation Data Date: 03/11/2022 <input checked="" type="checkbox"/> Disability Eligibility Determination Form Date: 03/11/2022 <input checked="" type="checkbox"/> Individual Education Program (required) Date: 02/28/2023 <input checked="" type="checkbox"/> Progress Monitoring (required) <input type="checkbox"/> Assistive Technology Consideration

	<p>assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary</p> <p><input checked="" type="checkbox"/> Yes to both. The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that do exceed what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. Continue to Criterion #4.</p>	<p>Guide (optional) Date:</p> <p><input checked="" type="checkbox"/> Documentation of Accommodations Determination (required) Date: 02/28/2023</p> <p><input checked="" type="checkbox"/> Parent Input (required) Parent input was documented in the conference summary notes dated 2/28/23</p> <p><input type="checkbox"/> Teacher Observations</p> <p><input type="checkbox"/> Other</p>
Participation Criterion #4:	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. Did the ARC carefully consider (check as considered) each of these items:</p> <p><input checked="" type="checkbox"/> Excessive or extended absences</p> <p><input checked="" type="checkbox"/> Disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment</p> <p><input checked="" type="checkbox"/> Native language, social, cultural, and economic differences</p> <p><input checked="" type="checkbox"/> Those identified as English Language Learners (ELL)</p> <p><input checked="" type="checkbox"/> Pre-determined poor performance on the grade-level assessment</p> <p><input checked="" type="checkbox"/> The student displays disruptive behaviors or experiences emotional duress during testing</p> <p><input checked="" type="checkbox"/> Administrator decision</p> <p><input checked="" type="checkbox"/> Educational placement or instructional setting</p> <p>2. The ARC's decision for the student to participate in the KY Alternate Assessment is not primarily the result of any of the exclusions listed above.</p> <p><input checked="" type="checkbox"/> Yes (Agree) <input type="checkbox"/> No</p>	<p><input type="checkbox"/> If NO to either question. Stop here. Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.</p> <p><input checked="" type="checkbox"/> If YES to both. All necessary exclusions were considered. Continue to ARC Eligibility Determination.</p>	<p><input type="checkbox"/> Supporting Comments (optional)</p>
ARC Eligibility Determination:	Response (Answer to Eligibility Determination):	Statement of Eligibility
<p>1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above.</p> <p>All data sources referenced can be verified with supporting documentation.</p>	<p><input type="checkbox"/> NO. Stop here. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and</p>	<p><input checked="" type="checkbox"/> Supporting Comments (required) supporting comments documented in conference summary notes dated 2/28/23</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	conference summary: <input checked="" type="checkbox"/> Yes. All participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment. Continue with documentation form below.	
Documentation Questions:	Response (Answer to Documentation Questions):	Sources of Evidence and Justification
1. The ARC reviewed and completed the Learner Characteristic Inventory (LCI) for the individual student? (See LCI Attachment below) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 2. Is receptive and expressive communication addressed in the IEP? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> If No to either. Stop here if the ARC has not reviewed or completed the LCI. The ARC must complete the LCI before completing this documentation form. If student is found eligible, an ARC must convene to develop a (or review current) communication plan as part of the student's IEP. <input type="checkbox"/> If Yes to both. Continue with documentation form below.	<input checked="" type="checkbox"/> Learner Characteristics Inventory (required) Date: 02/28/2023 <input checked="" type="checkbox"/> Individual Education Program (required) Date: 02/28/2023
ADDITIONAL COMMENTS HERE		

Kentucky Department of Education definition of a student with a significant cognitive disability:

As outlined in the Kentucky Alternate Assessment Participation Guidelines Documentation form, students with the most significant cognitive disabilities:

- Meet eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, multiple disabilities),
- Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications and accommodations,
- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
- Have a significant cognitive disability that is not primarily the result of:
 - excessive or extended absences
 - disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
 - native language, social, cultural, and economic differences,
 - those identified as English Learners (EL)
 - pre-determined poor performance on the grade-level assessment
 - the student displays disruptive behaviors or experiences emotional duress during testing
 - administrator decision
 - educational environment or instructional setting

Learner Characteristics Inventory
1. Student's primary IDEA disability label: <input type="checkbox"/> Intellectual disability <input type="checkbox"/> Multiple disabilities <input checked="" type="checkbox"/> Autism <input type="checkbox"/> Speech or Language Impairment <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Visual impairment, including blindness

Learner Characteristics Inventory

- ☐ Traumatic brain injury
- ☐ Emotional disability
- ☐ Deaf-blindness
- ☐ Other health impairment
- ☐ Orthopedic impairment
- ☐ Specific learning disability
- ☐ Other

2. Is your student's primary language a language other than English?

- ☐ Yes
- ☒ No

3. What is the student's primary classroom setting?

- ☐ Special school
- ☒ Regular school, *self-contained special education classroom*, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- ☐ Regular school, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).
- ☐ Regular school, *resources room/general education class*, students receive resource room services, but are in general education classes 40% or more of the school day.
- ☐ Regular school, *general education class inclusive/collaborative* (students based in general education classes) - at least 80% of the school day is spent in general education classes.

4. Expressive Communication (check the best description)

- ☐ Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- ☒ Uses intentional communication, but not as a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- ☐ Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. Does your student use oral speech to communicate? (Student uses his/her vocal cords to produce words)

- ☒ Yes
- ☐ No

6. Does your student use an augmentative communication system in addition to or in place of oral speech?

- ☒ Yes
- ☐ No

7. Receptive Language (check the best description)

- ☐ Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- ☒ Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- ☐ Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.

Learner Characteristics Inventory

- ☐ Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell.)

8. Motor (check the best description)

- ☒ No significant motor dysfunction that requires adaptations.
- ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- ☐ Needs personal assistance for most/all motor activities.

9. Engagement (check the best description)

- ☐ Initiates and sustains social interactions.
- ☒ Responds with social interaction, but does not initiate or sustain social interactions.
- ☐ Alerts to others.
- ☐ Does not alert to others.

10. Health Issues/Attendance (check the best description)

- ☒ Attends at least 90% of school days.
- ☐ Attends approximately 75% of school days; absences primarily due to health issues.
- ☐ Attends approximately 50% or less of school days; absences primarily due to health issues.
- ☐ Receives Homebound Instruction due to health issues.
- ☐ Highly irregular attendance or homebound instruction due to issues *other than* health.

11. Reading (check the best description)

- ☐ Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.)
- ☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- ☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- ☐ Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- ☒ No observable awareness of print or Braille.

12. Mathematics (check the best description)

- ☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- ☐ Does computational procedures with or without a calculator.
- ☒ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- ☐ Counts by rote to 5
- ☐ No observable awareness or use of numbers.

Program Modifications/Supports for school personnel that will be provided

Supports for school personnel:

Therapists will train staff to ensure carryover within the classroom.

- ☐ Not needed at this time

Least Restrictive Environment (LRE) and General Education
<p>Explain the extent, if any, to which the student will not participate in general education (content area):</p> <p>[REDACTED] is consistently and significantly below same aged peers in all core content general education classes. She needs intensive structured learning within a small MSD classroom environment. Speech therapy will be provided during functional activities schoolwide and/or resource room/MSD classroom.</p> <p>[REDACTED] is on a shortened school day due to receiving outside therapeutic services. She will be attending school on half days on Monday, Wednesday and Thursday and full days on Tuesday and Friday.</p>

Special Education Services							
Type of Service	Anticipated Frequency and Duration of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (Per Service Frequency)	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date		
Special Education	198.0 minutes	5.0 times per	week	08/21/2023	02/27/2024	Special Ed Teacher	MSD Classroom

Related Services							
Type of Service	Anticipated Frequency and Duration of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (Per Service Frequency)	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date		
Occupational Therapy	20.0 minutes	3.0 times per	month	08/21/2023	02/27/2024	Occupational Therapist	resource/MSD classroom
Speech/Language Therapy	30.0 minutes	8.0 times per	month	08/21/2023	02/27/2024	Speech Language Pathologist	school wide/resource/MSD classroom
Transportation (No Lift)	15.0 minutes	2.0 times per	day	08/21/2023	02/27/2024	Transportation (no lift)	Bus

Extended School Year
<p>Are extended school year services required for this student?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> More data needed </p> <p>If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision.</p> <p>ESY (Extended School Year service) was discussed, and she is not eligible for this service due to IEP progress reflecting recoupment of skills after extended school breaks.</p>

OUT OF STATE
FIELD TRIP REQUEST FORM

Class Softball Team School BCHS

Responsible Teacher(s) Kristen Swanson

Phone Extension 8128

Destination North Myrtle Beach SC

Date of Trip March 29 - April 6 2024

Time of Departure _____ Time of Return _____

Justification/Connection to Curriculum: _____

BCHS Lady Tiger Softball Team Out of State Spring
Break Tournament

Follow Up Activities: _____

Lunch Arrangements _____

Total Number of Passengers (Including Chaperones, Teachers, etc.) 16 athletes
4 coaches

Bus Drivers Name (s) Kristen Swanson

Michelle Acadia's (2-) Dustin White Alysa Coomes

Stephanie Barr Patrick Lucas

Principal's Signature _____ Date 10-12-23

Forward request to Mike Harned after Principal's approval.

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OUT OF STATE
FIELD TRIP REQUEST FORM

Class Reading Challenge Winner School BCMS

Responsible Teacher(s) Jody Compton

Phone Extension 8190

Destination Corydon Cinemas

Date of Trip Nov 17, 2023

Time of Departure 8:30 Time of Return 2:00

Justification/Connection to Curriculum:

Reading Challenge Reward to see the sequel of
He Hunger Games book series.

Follow Up Activities: Continue participating in future

challenges.

Lunch Arrangements see lunch @ Hayswood park.

Total Number of Passengers (Including Chaperones, Teachers, etc.) _____

Bus Drivers Name (s) Alex Lowell

Rand Howard

Brenda Ball

[Signature]
Principal's Signature Date 11/10/23

Forward request to Richard Butler after Principal's approval.