

## AGENDA

### REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD  
MAX D. WALKER ADMINISTRATION BUILDING  
35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FLORIDA

July 31, 2012

IMMEDIATELY FOLLOWING TENTATIVE BUDGET HEARING AT 6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

#### ITEMS FOR CONSENT

#### 5. REVIEW OF MINUTES – **SEE ATTACHMENT**

- a. June 26, 2012, 4:30 p.m. – School Board Workshop
- b. June 26, 2012, 6:00 p.m. – Regular School Board Meeting
- c. July 10, 2012, 4:00 p.m. – School Board Workshop
- d. July 17, 2012, 6:00 p.m. - Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

#### 6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #8**

- a. Personnel 2011 – 2012

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2012 – 2013

ACTION REQUESTED: The Superintendent recommends approval.

#### 7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Budget Amendment Number Thirty-One – **SEE PAGE #13**

Fund Source: 420 (Federal) Funds

Amount: \$0.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Budget Amendment Number Thirty-Four – **SEE PAGE #35**  
Fund Source: 300 (Capital) Funds  
Amount: \$-72,705.68  
ACTION REQUESTED: The Superintendent recommends approval.
- c. Budget Amendment Number Thirty-Five - **SEE PAGE #40**  
Fund Source: 434 (Federal ARRA) Funds  
Amount: \$0.00  
ACTION REQUESTED: The Superintendent recommends approval.
- d. Budget Amendment Number Thirty-Six – **SEE PAGE #46**  
Fund Source: 410 (School Food Service) Funds  
Amount: \$184,718.03  
ACTION REQUESTED: The Superintendent recommends approval.
- e. Transfer from Capital Improvements Fund to General Fund for Maintenance  
**SEE PAGE #49**  
Fund Source: Capital Improvements Fund #379  
Amount: \$750,000.00  
ACTION REQUESTED: The Superintendent recommends approval.
- f. Honeywell Energy Cost Avoidance Report – **SEE PAGE #53**  
Fund Source: N/A  
Amount: N/A  
ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

- a. Honeywell Contracted Services - **SEE PAGE #84**  
Fund Source: Capital Improvements  
Amount: \$99,792.75  
ACTION REQUESTED: The Superintendent recommends approval.
- b. Contracted Services from General Fund - **SEE PAGE #86**  
Fund Source: General Fund  
Amount: \$23,950.00  
ACTION REQUESTED: The Superintendent recommends approval.
- c. Contracted Services for Educational Software – **SEE PAGE #89**  
Fund Source: General Fund  
Amount: \$44,031.71  
ACTION REQUESTED: The Superintendent recommends approval.



- d. Contracted Services to Fund Parent Link - **SEE PAGE #92**
- Fund Source: General Fund  
Amount: \$18,033.00
- ACTION REQUESTED: The Superintendent recommends approval.
- e. Purchase Order for School Accreditation Fees – **SEE PAGE #94**
- Fund Source: General Fund  
Amount: \$8,450.00
- ACTION REQUESTED: The Superintendent recommends approval.
- f. Contracted Services – **SEE PAGE #96**
- Fund Source: Food Service  
Amount: \$1,564,525.00
- ACTION REQUESTED: The Superintendent recommends approval.
- g. Contracted Services – **SEE PAGE #105**
- Fund Source: General Fund  
Amount: \$417,926.36
- ACTION REQUESTED: The Superintendent recommends approval.
- h. Contracted Services - **SEE PAGE #109**
- |                           |                     |            |
|---------------------------|---------------------|------------|
| Fund Source: General Fund | Capital Improvement | Federal    |
| Amount: \$57,000.00       | \$12,267.26         | \$6,978.00 |
- ACTION REQUESTED: The Superintendent recommends approval.
- i. Contracted Services – **SEE PAGE #116**
- Fund Source: General Fund  
Amount: \$180,500.00
- ACTION REQUESTED: The Superintendent recommends approval.
- j. Contracted Services – **SEE PAGE #125**
- Fund Source: General Fund  
Amount: \$91,475.08
- ACTION REQUESTED: The Superintendent recommends approval.
- k. Exceptional Student Education Policies and Procedures (SP&P)  
**SEE PAGE #144**
- Fund Source: N/A  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.

- l. Cooperative Agreement For Inter-County Transfer Of Exceptional Students Between Leon County School Board And Gadsden County School Board  
**SEE PAGE #148**
- Fund Source: State FTE Funds  
Amount: (determined by formula)
- ACTION REQUESTED: The Superintendent recommends approval.
- m. Contracted Services with Speech/Language Pathologist Joy Scharein & The Gadsden County School Board – **SEE PAGE #153**
- Fund Source: FEFP Dollars  
Amount: \$65,000.00
- ACTION REQUESTED: The Superintendent recommends approval.
- n. Contracted Music Therapy with Hakeem Leonard, MT-BC of Healing Hearts  
**SEE PAGE #160**
- Fund Source: IDEA  
Amount: \$22,000.00
- ACTION REQUESTED: The Superintendent recommends approval.
- o. Memorandum of Agreement Between Redlands Christian Migrant Association (RCMA) Head Start and Gadsden County School Board – **SEE PAGE #166**
- Fund Source: FEFP Dollars for therapy provided to identified children  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- p. Agreement Between the Gadsden County Public Schools and Independent Contractor for Occupational Therapy Services – Makesha Bush, OTR/L  
**SEE PAGE #169**
- Fund Source: FEFP Dollars  
Amount: \$58.00 (per hour for actual hours worked)
- ACTION REQUESTED: The Superintendent recommends approval.
- q. Contract Between the School Board of Gadsden County and Art Therapist, Beth Bostick-Cox – **SEE PAGE #174**
- Fund Source: IDEA  
Amount: \$15,500.00
- ACTION REQUESTED: The Superintendent recommends approval.
- r. Contractor with Behavior Management Consultants, Inc. & Gadsden County School Board – **SEE PAGE #179**
- Fund Source: Individuals with Disabilities Education Act (IDEA)  
Amount: \$50,000.00 (not to exceed)
- ACTION REQUESTED: The Superintendent recommends approval.

- s. Agreement Between the School Board of Gadsden County and the School Board of Seminole County (Medicaid Administrative Claiming) – **SEE PAGE #188**
- Fund Source: Medicaid  
Amount: \$9.00 Per Random Sampling Form
- ACTION REQUESTED: The Superintendent recommends approval.
- t. Contractor for Medical Flex Spending Account – **SEE PAGE #196**
- Fund Source: N/A  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- u. Tracking Student Assessment Data – **SEE PAGE #217**
- Fund Source: General Fund (\$3,327) and Federal (\$59,020.50)  
Amount: \$62,348.00
- ACTION REQUESTED: The Superintendent recommends approval.
- v. Purchase of Textbooks/E-Book Download Subscription – **SEE PAGE #219**
- Fund Source: General Fund  
Amount: \$10,965.35
- ACTION REQUESTED: The Superintendent recommends approval.
- w. Purchase of Textbooks/E-Book Download Subscription – **SEE PAGE #222**
- Fund Source: General Fund  
Amount: \$204,465.00
- ACTION REQUESTED: The Superintendent recommends approval.
- x. Purchase of Textbooks/Academic Software Subscription – **SEE PAGE #229**
- Fund Source: General Fund (\$344,852.82) and Federal (\$7,200.00)  
Amount: \$352,052.82
- ACTION REQUESTED: The Superintendent recommends approval.
- y. Updates to School Board Policies – **SEE PAGE #243**
- Fund Source: General Fund  
Amount: \$16,820.00
- ACTION REQUESTED: The Superintendent recommends approval.
- z. Health Insurance Contracts for 2012 – 2013 – **SEE PAGE #246**
- Fund Source: All Funds With Payroll  
Amount: Varies by Type of Coverage
- |            |  |
|------------|--|
| Employees: | For “Employee Only” with CHP – decrease \$ .25 / month   |
| Board:     | For “Employee Only” with CHP – increase \$21.93 / month  |
| Employees: | For “Employee Only” with BCBS – increase \$38.50 / month |
| Board:     | For “Employee Only” with BCBS – decrease \$31.28 / month |
- ACTION REQUESTED: The Superintendent recommends approval.

- aa. Insurance – General Liability, Auto, Property and Workers Compensation for 2012 – 2013 – **SEE PAGE #249**

Fund Source: General Fund for General Liability, Auto Liability, Auto Physical Damage, and Property. Workers Compensation Premiums are tied to employee's funding source by individual.

Amount: \$836,387.00 based on 2012 – 2013

ACTION REQUESTED: The Superintendent recommends approval.

- bb. School Food Service Membership in POWER Buying Group – **SEE PAGE #262**

Fund Source: School Food Service

Amount: \$3,400.00 in dues

ACTION REQUESTED: The Superintendent recommends approval.

- cc. Contract for School Food Service with Mathematica in Response to Requirement of USDA – **SEE PAGE #272**

Fund Source: School Food Service

Amount: No Cost

ACTION REQUESTED: The Superintendent recommends approval.

- dd. Gadsden County School Board Head Start 2012 – 2013 Refunding Application and Program Improvement Plan – **SEE PAGE #455**

Fund Source: Head Start

Amount: \$2,042,425.00

ACTION REQUESTED: The Superintendent recommends approval.

- ee. Purchase of the District Wide Student Information System – **SEE PAGE#536**

Fund Source: RTTT

Amount: \$160,909.00

General

\$22,276.00

ACTION REQUESTED: The Superintendent recommends approval.

- ff. The School Board of Gadsden County, Contract With Independent Contractor Janice M. Gilchriest – **SEE PAGE #611**

Fund Source: IDEA Dollars

Amount: \$40,500.00 (est.)

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS – **SEE ATTACHMENT**

- a. Student Transfers – See back-up material

ACTION REQUESTED: The Superintendent recommends approval.

10. SCHOOL FACILITY/PROPERTY

- a. Request to Delete from Capital Assets and Sale to Highest Bidder Motor Vehicles (2-FORD Crown Vic) – **SEE PAGE #615**

Fund Source: Applicable Funds  
Amount: \$21,970.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Request to Delete from Capital Assets and sale to Tallahassee Community College - **SEE PAGE #618**

Fund Source: Applicable Funds  
Amount: \$57,466.00

ACTION REQUESTED: The Superintendent recommends approval.

11. EDUCATIONAL ISSUES

- a. Gadsden District K-12 Comprehensive Reading Plan – **SEE PAGE #621**

Fund Source: FEFP  
Amount: \$344,791.00

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

12. CONSIDERATION, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE RULES AND RELATED MATTERS

- a. Approval of School Board Policy 2.25 (subsection Code of Student Conduct) **SEE PAGE #761**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

14. SCHOOL BOARD REQUESTS AND CONCERNS

15. ADJOURNMENT

# The School Board of Gadsden County



*"Building A Brighter Future"*

**Reginald C. James**  
SUPERINTENDENT  
OF SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FLORIDA 32351  
TEL: (850) 627-9651  
FAX: (850) 627-2760  
www.gcps.k12.fl.us

July 31, 2012

The School Board of  
Gadsden County, Florida  
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

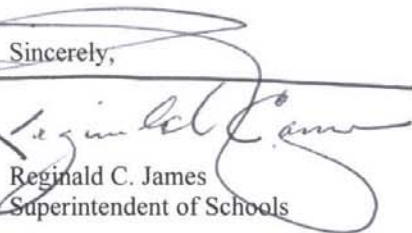
**Item 6A Instructional and Non-Instructional Personnel 2011/2012**

**Item 6B Instructional and Non-Instructional Personnel 2012/2013**

The following reflects the total number of full-time employees in this school district for the 2011/2012 school term, as of July 31, 2012.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees July 2012</u>
Classroom Teachers and Other Certified	120 & 130	419.25
Administrators	110	50.75
Non-Instructional	150, 160, & 170	394.00
		864.00

Sincerely,

  
Reginald C. James  
Superintendent of Schools

Eric F. Hinson  
DISTRICT NO. 1  
HAVANA, FL 32333  
MIDWAY, FL 32343

Judge B. Helms, Jr.  
DISTRICT NO. 2  
QUINCY, FL 32351  
HAVANA, FL 32333

Isaac Simmons, Jr.  
DISTRICT NO. 3  
CHATTahoochee, FL 32324  
GREENSBORO, FL 32330

Charlie D. Frost  
DISTRICT NO. 4  
GRETN, FL 32332  
QUINCY, FL 32352

Roger P. Milton  
DISTRICT NO. 5  
QUINCY, FL 32351

**BOARD MEETS FOURTH TUESDAY OF EACH MONTH**  
EQUAL OPPORTUNITY EMPLOYER

**REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:**

**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Hayman, Lauren	CES	Teacher	06/11/2012
Easley, Karlisa	GWM	Teacher	06/11/2012
Formman, Keyshonara*	CES	Ed Para	06/11/2012
Frances, Carolyn*	JASMS	Teacher	06/11/2012
Jones, Hasan	SSES	Ed Paraprofessional	06/11/2012
Jones, Nakia	GRES	Teacher	06/11/2012
Lewis, Kourtney	GTI	Job Devp Counselor	07/31/2012
Lockett, Ida	EGHS	Counselor	06/11/2012
Peterson, Brenda	GRES	Ed Para	06/11/2012
Peterson, Nedra	EGHS	Teacher	06/11/2012
Pinkney, NaKendra	GWM	Teacher	06/11/2012
Taylor, Patricia	GRES	Teacher	06/11/2012
Tinner, Cynthia*	JASMS	Ed Para	06/11/2012

\*Resigning to accept another position in the district

**RETIREMENT**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jackson, Jerry	GRES	SFS Worker	06/11/2012
Jean-Baptiste, Aridean	Transportation	Bus Attendant	06/07/2012



**AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2012/2013**  
**INSTRUCTIONAL PERSONNEL**

**ANNUAL SERVICES**

Dantzler, Heath	Atkins, Shelia
Grant, Kimberly	Drake, Doris
Helms, Brenda	Williams, Eddie
Hussein, Frederic	
Jones, Shalandria	
Johnson, Gregory	
Kelly, Kareem	
Lubbers, John	
Ray, Michael	
Westbrook, Katoya	
White, Burnell	

**Administrative**

Williams, Marshall

**NON-INSTRUCTIONAL**

**Transportation**

**Bus Drivers**

**Permanent Status**

Robinson, Mimi

**Ed. Paraprofessional**

**Permanent Status**

Bouie, Veronica

Ash, Octavia \*

\*Reassigned, was Employment Spec.

**School Level Secretaries**

**Secretaries, Clerical Assts**

**Permanent**

Lanier, Kathleen

**Transportation**

**Bus Drivers**

Wimes, Johnny

**Instructional Personnel**

**Permanent Status**

Darryl Howard

**Bus Attendants**

**Permanent**

Jackson, Rosemary

**SFS Service**

**Permanent Status**

Akins, Delores

**District**

Barksdale, Melissa

**Custodial**

**Annual**

Sanders, Sylvia\*

\*Correction sent to June 26, 2012 board as Loretta Sanders

**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brock, Christy	GEMS	Teacher	08/13/2012
Bowers, Marsha	WGHS	Teacher	08/13/2012
Campbell, Michaellean	EGHS	Teacher	08/13/2012
Davis, Annamarie	CES	Teacher	08/13/2012
Formman, Keyshonara	CES	Teacher	08/13/2012
Frost, Diane	EGHS	Teacher	08/13/2012
Gossett, Amanda	GWM	Teacher	08/13/2012
Harley, Angelina	EGHS	Teacher	08/13/2012
Higgins, Krystalle	WGHS	Teacher	08/13/2012
Hoatson, William	GBES	Behavior Spec	08/13/2012
Hussein, Fredric	HMS	Teacher	08/13/2012
Potter, Bridget	WGHS	Teacher	08/13/2012
Ruscher, Candace	EGHS	Teacher	08/13/2012
Oliver, Eddie	WGHS	Teacher	08/13/2012
McClurkin, Willie D	EGHS	Counselor	08/13/2012
Niekus, Shirley	EGHS	Teacher	08/13/2012
Sanders, Chasity	CES	Teacher	08/13/2012
Sailor, Dailyn	EGHS	Teacher	08/13/2012
Striplin, Joseph	EGHS	Teacher	08/13/2012
Tinner, Cynthia	WGHS	Teacher	08/13/2012

**NON-INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bryant, Cametra	EGHS	Executive Secretary	07/16/2012
Bridges-Bright, Gail	District-ETO	Response To Intervention (RTI)	07/30/2012
Deemer, Kenneth	District	Tech Specialist	07/30/2012
Flowers, Tatia	GTI	Job Devp Counselor	08/01/2012
Francis, Carolyn	District-ETO	Secondary Rdg Program Spec	07/30/2012
Hinson, Doris	District-ETO	Ele Rdg Program Specialist	07/30/2012
Kelly, Deborah	EGHS	Secretary	07/16/2012
Mathews-Nelloms, Dionne	District-ETO	Math Program Specialist	07/30/2012
Perkins, Lakysa	EGHS	Asst. Secretary/Recep.	08/01/2012
Salais, Lorianne	District-ETO	Bilingual Staff Asst.	07/30/2012
Stokes, Lillie	District-ETO	Math Program Specialist	07/30/2012
Wiggins, Sheantika	District-ETO	Data Analyst	07/30/2012

**NON-INSTRUCTIONAL****Part Time**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Smith, Linda	GEMS	Secretary	08/01/2012

**ADMINISTRATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Riggins, Sandra	WGHS	Asst. Principal	08/01/2012

**REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:****RESIGNATIONS**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bryant, Cametra	EGHS	Secretary	07/13/2012
Kelly, Deborah*	EGHS	Asst. Secretary	07/13/2012
Perkins, Kimberly	ESE	Physical Therapist	08/13/2012

\*resigned to accept another position in the district

<b><u>Transfers</u></b>	<b><u>Location/Position</u></b>	<b><u>Location/Position</u></b>	
<b><u>Name</u></b>	<b><u>Transferring From</u></b>	<b><u>Transferring To</u></b>	<b><u>Effective Date</u></b>
Aggelis, Steven	EGHS/Teacher	CPA/Teacher	08/13/2012
Atkins, Sineaktra	WGHS/Teacher	SSES/Teacher	08/13/2012
Brown, Germaine	JASMS/Teacher	GEMS/Teacher	08/13/2012
Burney, Charles	WGHS/Teacher	EGHS/Teacher	08/13/2012
Clemons, Mildred	CPA/Media Spec	SSES/Media Spec	08/13/2012
Dantzler, Heath	SSES/Behavior Spec	GCA/Teacher	08/13/2012
Dennis, Hilary	JASMS/Teacher	EGHS/Teacher	08/13/2012
Errazo, Jocelyn	GEMS/Teacher	GWM/Teacher	08/13/2012
Falconer, Jerome	GWM/Teacher	GEMS/Teacher	08/13/2012
Harris, Ronte	WGHS/Teacher	EGHS/Teacher	08/13/2012
Hoatson, Williams	WGHS/Behavior Spec	GBES/Behavior Spec	08/13/2012
Hopkins, Kysha	EGHS/Teacher	JASMS/Teacher	08/13/2012
Jackson, Kareen	WGHS/Teacher	GTI/Teacher	08/13/2012
Jackson, Willie	District/Race to Top	HMS/Principal	07/16/2012
Jones, Pamela	CPA/Teacher	JASMS/Teacher	08/13/2012
Jones, William	EGHS/Teacher	CPA/Teacher	08/13/2012
Kelly, Kareen	GCA/Behavior Spec	SSES/Behavior Spec	08/13/2012
Kent-Toussaint, Cynthia	CPA/Teacher	WGHS/Teacher	08/13/2012
Laudato, Larie	CPA/Teacher	WGHS/Teacher	08/13/2012
Leon, Yasmeen	WGHS/Science Coach	EGHS/Science Coach	08/13/2012
Manion, Bufford	JASMS/Teacher	WGHS/Teacher	08/13/2012
Matos, Jose	GWM/Teacher	GBES/Teacher	08/13/2012
Madry, Cecelia	EGHS/Teacher	WGHS/Teacher	08/13/2012
Moody, Cheryl	EGHS/Teacher	WGHS/Teacher	08/13/2012
Nelson, Rena	HES/Teacher	CES/Reading Coach	08/13/2012
Peoples, Latonja	JASMS/Teacher	EGHS/Teacher	08/13/2012
Philpott, Robert	CPA/Teacher	JASMS/Teacher	08/13/2012
Price, Kimberly	WGHS/Teacher	JASMS/Teacher	08/13/2012
Rasul, Taliah	GBES/Teacher	EGHS/Teacher	08/13/2012
Rentz, Ronald	WGHS/Teacher	JASMS/Teacher	08/13/2012
Thomas, Rosalyn	WGHS/Teacher	JASMS/Teacher	08/13/2012
Walker, Faybrena	HMS/Teacher	FSH/Teacher	08/13/2012
Walker, Tracey	JASMS/Teacher	WGHS/Math Coach	08/13/2012
Wells, Carla	EGHS/Reading Coach	HES/HMS/Reading Coach	08/13/2012
Wright, JoLynda	EGHS/Teacher	CPA/Teacher	08/13/2012

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Budget Amendment Number Thirty-One

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

This amendment adjusts budget by function, object, and center in accordance with DOE approved amendments.

FUND SOURCE: 420 (Federal) Funds

AMOUNT: \$ .00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

Gadsden County School Board  
420 (Federal) Fund Estimated Revenue  
Budget Amendment Number Thirty-One

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-ONE	ENDING ESTIMATED REVENUE 6/30/2012
190	\$ -	\$ -	\$ -
191	\$ -	\$ -	\$ -
199	\$ 2,705,406.57	\$ -	\$ 2,705,406.57
201	\$ 192,033.72	\$ -	\$ 192,033.72
226	\$ 683,992.80	\$ -	\$ 683,992.80
227	\$ 600.73	\$ -	\$ 600.73
230	\$ 2,351,225.41	\$ -	\$ 2,351,225.41
240	\$ 8,828,646.60	\$ -	\$ 8,828,646.60
251	\$ 91,314.73	\$ -	\$ 91,314.73
270	\$ -	\$ -	\$ -
290	\$ 1,328,322.43	\$ -	\$ 1,328,322.43
299	\$ -	\$ -	\$ -
<b>TOTALS</b>	<b>\$ 16,181,542.99</b>	<b>\$ -</b>	<b>\$ 16,181,542.99</b>



**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Thirty-One**

420 FUND					
FUNCTION/ OBJECT		BUDGET			
		BUDGET BALANCE 6/30/2012	AMENDMENT NUMBER THIRTY-ONE	BUDGET BALANCE 6/30/2012	
5100	100	\$ 967,380.44	\$ (41,075.00)	\$ 926,305.44	
	200	\$ 160,812.27	\$ 1,985.00	\$ 162,797.27	
	300	\$ 1,483,507.28	\$ (36,210.00)	\$ 1,447,297.28	
	500	\$ 772,627.47	\$ (138,723.08)	\$ 633,904.39	
	600	\$ 736,345.55	\$ 62,118.08	\$ 798,463.63	
	700	\$ 277.50	\$ -	\$ 277.50	
FUNCTOTAL		\$ 4,120,950.51	\$ (151,905.00)	\$ 3,969,045.51	
5200	100	\$ 555,040.66	\$ (100.00)	\$ 554,940.66	
	200	\$ 211,157.50	\$ (165.00)	\$ 210,992.50	
	300	\$ 238,692.58	\$ -	\$ 238,692.58	
	500	\$ 156,063.33	\$ -	\$ 156,063.33	
	600	\$ 186,086.25	\$ -	\$ 186,086.25	
	700	\$ 3,000.00	\$ -	\$ 3,000.00	
FUNCTOTAL		\$ 1,350,040.32	\$ (265.00)	\$ 1,349,775.32	
5300	100	\$ 8,987.00	\$ -	\$ 8,987.00	
	200	\$ 4,914.29	\$ -	\$ 4,914.29	
	300	\$ 2,533.60	\$ -	\$ 2,533.60	
	500	\$ 39,070.50	\$ -	\$ 39,070.50	
	600	\$ 42,847.25	\$ -	\$ 42,847.25	
	700	\$ 17,445.38	\$ -	\$ 17,445.38	
FUNCTOTAL		\$ 115,798.02	\$ -	\$ 115,798.02	
5400	100	\$ 42,925.35	\$ -	\$ 42,925.35	
	200	\$ 6,972.26	\$ -	\$ 6,972.26	
	300	\$ 34,791.95	\$ -	\$ 34,791.95	
	500	\$ 7,461.79	\$ -	\$ 7,461.79	
	600	\$ (3,932.27)	\$ -	\$ (3,932.27)	
	700	\$ -	\$ -	\$ -	
FUNCTOTAL		\$ 88,219.08	\$ -	\$ 88,219.08	
5500	100	\$ 1,155,603.70	\$ 22,800.00	\$ 1,178,403.70	
	200	\$ 295,201.70	\$ (370.00)	\$ 294,831.70	
	300	\$ 65,198.13	\$ -	\$ 65,198.13	
	500	\$ 48,379.14	\$ 2,650.00	\$ 51,029.14	
	600	\$ (1,205.31)	\$ -	\$ (1,205.31)	
	700	\$ 273.00	\$ -	\$ 273.00	
FUNCTOTAL		\$ 1,563,450.36	\$ 25,080.00	\$ 1,588,530.36	

**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Thirty-One**

<b>5900</b>	<b>100</b>	\$	490,313.00	\$	-	\$	490,313.00
	<b>200</b>	\$	83,431.00	\$	-	\$	83,431.00
	<b>300</b>	\$	75,764.37	\$	-	\$	75,764.37
	<b>500</b>	\$	23,422.71	\$	-	\$	23,422.71
	<b>600</b>	\$	801.84	\$	-	\$	801.84
<b>FUNCTOTAL</b>		\$	<b>673,732.92</b>	\$	-	\$	<b>673,732.92</b>
<b>6100</b>	<b>100</b>	\$	850,865.91	\$	(1,975.00)	\$	848,890.91
	<b>200</b>	\$	156,620.07	\$	205.00	\$	156,825.07
	<b>300</b>	\$	208,916.22	\$	-	\$	208,916.22
	<b>500</b>	\$	152,324.10	\$	6,260.00	\$	158,584.10
	<b>600</b>	\$	17,739.48	\$	6,735.00	\$	24,474.48
	<b>700</b>	\$	1,042.90	\$	-	\$	1,042.90
	<b>900</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>1,387,508.68</b>	\$	11,225.00	\$	<b>1,398,733.68</b>
<b>6200</b>	<b>100</b>	\$	27,341.47	\$	-	\$	27,341.47
	<b>200</b>	\$	3,575.53	\$	-	\$	3,575.53
	<b>300</b>	\$	125,608.61	\$	(960.00)	\$	124,648.61
	<b>500</b>	\$	4,739.89	\$	1,000.00	\$	5,739.89
	<b>600</b>	\$	175,100.00	\$	241,385.00	\$	416,485.00
	<b>700</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>336,365.50</b>	\$	241,425.00	\$	<b>577,790.50</b>
<b>6300</b>	<b>100</b>	\$	1,230,012.03	\$	(4,480.00)	\$	1,225,532.03
	<b>200</b>	\$	283,044.06	\$	(4,855.00)	\$	278,189.06
	<b>300</b>	\$	158,291.90	\$	725.00	\$	159,016.90
	<b>500</b>	\$	66,923.09	\$	-	\$	66,923.09
	<b>600</b>	\$	17,781.66	\$	4,300.00	\$	22,081.66
	<b>700</b>	\$	24,015.00	\$	(1,800.00)	\$	22,215.00
<b>FUNCTOTAL</b>		\$	<b>1,780,067.74</b>	\$	(6,110.00)	\$	<b>1,773,957.74</b>
<b>6400</b>	<b>100</b>	\$	1,631,726.02	\$	(123,920.00)	\$	1,507,806.02
	<b>200</b>	\$	350,022.29	\$	(21,182.00)	\$	328,840.29
	<b>300</b>	\$	898,611.97	\$	(83,408.00)	\$	815,203.97
	<b>400</b>	\$	-	\$	-	\$	-
	<b>500</b>	\$	132,184.50	\$	-	\$	132,184.50
	<b>600</b>	\$	12,000.00	\$	7,200.00	\$	19,200.00
	<b>700</b>	\$	68,276.28	\$	(3,850.00)	\$	64,426.28
<b>FUNCTOTAL</b>		\$	<b>3,092,821.06</b>	\$	(225,160.00)	\$	<b>2,867,661.06</b>



**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Thirty-One**

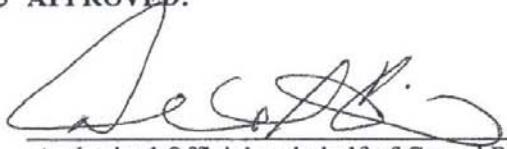

6500	100	\$	30,832.61	\$	-	\$	30,832.61
	200	\$	4,742.00	\$	-	\$	4,742.00
	300	\$	-	\$	9,920.00	\$	9,920.00
	500	\$	-	\$	-	\$	-
	600	\$	105,158.74	\$	-	\$	105,158.74
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>140,733.35</b>	<b>\$</b>	<b>9,920.00</b>	<b>\$</b>	<b>150,653.35</b>
7200	100	\$	47,668.65	\$	-	\$	47,668.65
	200	\$	12,116.58	\$	-	\$	12,116.58
	300	\$	130,730.77	\$	-	\$	130,730.77
	500	\$	-	\$	-	\$	-
	600	\$	1,500.00	\$	-	\$	1,500.00
	700	\$	266,628.68	\$	-	\$	266,628.68
<b>FUNCTOTAL</b>		<b>\$</b>	<b>458,644.68</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>458,644.68</b>
7300	100	\$	(23,675.32)	\$	-	\$	(23,675.32)
	200	\$	(8,406.10)	\$	-	\$	(8,406.10)
	300	\$	-	\$	-	\$	-
<b>FUNCTOTAL 7300</b>		<b>\$</b>	<b>(32,081.42)</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>(32,081.42)</b>
7400	600	\$	1,935.00	\$	-	\$	1,935.00
<b>FUNCTOTAL 7400</b>		<b>\$</b>	<b>1,935.00</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>1,935.00</b>
7600	300	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
7700	100	\$	57,455.31	\$	7,550.00	\$	65,005.31
	200	\$	16,247.19	\$	740.00	\$	16,987.19
	300	\$	15,550.00	\$	-	\$	15,550.00
	500	\$	28.77	\$	-	\$	28.77
	600	\$	615.00	\$	-	\$	615.00
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>89,896.27</b>	<b>\$</b>	<b>8,290.00</b>	<b>\$</b>	<b>98,186.27</b>
7800	100	\$	124,150.65	\$	-	\$	124,150.65
	200	\$	35,674.15	\$	-	\$	35,674.15
	300	\$	500,352.82	\$	-	\$	500,352.82
	400	\$	32,900.00	\$	-	\$	32,900.00
	500	\$	1,500.00	\$	-	\$	1,500.00
	600	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>694,577.62</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>694,577.62</b>

**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Thirty-One**

<b>7900</b>	<b>100</b>	\$	57,807.56	\$	-	\$	57,807.56
	<b>200</b>	\$	16,546.44	\$	-	\$	16,546.44
	<b>300</b>	\$	153,620.20	\$	-	\$	153,620.20
	<b>400</b>	\$	6,748.04	\$	-	\$	6,748.04
	<b>500</b>	\$	543.67	\$	-	\$	543.67
	<b>600</b>	\$	-	\$	-	\$	-
	<b>700</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>235,265.91</b>	\$	-	\$	<b>235,265.91</b>
<b>8100</b>	<b>100</b>	\$	-	\$	-	\$	-
	<b>200</b>	\$	-	\$	-	\$	-
	<b>300</b>	\$	-	\$	-	\$	-
	<b>500</b>	\$	1,500.00	\$	-	\$	1,500.00
	<b>600</b>	\$	5,417.54	\$	-	\$	5,417.54
<b>FUNCTOTAL</b>		\$	<b>6,917.54</b>	\$	-	\$	<b>6,917.54</b>
<b>8200</b>	<b>100</b>	\$	(2,458.39)	\$	-	\$	(2,458.39)
	<b>200</b>	\$	(450.31)	\$	-	\$	(450.31)
	<b>500</b>	\$	-	\$	49,000.00	\$	49,000.00
	<b>600</b>	\$	5,544.00	\$	38,500.00	\$	44,044.00
<b>FUNCTOTAL</b>		\$	<b>2,635.30</b>	\$	87,500.00	\$	<b>90,135.30</b>
<b>9100</b>	<b>100</b>	\$	62,927.09	\$	-	\$	62,927.09
	<b>200</b>	\$	15,137.46	\$	-	\$	15,137.46
	<b>300</b>	\$	-	\$	-	\$	-
	<b>400</b>	\$	-	\$	-	\$	-
	<b>500</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>78,064.55</b>	\$	-	\$	<b>78,064.55</b>
<b>GRANDTOTAL</b>		\$	<b>16,185,542.99</b>	\$	<b>0.00</b>	\$	<b>16,185,542.99</b>

**Florida Department of Education  
Project Award Notification**

Proj. 4212693

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-1261A-2C002
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Fund  <p align="center"><b>TAPS 12A005</b></p>	<b>4 AUTHORITY</b> 84.377A Title I Part A School Improvement Fund
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 2 Type of Amendment: Program/Budget Effective Date: 05/18/2012	<b>6 PROJECT PERIODS</b>  Budget Period: 07/14/2011 - 09/30/2012 Program Period: 07/14/2011 - 09/30/2012
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 233,766.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 233,766.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: 09/30/2012</li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2012</li> <li>Last date for receipt of proposed budget and program amendments: 09/30/2012</li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> Program: LaTrell Edwards Phone: (850) 245 - 0828 Email: LaTrell.Edwards@fldoe.org Grants Management: Unit A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: BF Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>13 APPROVED:</b>     <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>           Authorized Official on behalf of Gerard Robinson            Commissioner of Education         </div> <div style="width: 45%; text-align: center;">  <div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 2em; margin-right: 10px;">6/20/12</div> <div style="text-align: left;"> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>           Date of Signing         </div> </div> </div> </div>	

DOE-200  
Revised 02/05



CREDIT

DEBIT

5100	151	Para extended day pay WGHS	\$250	
5100	610	Library books WGHS	\$15,000	
5100	610	Library Books EGHS	\$15,300	
5100	641	Furniture and fixtures more than \$750 for iPad cart at EGHS	\$1,500	
5100	642	Furniture and fixtures less than \$750 for media center at WGHS	\$180	
6100	130	Pupil services – additional coaching time at EGHS	\$23,000	
6100	210	Other certified retirement at EGHS	\$1,000	
6100	220	Other certified social security at EGHS	\$1,775	
6100	232	Other certified life insurance at EGHS	\$900	
6200	643	Computer equipment more than \$750 for WGHS to add a laptop to the mobile laptop media cart	\$900	
6300	110	Administrator salary – to fix underestimated salary costs at WGHS	\$1,230	
6300	110	Administrator salary – to fix underestimated salary costs at WGHS	\$1,230	
6300	130	Other certified regular pay for additional coach costs at WGHS	\$15,000	
6300	140	Substitutes WGHS	\$300	
6300	210	Retirement WGHS	\$400	
6300	220	Social Security WGHS	\$800	
6300	230	Group Health WGHS	\$1,750	
6300	330	Travel for principal at EGHS	\$200	
6400	310	Professional and Technical for consultants for professional development for EGHS	\$4,942	
6400	330	Travel for professional development at EGHS	\$140	
5100	510	Supplies – WGHS		\$15,545
5100	160	Other support personnel EGHS		\$975
5100	210	Other support – retirement EGHS		\$495
5100	220	Other support – social security EGHS		\$495
5100	230	Other support – Group Health EGHS		\$495



CREDIT

DEBIT

5100	232	Other support – life ins. EGHS			\$95
5100	240	Other support – workers comp EGHS			\$190
6100	130	Other certified regular pay - WGHS			\$24,975
6100	210	Retirement – WGHS			\$1,245
6100	220	Social Security – WGHS			\$1,890
6100	230	Group health - WGHS			\$95
6100	232	Life Ins. WGHS			\$95
6100	240	Workers Comp			\$145
6200	691	Software more than \$750 WGHS			\$1,245
6400	130	Other Certified regular pay – WGHS			\$2,720
6400	210	Other certified retirement – WGHS			\$300
6400	220	Other certified social security WGHS			\$475 515.13
6400	230	Other certified group health WGHS			\$140 142.30
6400	232	Other certified life ins – WGHS			\$82 35.56
6400	240	Other certified workers health			\$80 84.01
5100	160	Other support personnel – EGHS			\$900 d.v.p.
5100	510	Supplies – EGHS			\$13,320
6300	130	Other certified regular pay – EGHS			\$16,490
6300	220	Social Security – EGHS			\$1,295
6300	230	Group health – EGHS			\$1,710
6400	130	Other certified – EGHS			\$200
6400	220	Other certified social security - EGHS			\$80
6400	232	Other certified life – EGHS			\$25
				\$85,797	\$85,797

Total

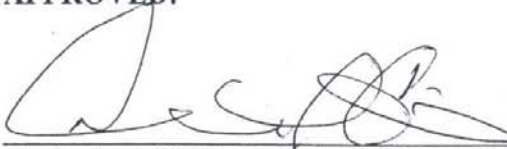

Total





**Florida Department of Education  
Project Award Notification**

FINANCIAL  
Proj. 4222612 OFFICER

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-2262A-2CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative 1003(a)  <div align="right">TAPS 12A006</div>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 3 Type of Amendment: Program/Budget Effective Date: 05/22/2012	<b>6 PROJECT PERIODS</b>  Budget Period: 09/28/2011 - 09/30/2012 Program Period: 09/28/2011 - 09/30/2012
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:* \$ 270,574.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 270,574.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: 09/30/2012</li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2012</li> <li>Last date for receipt of proposed budget and program amendments: 08/31/2012</li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> LaTrell Edwards <b>Phone:</b> (850) 245 - 0828 <b>Email:</b> <a href="mailto:LaTrell.Edwards@fldoe.org">LaTrell.Edwards@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div align="center"><b>Comptroller's Office</b> (850) 245-0401</div> <b>11 DOE FISCAL DATA</b>  DBS: 40 90 30 EO: BL Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>13 APPROVED:</b>     <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>           Authorized Official on behalf of Gerard Robinson            Commissioner of Education         </div> <div style="width: 45%; text-align: center;">     <div style="font-size: 2em; font-family: cursive;">6/5/12</div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>           Date of Signing         </div> </div>	

A) Gadsden County School District B) 200-2262A-2CS01 / 12A006  
 District/Agency Name Project Number TAPS Number

C) 2  
 Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>\$270,574</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>270,574</u>
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**F) Line Item Description**

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	140	Substitutes		\$500	
5100	120	Classroom salary – reading teacher for JASMS		\$3,050	
5100	126	Classroom hourly – after school			\$3,550
				\$3,550	\$3,550
				Total	Total





out of 9001

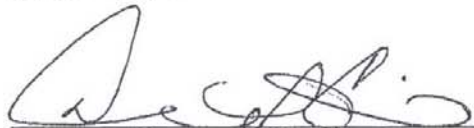
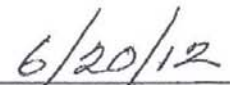

Private School revised allocation 2011-12 with roll forward

School	Sch #	#FRL stud.	2011-12 PPA @ \$315	★ 2011-12 PPA @ \$325	Parent \$ before roll \$25.50 PPA	Parent \$ after roll \$32.42 PPA
Tallavana	9099	83	\$26,145.00	\$26,975.00	\$2,117.33	\$2,690.86
R. Monroe	779	36	\$11,340.00	\$11,700.00	\$918.36	\$1,167.12
CCLI	4288	64	\$20,160.00	\$20,800.00	\$1,632.64	\$2,074.88
Metro	2218	33	\$10,395.00	\$10,725.00	\$841.83	\$1,069.86
Innovation*	3483	7	\$2,205.00	\$2,275.00	\$178.57	\$226.94
		223	\$70,245.00	\$72,475.00	\$5,688.73	\$7,229.66

Per MOU between Leon County and Gadsden County - Gadsden students attending Innovation School in Leon County will be served by Leon County;  
 Leon County students in Metropolitan will be served by Gadsden County

**Florida Department of Education  
Project Award Notification**

Proj. 4212610

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-1261A-2C001
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Fund 1003(g), Competitive Grant 2011-2014  <p align="center"><b>TAPS 11A145</b></p>	<b>4 AUTHORITY</b> 84.377A Title I Part A School Improvement Fund
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 2 Type of Amendment: Program/Budget Effective Date: 05/18/2012	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2011 - 06/30/2012 Program Period: 07/01/2011 - 06/30/2012
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 1,605,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 1,605,000.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: 06/30/2012</li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2012</li> <li>Last date for receipt of proposed budget and program amendments: 05/31/2012</li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> Program: LaTrell Edwards Phone: (850) 245 - 0828 Email: LaTrell.Edwards@fldoe.org Grants Management: Unit A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: BF Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">             _____            Authorized Official on behalf of Gerard Robinson            Commissioner of Education         </div> <div style="text-align: center;">             _____            Date of Signing         </div> <div style="text-align: center;">  </div> </div>	

DOE-200  
Revised 02/05

Credit

Debit

5100	150	Paraprofessionals extended day for GWM	\$9,000	
5100	220	Para social security for GWM	\$515	
5100	240	Para workers comp for GWM	\$115	
5100	230	Group health for salaried employees under this project for GWM	\$1,175	
5100	310	Professional and Technical – to cover instructional consultants doing on site professional development for GWM	\$13,200	
5100	360	To cover non-projected cost increase of classroom software for GWM	\$1,880	
5100	530	Science periodicals for GWM	\$1,000	
5100	610	Classroom library books – leveled common core reading libraries for every classroom \$52,600 for CES; \$97,700 for GWM	\$150,300	
5100	642	Furniture, fixtures, and equipment to cover carts and document cameras for GWM	\$10,850	
5100	643	Computers over \$750 to cover additional computer workstations for GWM	\$9,430	
5200	126	Extended day pay for ESE teachers at CES	\$3,400	
5200	210	To cover retirement for extended day for ESE teachers at CES	\$85	
5200	220	Social security – for ESE teachers at CES to cover extended day expenses	\$250	
5500	126	Extended day pay for preK teachers at GWM	\$2,200	
5500	210	Retirement at GWM	\$50	
5500	220	Social security for extended day pre K teachers at GWM	\$180	
6100	510	Supplies for ETO office (9001)	\$7,220	
6100	642	Furniture and fixtures for ETO office (9001)	\$875	
6150	641	Furniture and fixtures for parent resource center at GWM	\$1,460	
6200	510	Supplies for CES	\$1,000	
6200	642	Furniture and fixtures for classroom media for GWM	\$280	
6200	644	Computer equipment for less than \$750 – originally coded at 5100 644 (\$112,750 for GWM; \$65,000 for CES	\$177,750	
6200	681	Wireless connection for CES and GWM \$27,000 for CES and \$27,000 for GWM	\$54,000	
6300	330	Travel for ETO (9001)	\$325	
6300	643	Computer-capitalized for ETO (9001) – laptops	\$2,950	





6300	644	Computer equipment under \$750 for ETO (9001) portable projectors	\$1,350	
6400	121	Classroom teachers – stipends for teachers for professional development at CES	\$2,000	
6400	140	Substitutes for teachers who are out for professional development at CES	\$300	
6400	310	Professional services to retain critical area teachers (9001) (\$4,500 each plus advertising fees)	\$17,600	
6400	642	Furniture and fixtures for professional development (\$2,200 for ETO – 9001)	\$2,200	
6400	643	Computer equipment over \$750 for ETO 9001 training laptops	\$5,000	
6500	390	Other purchased services for mounting projection cameras for both GWM and CES (\$3,000 each)	\$6,000	
8200	643	For installation of wireless connection (\$38,500 for GWM and \$49,000 for CES	\$87,500	
5100	120	Classroom teacher – regular pay at GWM		\$2,800
5100	121	Classroom teacher – other earnings at GWM		\$3,000
5100	126	Classroom teacher after school at GWM		\$7,000
5100	141	Substitutes for extended day at GWM		\$1,800
5100	156	Para after school pay at GWM		\$1,100
5100	210	Retirement for GWM		\$750
5100	510	Supplies for classroom materials from GWM		\$40,000
5100	520	Textbooks from GWM		\$9,500
5100	644	Computer equipment less than \$750 from GWM		\$113,000
5200	126	Classroom teacher stipends for ESE for GWM		\$3,500
5200	210	Retirement GWM		\$250
5200	212	Social security GWM		\$250
6300	110	Administration at GWM		\$2,400
6300	210	Retirement at GWM		\$1,300
6300	220	Social Security at GWM		\$1,400
6300	330	Travel at GWM		\$2,400
6300	730	Dues and fees at GWM		\$900



6400	126	Teacher in-service at GWM			\$21,000
6400	130	Other certified pay for coaches for professional development at GWM			\$44,000
6400	131	Other certified miscellaneous earnings at GWM			\$2,400
6400	136	Other certified after school at GWM			\$3,900
6400	210	Retirement for professional development – overestimated at GWM			\$2,400
6400	220	Social Security for professional development – overestimated at GWM			\$3,100
6400	230	Group health for professional development – overestimated at GWM			\$5,700
6400	310	Professional and Technical – consultants for professional development at GWM			\$35,000
6400	330	Travel for professional development at GWM			\$20,500
6400	730	Dues and fees for professional development at GWM			\$6,500
5100	120	Classroom regular pay at CES			\$1,900
5100	121	Classroom other pay at CES			\$5,400
5100	126	Classroom pay for extended day at CES			\$17,500
5100	140	Substitutes – CES			\$1,300
5100	141	Substitutes – extra hours at CES			\$2,800
5100	150	Paraprofessional regular pay at CES			\$4,600
5100	156	Paras –extended day at CES			\$750
5100	210	Retirement regular at CES			\$1,800
5100	220	Social security at CES			\$850
5100	230	Group Health at CES			\$950
5100	360	Rentals at CES			\$300
5100	510	Supplies for classrooms at CES			\$46,000
5100	520	Textbooks at CES			\$7,800
5100	644	Computer equipment less than \$750 for CES			\$48,500
5500	126	Classroom after school pay at CES			\$4,500
5500	210	preK retirement at CES			\$250





5500	220	preK social security at CES			\$350
6200	643	Computers over \$750 at CES			\$900
6300	110	Administration regular pay at CES			\$2,400
6300	111	Administrative misc. earnings at CES			\$950
6300	210	Administrative retirement at CES			\$1,250
6300	220	Social security at CES			\$850
6300	330	Travel at CES			\$2,400
6300	730	Dues and fees at CES			\$900
6400	122	Teacher in-service earnings at CES			\$750
6400	126	Classroom salaries for professional development for CES			\$10,500
6400	130	Classroom salaries for professional development for coaches for CES			\$38,000
6400	210	Retirement for professional development for CES			\$3,100
6400	131	Other earnings for CES			\$2,400
6400	132	Other certified in-service at CES			\$350
6400	210	Retirement for CES			\$3,100
6400	220	Social Security for professional development for CES			\$2,600
6400	310	Professional and Technical – consultants for professional development for CES			\$18,450
6400	330	Travel for professional development for CES			\$1,140
				\$571,440	\$571,440

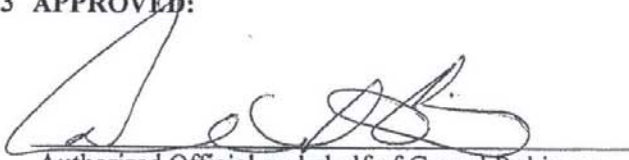

**Total**

**Total**



**Florida Department of Education  
Project Award Notification**

Project 4221220 - 4221227

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-2122A-2CB01
<b>3 PROJECT/PROGRAM TITLE</b> Title I Part A Education of Disadvantaged Children & Youth  <div align="right">TAPS 12ARC1</div>	<b>4 AUTHORITY</b> 84.010A Title I, Part A, Basic
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 2 Type of Amendment: Budget: Changes Effective Date: 05/21/2012	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2011 - 06/30/2012 Program Period: 07/01/2011 - 06/30/2012
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 3,886,424.99 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 3,886,424.99	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: 06/30/2012</li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2012</li> <li>Last date for receipt of proposed budget and program amendments: 05/31/2012</li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> Program: LaTrell Edwards Phone: (850) 245 - 0828 Email: <a href="mailto:LaTrell.Edwards@fldoe.org">LaTrell.Edwards@fldoe.org</a> Grants Management: Unit A (850) 245-0496	<div align="center"><b>Comptroller's Office</b> (850) 245-0401</div> <b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: 23 Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>13 APPROVED:</b>            _____          Authorized Official on behalf of Gerard Robinson          Commissioner of Education       </div> <div style="width: 45%; text-align: center;">    <div style="font-size: 2em; font-family: cursive;">6/4/12</div>          _____          Date of Signing       </div> </div>	

DOE-200  
Revised 02/05



A) Gadsden County School District B) 200-2122A-2CB01 / 12ARCI  
**District/Agency Name** **Project Number** **TAPS Number**

C) 2  
**Amendment Number**

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>3,886,424.99</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>3,886,424.99</u>
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**F) Line Item Description**

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6200	310	Technology consultants			\$960.00
6100	510	Pupil personnel supplies			\$960.00
6500	390	Instructional Technology purchased services for on line testing		\$1,920	
5500	150	PreK para salary – overestimated			\$1,000
5500	510	Supplies		\$1,000	
5500	120	PreK teacher salary – overestimated			\$4,500
5500	140	PreK substitutes		\$4,500	
6300	310	Professional and technical			
5100	120	Classroom teacher pay		\$20,000	
5100	210	Teacher retirement		\$2000	
5100	220	Social security		\$2000	
5100	240	Workers Compensation		\$2000	
6300	330	Travel		\$5,000	
6400	310	Professional and technical			\$31,000
				\$38,420	\$38,420

**Total**

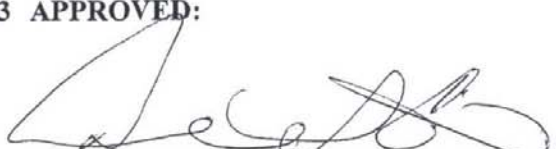

**Total**



**Florida Department of Education**

**Project Award Notification**

4221220 -  
4221227  
**Financial  
Officer**

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-2122A-2CB01
<b>3 PROJECT/PROGRAM TITLE</b> Title I Part A Education of Disadvantaged Children & Youth  <p align="center"><b>TAPS 12ARC1</b></p>	<b>4 AUTHORITY</b> 84.010A Title I, Part A, Basic
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 3 Type of Amendment: Budget: Changes Effective Date: 05/31/2012	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2011 - 06/30/2012 Program Period: 07/01/2011 - 06/30/2012
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 3,886,424.99 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 3,886,424.99	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: 06/30/2012</li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2012</li> <li>• Last date for receipt of proposed budget and program amendments: 05/31/2012</li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> LaTrell Edwards <b>Phone:</b> (850) 245 - 0828 <b>Email:</b> <a href="mailto:LaTrell.Edwards@fldoe.org">LaTrell.Edwards@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: 23 Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>• For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">   <hr/>                         Authorized Official on behalf of Gerard Robinson                          Commissioner of Education                     </div> <div style="width: 45%; text-align: center;">                         6/18/12  <hr/>                         Date of Signing                     </div> <div style="width: 10%; text-align: center;">  </div> </div>	



A) Gadsden County School District B) 200-2122A-2CB01 / 12ARCI  
 District/Agency Name Project Number TAPS Number

C) 3  
 Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>3,886,424.99</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>3,886,424.99</u>
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F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	360	Rentals for educational software			\$50,990
5100	<del>640</del> <b>643</b>	Fixtures and furniture – for classroom libraries and community literacy programs in classrooms, media center, and parent resource center		\$20,500	
5500	140	Substitutes for preK teachers during school year – line item was overlooked		\$6,100	
5500	510	Classroom supplies		\$1,650	
6100	<del>640</del> <b>643</b>	Fixtures and furniture – for classroom libraries and community literacy programs in classrooms, media center, and parent resource center		\$4,400	
6200	<del>640</del> <b>643</b>	Fixtures and furniture – for classroom libraries and community literacy programs in classrooms, media center, and parent resource center		\$10,600	
6400	730	Dues and fees for professional development for DOE trainings		\$2,000	
6500	390	Other purchased services for media and technology installation – underestimated costs		\$2,000	
7700	160	Other certified support – to handle additional summer school SES paperwork		\$3,000	
7700	210	Retirement for additional office support		\$140	

REC'D MAY 31 2012



7700	220	Social Security for additional office support		\$225	
7700	230	Group health for additional office support		\$350	
7700	240	Workers compensation for additional office support		\$25	
				\$50,990	\$50,990
				<b>Total</b>	<b>Total</b>

REC'D MAY 31 2012



## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Budget Amendment Number Thirty-Four

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

This budget amendment reconciles appropriations and estimated revenue to actual revenue and expenditures.

FUND SOURCE: 300 (Capital) Funds

AMOUNT: \$ - 72,705.68

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

**Gadsden County School Board  
Appropriations for 3XX  
Capital Funds  
Budget Amendment Number Thirty-Four**

360 FUND CO & DS Funds			BEGINNING BUDGET 6/30/2012	BUDGET AMENDMENT NO. THIRTY-FOUR	BUDGET BALANCE 6/30/2012
7400	600	\$	40,000.00	\$ -	\$ 40,000.00
FUNCTOTAL		\$	40,000.00	\$ -	\$ 40,000.00
379 FUND Capital Improvements			BEGINNING BUDGET 6/30/2012	BUDGET AMENDMENT NO. THIRTY-FOUR	BUDGET BALANCE 6/30/2012
7400	600	\$	2,600,000.00	\$ -	\$ 2,600,000.00
FUNCTOTAL		\$	2,600,000.00	\$ -	\$ 2,600,000.00
391 FUND LCI Fund			BEGINNING BUDGET 6/30/2012	BUDGET AMENDMENT NO. THIRTY-FOUR	BUDGET BALANCE 6/30/2012
7400	600	\$	121,905.00	\$ (121,905.00)	\$ -
9700	900	\$	-	\$ 121,905.00	\$ 121,905.00
FUNCTOTAL		\$	121,905.00	\$ -	\$ 121,905.00
394 CLASS SIZE REDUCTION			BEGINNING BUDGET 6/30/2012	BUDGET AMENDMENT NO. THIRTY-FOUR	BUDGET BALANCE 6/30/2012
7400	300	\$	-	\$ -	\$ -
	600	\$	617,097.88	\$ -	\$ 617,097.88
FUNCTOTAL		\$	617,097.88	\$ -	\$ 617,097.88

Gadsden County School Board  
 Appropriations for 3XX  
 Capital Funds  
 Budget Amendment Number Thirty-Four

395 FUND Classrooms for Kids 2006-2007		BEGINNING BUDGET 6/30/2012	BUDGET AMENDMENT NO. THIRTY-FOUR	BUDGET BALANCE 6/30/2012
7400	300	\$ -	\$ -	\$ -
	600	\$ 21,666.63	\$ -	\$ 21,666.63
FUNCTOTAL		\$ 21,666.63	\$ -	\$ 21,666.63
		\$ 3,400,669.51		

Gadsden County School Board  
Estimated Revenue  
3XX  
Capital Funds  
Budget Amendment  
Number Thirty-Four

360 FUND CO & DS	REVENUE OBJECT	ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-FOUR	ENDING ESTIMATED REVENUE 6/30/2012
	321	\$ 40,000.00	\$ -	\$ 40,000.00
	TOTAL	\$ 40,000.00	\$ -	\$ 40,000.00

379 FUND Capital Improvements	REVENUE OBJECT	ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-FOUR	ENDING ESTIMATED REVENUE 6/30/2012
	413	\$ 2,166,839.00	\$ (72,846.91)	\$ 2,093,992.09
	421	\$ -	\$ 10,123.04	\$ 10,123.04
	431	\$ -	\$ 9,347.39	\$ 9,347.39
	TOTAL	\$ 2,166,839.00	\$ (53,376.48)	\$ 2,113,462.52

391 FUND LCI Fund	REVENUE OBJECT	ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-FOUR	ENDING ESTIMATED REVENUE 6/30/2012
	397	\$ 121,905.00	\$ (20,317.11)	\$ 101,587.89
	TOTAL	\$ 121,905.00	\$ (20,317.11)	\$ 101,587.89



Gadsden County School Board  
Estimated Revenue  
3XX  
Capital Funds  
Budget Amendment  
Number Thirty-Four

394 Class Size Reduction	REVENUE OBJECT	ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-FOUR	ENDING ESTIMATED REVENUE 6/30/2012
	431	\$ -	\$ 966.36	\$ 966.36
	TOTAL	\$ -	\$ 966.36	\$ 966.36

395 Classrooms for Kids	REVENUE OBJECT	ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-FOUR	ENDING ESTIMATED REVENUE 6/30/2012
	431	\$ -	\$ 21.55	\$ 21.55
	TOTAL	\$ -	\$ 21.55	\$ 21.55

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Budget Amendment Number Thirty-Five

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

This amendment adjusts budget by function, object, and center in accordance with DOE approved amendments.

FUND SOURCE: 434 (Federal ARRA) Funds

AMOUNT: \$ .00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

**Gadsden County School Board**  
**434 (ARRA Race To The Top) Fund Appropriations**  
**Budget Amendment Number**  
**Thirty-Five**

<b>434 FUND</b>					
<b>FUNCTION/ OBJECT</b>		<b>BEGINNING BUDGET 6/30/2012</b>		<b>BUDGET AMENDMENT NUMBER THIRTY-FIVE</b>	
				<b>BUDGET BALANCE 6/30/2012</b>	
<b>5100 K-12 Instructional</b>	<b>100</b>	\$	-	\$	-
	<b>200</b>	\$	609,415.00	\$	609,415.00
	<b>300</b>	\$	-	\$	-
	<b>500</b>	\$	271,950.00	\$	271,950.00
	<b>600</b>	\$	5,550.00	\$	5,550.00
	<b>700</b>	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>886,915.00</b>	\$	<b>886,915.00</b>
<b>5300 Vocational Technical</b>	<b>100</b>	\$	168,000.00	\$	183,295.28
	<b>200</b>	\$	53,400.00	\$	53,400.00
	<b>300</b>	\$	98,300.00	\$	(15,295.28)
	<b>500</b>	\$	94,254.20	\$	94,254.20
	<b>600</b>	\$	110,640.00	\$	110,640.00
	<b>700</b>	\$	21,000.00	\$	21,000.00
<b>FUNCTOTAL</b>		\$	<b>545,594.20</b>	\$	<b>545,594.20</b>
<b>6300 Instructional Curriculum Dev.</b>	<b>100</b>	\$	-	\$	-
	<b>200</b>	\$	-	\$	-
	<b>300</b>	\$	-	\$	-
	<b>500</b>	\$	-	\$	-
	<b>600</b>	\$	-	\$	-
	<b>700</b>	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>-</b>	\$	<b>-</b>
<b>6400 Instructional Staff Training</b>	<b>100</b>	\$	175,000.00	\$	175,000.00
	<b>200</b>	\$	-	\$	-
	<b>300</b>	\$	237,224.01	\$	237,224.01
	<b>500</b>	\$	27,252.67	\$	27,252.67
	<b>600</b>	\$	2,789.97	\$	2,789.97
	<b>700</b>	\$	15,000.00	\$	15,000.00
<b>FUNCTOTAL</b>		\$	<b>457,266.65</b>	\$	<b>457,266.65</b>
<b>6500 Instructional Related Technology</b>	<b>300</b>	\$	8,790.98	\$	8,790.98
	<b>600</b>	\$	210,440.82	\$	210,440.82
	<b>700</b>	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>219,231.80</b>	\$	<b>219,231.80</b>

**Gadsden County School Board**  
**434 (ARRA Race To The Top) Fund Appropriations**  
**Budget Amendment Number**  
**Thirty-Five**

7200	600	\$	-	\$	-	\$	-
General Admin.	700	\$	73,397.93	\$	-	\$	73,397.93
FUNCTOTAL		\$	73,397.93	\$	-	\$	73,397.93
7400	300	\$	2,800.00	\$	-	\$	2,800.00
Facilities Acq				\$	-		
FUNCTOTAL		\$	2,800.00	\$	-	\$	2,800.00
7700	100	\$	161,416.88	\$	-	\$	161,416.88
Central Services	200	\$	48,677.30	\$	-	\$	48,677.30
	300	\$	24,536.29	\$	-	\$	24,536.29
FUNCTOTAL		\$	234,630.47	\$	-	\$	234,630.47
7800	300	\$	14,000.00	\$	-	\$	14,000.00
Transportation	600	\$	7,925.55	\$	-	\$	7,925.55
FUNCTOTAL		\$	21,925.55	\$	-	\$	21,925.55
8200	100	\$	-	\$	-	\$	-
Admin	200	\$	-	\$	-	\$	-
Technology	300	\$	75,000.00	\$	-	\$	75,000.00
Services	400	\$	-	\$	-	\$	-
FUNCTOTAL		\$	75,000.00	\$	-	\$	75,000.00
GRANDTOTAL		\$	2,516,761.60	\$	-	\$	2,516,761.60

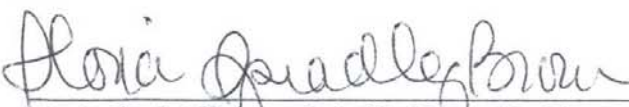

Gadsden County School Board  
 434 (ARRA Race To The Top) Fund Estimated Revenue  
 Budget Amendment Number  
 Thirty-Five

434 REVENUE OBJECT		ESTIMATED REVENUE 6/30/12		BUDGET AMENDMENT NUMBER THIRTY-FIVE		ENDING ESTIMATED 6/30/2012
214	\$	2,516,761.60	\$	-	\$	2,516,761.60
GRAND TOTAL	\$	2,516,761.60	\$	-	\$	2,516,761.60



**Florida Department of Education  
Project Award Notification**

434 R S62

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-RS611-1C002
<b>3 PROJECT/PROGRAM TITLE</b> Career & Professional Academies (CAPE) for Science, Technology, Engineering & Mathematics (STEM) <p align="center"><b>TAPS 11AT14</b></p>	<b>4 AUTHORITY</b> <b>84.395A Race to the Top Fund</b>
Agency Head/ President	
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 2 Type of Amendment: Program/Budget Effective Date: 06/27/2012	<b>6 PROJECT PERIODS</b> Budget Period: 06/07/2011 - 06/30/2012 Program Period: 06/07/2011 - 06/30/2013
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 102,442.06 Amendment Amount: Estimated Roll Forward: Total Project Amount: \$ 102,442.06	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: 06/30/2012</li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2012</li> <li>Last date for receipt of proposed budget and program amendments: 06/30/2012</li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date for program report: mail to appropriate program office.</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Jodi Tillman <b>Phone:</b> (850) 245 - 9439 <b>Email:</b> <a href="mailto:Jodi.Tillman@fldoe.org">Jodi.Tillman@fldoe.org</a> <b>Grants Management:</b> A (850) 245-0496	<b>11 DOE FISCAL DATA</b> DBS: 03 90 10 EO: S6 Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education with the final expenditure report. The check must clearly identify the project number for which funds are being returned.</li> <li>In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation.</li> <li>2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office.</li> </ul>	
<b>13 APPROVED:</b> <div style="display: flex; justify-content: space-between; align-items: flex-end; padding-top: 20px;"> <div style="width: 45%;">             Authorized Official on behalf of Gerard Robinson            Commissioner of Education         </div> <div style="width: 45%; text-align: center;">   <div style="font-size: 2em; margin: 0;">7/12/12</div>           Date of Signing         </div> </div>	

A) Gadsden  
District/Agency Name

B) 200-RS611-1C002 / 11AT14  
Project Number TAPS Number

C) 1  
Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

<b>D) Total Project Amount Currently Approved</b>  \$ <u>372,386</u>	<b>E) Total Project Amount resulting from this Budget Amendment</b>  \$ <u>372,386</u>
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**F) Line Item Description**

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5300	330	Travel for instructors and students, including per diem, rental cars, airfare if applicable to meetings, conferences, competitions, field trips, in an out of county travel, and to visit model programs.			15,295.28
5300	120	Salary – for CTE teachers (3) to teach a CTE summer session to allow students to training toward industry certification licensure (2 years) Kareen Jackson \$27.13 X 6 hrs. X 11 days X 15% benefits = 2059.19 Lenecia Brewington \$22.40 X 6 hrs. X 12 days X 15% benefits = 1854.72 Cynthia Reynolds 28.48 X hours X 19 days X 15% benefits = 3733.73		15,295.28	
5300	621	Capitalized AV Materials – DVDs, books on tape, etc.			1,500.00
5300	622	Non-Capitalized AV Materials			3,000.00
5300	642	Non-capitalized furniture, fixtures and Equipment under \$750 to allow for CTE programs needs in the Culinary Arts (New CAPE), IT and Law Academy. (,microwave, projectors, digital cameras)		4,500.00	
				19,795.28	19,795.28

**Total**

**Total**



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7d

**DATE OF SCHOOL BOARD MEETING:** July 31, 2012

**TITLE OF AGENDA ITEMS:** Budget Amendment Number Thirty-Six

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

This budget amendment adjusts budget to reflect actual revenue.

**FUND SOURCE:** 410 (School Food Service) Funds

**AMOUNT:** \$ 184,718.03

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services



**Gadsden County School Board  
410 (Food Service) Fund Estimated Revenue  
Budget Amendment Number Thirty-Six**

<b>FUND 410</b>				
<b>REVENUE</b>	<b>ESTIMATED</b>	<b>BUDGET</b>	<b>ENDING</b>	
<b>OBJECT</b>	<b>REVENUE</b>	<b>AMENDMENT</b>	<b>ESTIMATED</b>	
	<b>6/30/2012</b>	<b>NUMBER</b>	<b>REVENUE</b>	
		<b>THIRTY-SIX</b>	<b>6/30/2012</b>	
260	\$ -	\$ -	\$ -	
261	\$ 2,090,279.58	\$ 29,479.67	\$ 2,119,759.25	
262	\$ 757,827.08	\$ 86,392.54	\$ 844,219.62	
263	\$ 90,217.10	\$ 11,691.30	\$ 101,908.40	
265	\$ 177,570.00	\$ 65,813.19	\$ 243,383.19	
267	\$ 208,000.00	\$ 4.56	\$ 208,004.56	
268	\$ 158,350.01	\$ (0.01)	\$ 158,350.00	
280	\$ -	\$ 8,400.00	\$ 8,400.00	
337	\$ 39,875.00	\$ (4,329.00)	\$ 35,546.00	
338	\$ 39,652.00	\$ (2,035.00)	\$ 37,617.00	
390	\$ -	\$ 1,134.00	\$ 1,134.00	
431	\$ -	\$ 187.90	\$ 187.90	
440	\$ -	\$ 5,000.00	\$ 5,000.00	
450	\$ 183,647.00	\$ (183,647.00)	\$ -	
451	\$ -	\$ 160,383.65	\$ 160,383.65	
490	\$ -	\$ 1,375.23	\$ 1,375.23	
497	\$ -	\$ 4,867.00	\$ 4,867.00	
<b>TOTALS</b>	<b>\$ 3,745,417.77</b>	<b>\$ 184,718.03</b>	<b>\$ 3,930,135.80</b>	

**Gadsden County School Board  
410 (Food Service) Fund Appropriations  
Budget Amendment Number Twenty-Two**

<b>410 FUND</b>					
<b>FUNCTION/ OBJECT</b>		<b>BUDGET BALANCE 6/30/2012</b>	<b>BUDGET AMENDMENT NUMBER THIRTY-SIX</b>	<b>BUDGET BALANCE 6/30/2012</b>	
<b>7600</b>	<b>100</b>	\$ 1,270,698.46	\$ 28,795.57	\$ 1,299,494.03	
	<b>200</b>	\$ 426,015.85	\$ -	\$ 426,015.85	
	<b>300</b>	\$ 66,266.44	\$ -	\$ 66,266.44	
	<b>400</b>	\$ 38,627.22	\$ -	\$ 38,627.22	
	<b>500</b>	\$ 2,067,147.21	\$ 153,311.38	\$ 2,220,458.59	
	<b>600</b>	\$ 18,076.72	\$ 2,611.08	\$ 20,687.80	
	<b>700</b>	\$ 20,585.68	\$ -	\$ 20,585.68	
<b>FUNCTOTAL</b>		<b>\$ 3,907,417.58</b>	<b>\$ 184,718.03</b>	<b>\$ 4,092,135.61</b>	
<b>GRANDTOTAL</b>		<b>\$ 3,907,417.58</b>	<b>\$ 184,718.03</b>	<b>\$ 4,092,135.61</b>	



## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Transfer from Capital Improvements Fund to General Fund for  
Maintenance

DIVISION: Maintenance and Finance Departments

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested to transfer \$750,000.00 from the Capital Improvements Fund to the General Fund for maintenance items as defined by Section 1013.01(12).

FUND SOURCE: Capital Improvements Fund #379

AMOUNT: \$750,000.00

PREPARED BY: Wayne Shepard and Bonnie Wood

POSITIONS: Director of Facilities and Assistant Superintendent for Business Services

## CHAPTER 1013 EDUCATIONAL FACILITIES

### PART I

#### FUNCTIONS; DEPARTMENT OF EDUCATION

Definitions.  
Purpose; rules and regulations.  
Functions of the department and the Board of Governors.  
School district educational facilities plan performance and productivity standards; development; measurement; application.

### PART II

#### USE AND MANAGEMENT OF EDUCATIONAL FACILITIES

Use of buildings and grounds.  
Postsecondary institutions assessment of physical plant safety.  
Casualty, safety, sanitation, and firesafety standards and inspection of property.  
Coordination of school safety information; construction design documents.  
Proposed purchase of real property by a board; confidentiality of records; procedure.  
Lease, rental, and lease-purchase of educational facilities and sites.  
Construction of facilities on leased property; conditions.  
University leasing in affiliated research and development park.  
University lease agreements; land, facilities.  
Radio and television facilities.  
Purchase, conveyance, or encumbrance of property interests above surface of land; joint-occupancy structures.  
Standards for relocatables used as classroom space; inspections.  
Reduction of relocatable facilities in use.  
Obscenity on educational buildings or vehicles.  
Energy efficiency contracting.  
Florida College System institution and university energy consumption; 10-percent reduction goal.  
Right of eminent domain.  
When university or Florida College System institution board of trustees may exercise power of eminent domain.  
Department of Legal Affairs to represent university board in condemnation proceedings.  
Purchase of land by municipality.  
Disposal of property.

### PART III

#### PLANNING AND CONSTRUCTION OF EDUCATIONAL FACILITIES

### SUBPART A

#### CAMPUS MASTER PLANS AND EDUCATIONAL PLANT SURVEYS

2. University campus master plans and campus development agreements.
1. Educational plant survey; localized need assessment; PECO project funding.
2. Exception to recommendations in educational plant survey.
3. Coordination of planning with local governing bodies.
5. School district educational facilities plan; definitions; preparation, adoption, and amendment; long-term work programs.
51. Coordination of planning between the Florida School for the Deaf and the Blind and local governing bodies.
55. Educational facilities benefit districts.
56. Local funding for educational facilities benefit districts or community development districts.
57. Educational facilities benefit district or community development district facility utilization.
6. Site planning and selection.
65. Schools on contaminated site prohibited.

### SUBPART B

#### BUILDING CODES AND CONSTRUCTION FOR EDUCATIONAL FACILITIES

37. State uniform building code for public educational facilities construction.
371. Conformity to codes.
372. Education facilities as emergency shelters.
38. Boards to ensure that facilities comply with building codes and life safety codes.
39. Building construction standards; exemptions.

- 1013.40. Planning and construction of Florida College System institution facilities; property acquisition.
- 1013.41. SMART schools; Classrooms First; legislative purpose.
- 1013.42. School Infrastructure Thrift (SIT) Program Act.
- 1013.44. Low-energy use design; solar energy systems; swimming pool heaters.
- 1013.45. Educational facilities contracting and construction techniques.
- 1013.451. Life-cycle costs comparison.

### SUBPART C

#### CONTRACTING FOR EDUCATIONAL FACILITIES

- 1013.46. Advertising and awarding contracts; prequalification of contractor.
- 1013.47. Substance of contract; contractors to give bond; penalties.
- 1013.48. Changes in construction requirements after award of contract.
- 1013.49. Toxic substances in construction, repair, or maintenance of educational facilities.
- 1013.50. Final payment to contractor.
- 1013.502. A Business-Community (ABC) school facilities; standards.
- 1013.51. Expenditures authorized for certain infrastructure.
- 1013.512. Land Acquisition and Facilities Advisory Board.

### SUBPART D

#### COOPERATIVE DEVELOPMENT OF EDUCATIONAL FACILITIES

- 1013.52. Cooperative development and joint use of facilities by two or more boards.
- 1013.53. Cooperative development of educational facilities in juvenile justice programs.
- 1013.54. Cooperative development and use of satellite facilities by private industry and district school boards.

### PART IV

#### FUNDING FOR EDUCATIONAL FACILITIES

- 1013.60. Legislative capital outlay budget request.
- 1013.61. Annual capital outlay budget.
- 1013.62. Charter schools capital outlay funding.
- 1013.64. Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects.
- 1013.65. Educational and ancillary plant construction funds; Public Education Capital Outlay and Debt Service Trust Fund; allocation of funds.
- 1013.66. Financing of approved capital projects.
- 1013.67. Commissioner to provide for encumbrances of funds.
- 1013.68. Classrooms First Program; uses.
- 1013.69. Full bonding required to participate in programs.
- 1013.70. The 1997 School Capital Outlay Bond Program.
- 1013.71. Lottery Capital Outlay and Debt Service Trust Fund.
- 1013.72. SIT Program award eligibility; maximum cost per student station of educational facilities; frugality incentives; recognition awards.
- 1013.721. A Business-Community (ABC) School Program.
- 1013.73. Effort index grants for school district facilities.
- 1013.735. Classrooms for Kids Program.
- 1013.736. District Effort Recognition Program.
- 1013.737. The Class Size Reduction and Educational Facilities Lottery Revenue Bond Program.
- 1013.738. High Growth District Capital Outlay Assistance Grant Program.
- 1013.74. University authorization for fixed capital outlay projects.
- 1013.75. Cooperative funding of career center facilities.
- 1013.76. Multiyear capital improvement contracts.
- 1013.78. Approval required for certain university-related facility acquisitions.
- 1013.79. University Facility Enhancement Challenge Grant Program.
- 1013.81. Florida College System institution indebtedness; bonds and tax anticipation certificates; payment.
- 1013.82. Contracts of institutions for supplies, utility services, and building construction exempt from operation of county or municipal ordinance or charter.

### PART I

#### FUNCTIONS; DEPARTMENT OF EDUCATION

#### 1013.01. Definitions.

The following terms shall be defined as follows for the purpose of this chapter:

(1) "Ancillary plant" is comprised of the building, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or



administrative buildings necessary to provide support services to an educational program.

(2) "Auxiliary facility" means the spaces located at educational plants which are not designed for student occupant stations.

(3) "Board," unless otherwise specified, means a district school board, a Florida College System institution board of trustees, a university board of trustees, and the Board of Trustees for the Florida School for the Deaf and the Blind. The term "board" does not include the State Board of Education or the Board of Governors.

(4) "Capital project," for the purpose of s. 9(a)(2), Art. XII of the State Constitution, as amended, means sums of money appropriated from the Public Education Capital Outlay and Debt Service Trust Fund to the state system of public education and other educational agencies as authorized by the Legislature.

(5) "Core facilities" means the media center, cafeteria, toilet facilities, and circulation space of an educational plant.

(6) "Educational facilities" means the buildings and equipment, structures, and special educational use areas that are built, installed, or established to serve primarily the educational purposes and secondarily the social and recreational purposes of the community and which may lawfully be used as authorized by the Florida Statutes and approved by boards.

(7) "Educational plant" comprises the educational facilities, site, and site improvements necessary to accommodate students, faculty, administrators, staff, and the activities of the educational program of each plant.

(8) "Educational plant survey" means a systematic study of present educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student based on projected capital outlay FTE's approved by the Department of Education.

(9) "Feasibility study" means the examination and analysis of information related to projected educational facilities to determine whether they are reasonable and possible.

(10) "Long-range planning" means devising a systematic method based on educational information and needs, carefully analyzed, to provide the facilities to meet the goals and objectives of the educational agency for a period of 5 years.

(11) "Low-energy usage features" means engineering features or devices that supplant or minimize the consumption of fossil fuels by heating equipment and cooling equipment. Such features may include, but are not limited to, high efficiency chillers and boilers, thermal storage tanks, solar energy systems, waste heat recovery systems, and facility load management systems.

(12) "Maintenance and repair" means the upkeep of educational and ancillary plants, including, but not limited to, roof or roofing replacement short of complete replacement of membrane or structure; repainting of interior or exterior surfaces; resurfacing of floors; repair or replacement of glass; repair of hardware, furniture, equipment, electrical fixtures, and plumbing fixtures; and repair or resurfacing of parking lots, roads, and walkways. The term "maintenance and repair" does not include custodial or groundskeeping functions, or renovation except for the replacement of equipment with new equipment of equal systems meeting current code requirements, provided that the replacement item neither places increased demand upon utilities services

or structural supports nor adversely affects the function of safety to life systems.

(13) "Need determination" means the identification of types and amounts of educational facilities necessary to accommodate the educational programs, student population, faculty, administrators, staff, and auxiliary and ancillary services of an educational agency.

(14) "New construction" means any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.

(15) "Passive design elements" means architectural features that minimize heat gain, heat loss, and the use of heating and cooling equipment when ambient conditions are extreme and that permit use of the facility without heating or air-conditioning when ambient conditions are moderate. Such features may include, but are not limited to, building orientation, landscaping, earth bermings, insulation, thermal windows and doors, overhangs, skylights, thermal chimneys, and other design arrangements.

(16) "Public education capital outlay (PECO) funded projects" means site acquisition, renovation, remodeling, construction projects, and site improvements necessary to accommodate buildings, equipment, other structures, and special educational use areas that are built, installed, or established to serve primarily the educational instructional program of the district school board, Florida College System institution board of trustees, or university board of trustees.

(17) "Remodeling" means the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.

(18) "Renovation" means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term "materials" does not include instructional materials.

(19) "Satisfactory educational facility" means a facility that has been recommended for continued use by an educational plant survey or that has been classified as satisfactory in the state inventory of educational facilities.

(20) "Site" means a space of ground occupied or to be occupied by an educational facility or program.

(21) "Site development" means work that must be performed on an unimproved site in order to make it usable for the desired purpose or work incidental to new construction or to make an addition usable.

(22) "Site improvement" means work that must be performed on an existing site to improve its utilization, correct health and safety deficiencies, meet special program needs, or provide additional service areas.

(23) "Site improvement incident to construction" means the work that must be performed on a site as an accompaniment to the construction of an educational facility.

(24) "Satellite facility" means the buildings and equipment, structures, and special educational use areas that are built, installed, or established by private business or industry in accordance with chapter 6A-2, Florida Administrative Code, to be used exclusively for educational

purposes to serve local officials to educational plan needs throughout

HIST: s. 797, ch. 2002

## 1013.02. Purpose

(1) The purpose of this chapter is to provide for the development of educational facilities in accordance with the provisions of the Florida College System and the Board of Governors.

(2) (a) The purpose of this chapter is to provide for the development of educational facilities in accordance with the provisions of the Florida College System and the Board of Governors.

HIST: s. 798, ch. 2002  
2011-5.

## 1013.03. Functions of the Board of Governors

The functions of the Board of Governors pertain to the development of educational facilities in accordance with the provisions of the Florida College System and the Board of Governors.

(1) Establish a minimum room minimum station shall be subject utilization of positive inventories data to construction, (4) Require e to submit comp amounts of fun spent for const commissioner s for the submissi facilities data. If educational facil Commissioner o board of this fac immediately sub

(2) Establish equitably unifor space, regardless shall also establi a minimum room minimum station shall be subject utilization of positive inventories data to construction, (4) Require e to submit comp amounts of fun spent for const commissioner s for the submissi facilities data. If educational facil Commissioner o board of this fac immediately sub

(3) Require l inventories data to construction, (4) Require e to submit comp amounts of fun spent for const commissioner s for the submissi facilities data. If educational facil Commissioner o board of this fac immediately sub

(4) Require e to submit comp amounts of fun spent for const commissioner s for the submissi facilities data. If educational facil Commissioner o board of this fac immediately sub



purposes to serve primarily the students of its employees and that are staffed professionally by the district school board.

HIST: s. 797, ch. 2002-387; s. 166, ch. 2007-217; s. 199, ch. 2011-5.

### 1013.02. Purpose; rules and regulations.

(1) The purpose of this chapter is to authorize state and local officials to cooperate in establishing and maintaining educational plants that will provide for public educational needs throughout the state.

(2) (a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this chapter for school districts and Florida College System institutions.

(b) The Board of Governors shall adopt regulations pursuant to its regulation development procedure to implement the provisions of this chapter for state universities.

HIST: s. 798, ch. 2002-387; s. 167, ch. 2007-217; s. 27, ch. 2010-78; s. 200, ch. 2011-5.

### 1013.03. Functions of the department and the Board of Governors.

The functions of the Department of Education as it pertains to educational facilities of school districts and Florida College System institutions and of the Board of Governors as it pertains to educational facilities of state universities shall include, but not be limited to, the following:

(1) Establish recommended minimum and maximum square footage standards for different functions and areas and procedures for determining the gross square footage for each educational facility to be funded in whole or in part by the state, including public broadcasting stations but excluding postsecondary special purpose laboratory space. The gross square footage determination standards may be exceeded when the core facility space of an educational facility is constructed or renovated to accommodate the future addition of classrooms to meet projected increases in student enrollment. The department and the Board of Governors shall encourage multiple use of facilities and spaces in educational plants.

(2) Establish, for the purpose of determining need, equitably uniform utilization standards for all types of like space, regardless of the level of education. These standards shall also establish, for postsecondary education classrooms, a minimum room utilization rate of 40 hours per week and a minimum station utilization rate of 60 percent. These rates shall be subject to increase based on national norms for utilization of postsecondary education classrooms.

(3) Require boards to submit other educational plant inventories data and statistical data or information relevant to construction, capital improvements, and related costs.

(4) Require each board and other appropriate agencies to submit complete and accurate financial data as to the amounts of funds from all sources that are available and spent for construction and capital improvements. The commissioner shall prescribe the format and the date for the submission of this data and any other educational facilities data. If any district does not submit the required educational facilities fiscal data by the prescribed date, the Commissioner of Education shall notify the district school board of this fact and, if appropriate action is not taken to immediately submit the required report, the district school

board shall be directed to proceed pursuant to s. 1001.42(13) (b). If any Florida College System institution or university does not submit the required educational facilities fiscal data by the prescribed date, the same policy prescribed in this subsection for school districts shall be implemented.

(5) Administer, under the supervision of the Commissioner of Education, the Public Education Capital Outlay and Debt Service Trust Fund and the School District and Community College District Capital Outlay and Debt Service Trust Fund.

(6) Develop, review, update, revise, and recommend a mandatory portion of the Florida Building Code for educational facilities construction and capital improvement by Florida College System institution boards and district school boards.

(7) Provide training, technical assistance, and building code interpretation for requirements of the mandatory Florida Building Code for the educational facilities construction and capital improvement programs of the Florida College System institution boards and district school boards and, upon request, approve phase III construction documents for remodeling, renovation, or new construction of educational plants or ancillary facilities, except that university boards of trustees shall approve specifications and construction documents for their respective institutions pursuant to guidelines of the Board of Governors. The Department of Management Services may, upon request, provide similar services for the Florida School for the Deaf and the Blind and shall use the Florida Building Code and the Florida Fire Prevention Code.

(8) Provide minimum criteria, procedures, and training to boards to conduct educational plant surveys and document the determination of future needs.

(9) Make available to boards technical assistance, awareness training, and research and technical publications relating to lifesafety, casualty, sanitation, environmental, maintenance, and custodial issues; and, as needed, technical assistance for survey, planning, design, construction, operation, and evaluation of educational and ancillary facilities and plants, facilities administrative procedures review, and training for new administrators.

(10) (a) Review and validate surveys proposed or amended by the boards and recommend to the Commissioner of Education, or the Chancellor of the State University System, as appropriate, for approval, surveys that meet the requirements of this chapter.

1. The term "validate" as applied to surveys by school districts means to review inventory data as submitted to the department by district school boards; provide for review and inspection, where required, of student stations and aggregate square feet of inventory changed from satisfactory to unsatisfactory or changed from unsatisfactory to satisfactory; compare new school inventory to allocation limits provided by this chapter; review cost projections for conformity with cost limits set by s. 1013.64(6); compare total capital outlay full-time equivalent enrollment projections in the survey with the department's projections; review facilities lists to verify that student station and auxiliary facility space allocations do not exceed the limits provided by this chapter and related rules; review and confirm the application of uniform facility utilization factors, where provided by this chapter or related rules; utilize the documentation of programs offered per site, as submitted by the board, to analyze facility needs; confirm that need projections for career and adult educational programs comply with needs documented by the Department of Education; and confirm



## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Honeywell Energy Cost Avoidance Report

DIVISION: Maintenance and Finance Departments

#### PURPOSE AND SUMMARY OF ITEMS:

Attached is a copy of the Energy Cost Avoidance Report from Honeywell for the second year of implementation. In addition, copies of the quarterly Energy Analysis Reports are available in the Maintenance and Finance Departments.

PREPARED BY: Wayne Shepard and Bonnie Wood

POSITION: Director of Facilities and Assistant Superintendent for Business Services

# Gadsden County Schools Energy Cost Avoidance Report

**Energy Guarantee Year 2 of 10**  
April 2011 through March 2012



*Helping customers manage energy resources to  
improve financial performance*

# Table of Contents

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## *Gadsden County Schools* *Building a Brighter Future*

35 Martin Luther King, Jr. Blvd. Quincy, Florida 32351  
(850) 627-9651 - PHONE (850) 627-2760 - FAX



### **1.0 Overview**

*Program Overview*  
*Retrofit Highlights*  
*Methodology & M&V Matrix*

### **2.0 Summary**

*Executive Summary*  
*Total Cost Avoidance Summary*  
*Energy Cost Avoidance Summary*  
*Performance Savings Graph*

### **3.0 Review Detail**

*Project Overview Review Detail*  
*ECM Savings Summaries*  
*Operational Savings*

### **4.0 Adjustments**

*Adjustments Summary*

### **5.0 Appendix**

*Site Visit Findings*  
*Energy Savings Tips*  
*Glossary of Terms*

## Program Overview

### Measurement & Verification Services

Honeywell is pleased to provide this comprehensive report of your energy consumption. This report was processed using an industry-standard program based on proven and accepted engineering formulas for energy conservation and analysis.

**M&V Contract Number:** 992-85-12329

**Baseline Period:** June 2007 - May 2008  
**Guarantee Period:** April 2010 - March 2024  
**Guarantee Term:** 10 Years

**Report Period:** April 2011 through March 2012

**Report Preparation By:** Dan Ponton, MVS  
Joel Bruedigam, EA

June 2012



### Meters Included in Report



<u>Location</u>	<u>Utility</u>	<u>M&amp;V Methodology</u>
Administration	Electric	Option A
	Water	Option A
Transportation	Electric	Option A
	Water	Option A
Carter Parramore Elementary	Electric	Option A
	Natural Gas	Option A
Chattahoochee Elementary	Electric	Option A
	Water	Option A
George Munroe Elementary	Electric	Option A
	Natural Gas	Option A
	Water	Option A
Greensboro Elementary	Electric	Option A
	Water	Option A
Gretna Elementary	Electric	Option A
	Natural Gas	Option A
Havana Elementary	Electric	Option A
	Water	Option A
St. Johns Elementary	Electric	Option A
	Natural Gas	Option A
Stewart Street Elementary	Electric	Option A



<u>Location</u>	<u>Utility</u>	<u>M&amp;V Methodology</u>
Havana Middle	Water	Option A
	Electric	Option A
James Shanks Middle	Water	Option A
	Electric	Option A
	Natural Gas	Option A
East Gadsden High	Water	Option A
	Electric	Option A
West Gadsden High	Electric	Option A
Gadsden Technical	Electric	Option A
	Water	Option A

## **Retrofit Highlights**

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- High Efficiency Lighting Upgrade
- High Efficiency HVAC Upgrade
- High Efficiency Plumbing Fixtures
- High Efficiency Marquee Sign
- Web Enabled HVAC Controls Upgrade
- Energy Awareness Program

## Determination of Energy Savings

### Theory of Energy Management

The primary motivation behind most energy management projects is cost avoidance. Cost avoidance is defined as the avoided expense, in today's dollars, attributable to a retrofit or other energy management initiative. In order to determine if a project has yielded the expected level of cost avoidance, it is necessary to measure and verify the cost avoidance in the post-retrofit period. By comparing the pre-retrofit energy consumption and cost with post-retrofit data, the performance of the energy retrofit can be determined.

The Federal Energy Management Program (FEMP) of the U.S. Department of Energy and its Measurement and Verification Guidelines for Federal Energy Projects classify measurement and verification approaches as Option A, B, C and D, and are selected based on the complexity of the retrofit project energy conservation measures (ECMs) and their potential operating interaction with each other. The FEMP Guidelines, based on the International Performance Measurement and Verification Protocol (IPMVP), were originally developed for U.S. federal projects. The FEMP and IPMVP protocols have since become the de facto standards used to measure and verify performance contract energy management project results.

*Option A:* Verification techniques determine savings by measuring the performance of a system before and after a retrofit, either through physical measurement or the use of manufacturer data, and multiplying the difference by an agreed-upon or stipulated factor, such as hours of operation.

*Option B:* Verification techniques are designed for projects where long-term continuous measurement of performance is desired. Metering is conducted on an individual system level, and the measured performance is compared with a baseline to determine cost avoidance.

*Option C:* Verification techniques involve utility whole building meter analysis, reviewing overall energy use, and identifying the effects of energy projects on a facility. Energy use before and after a retrofit project is compared to determine cost avoidance.

*Option D:* Computer models are developed that use calibrated simulations of baseline and post-installation energy use to measure cost avoidance.

# Methodology

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## Explanation of Adjustments

If all things were equal, energy management results could be simply determined by subtracting current year energy use units from their base year equivalent (kilowatt-hours, cubic feet of gas, cubic feet of water, etc.) The costs avoided would then simply be the energy use units saved between the two measured periods multiplied by a given billing rate.

However, as all conditions are never equal between the current and base year periods of tracking, adjustments are required to assure an equivalent comparison in order to accurately calculate the energy cost avoidance. These adjustments are made to the base year period utility bill data in order to reflect energy usage that would have occurred during the base year period if all the conditions of the current year period had existed then. The result is referred to as the baseline. Baseline adjustments include, but are not limited to, differences in billing period days, weather, rate schedules, equipment that has been recommissioned, added or removed, increases or decreases in building square footage, changes in enrollment counts, etc. These are variables affecting consumption which warrant adjustment to the baseline.

*Billing Days Adjustment* - Typically, utility companies do not bill for the same number of days each month. The energy tracking/auditing software program used adjusts for differences in the number of days in the billing period between the base year and current year before calculating energy cost avoidance/savings.

*Weather Adjustment* - As energy consumption is often weather-related, a regression analysis is performed to identify the relationship between historic meter performance and weather, denoted by heating or cooling degree-day variables. The analysis results in a regression model utilized in calculating the baseline, adjusted for the weather difference between the pre- and post-installation period. The program adjusts for weather variation using weather data degree-days while also recognizing that not all energy consumption is weather sensitive.

*Cost Adjustment* - Utility company rate schedules are generally used to calculate the cost of energy consumption. These rates may change frequently. The applicable utility rate schedule as determined by the performance contract is used for cost calculation in the current review period. This schedule achieves an accurate comparison of the pre- and post-installation period cost of energy.

*Runtime Adjustment* - A building's hours of operation (runtime) typically vary and will affect energy usage. Set hours of operation are agreed upon on a building-by-building basis and documented in the contract. Review period runtime is tracked on a monthly basis and compared to the agreed upon operating hours. Adjustments can be made in the event actual hours of operation exceed agreed upon hours.



# Methodology

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*Miscellaneous Adjustments* - A change in consumption will occur if the square footage or occupancy levels of the facility change or if the facility adds, deletes, or changes equipment that affects building load. Savings lost or gained by the change can be calculated by standard engineering formulas.

## Methods Contained in This Report

Option A is used to calculate energy cost avoidance for all facilities. This method gives a truer picture of the cost avoidance achieved by a lighting retrofit, regardless of the operation of the other building systems, especially where controls were omitted from the scope of work.

The baseline adjustment is stipulated to be an escalation of 4% per year for the unit cost of electric utilities and 4% per year for gas utilities, and 4% per year for the unit cost of water used in the determination of cost avoidance each year.

The energy avoidance identified in the Post Installation/Guarantee Period 1 measurement and verification activities will be stipulated as the achieved energy avoidance for years 2 through 14. The associated cost avoidance will be calculated using the stipulated utility unit avoidance times the agreed upon escalated utility unit costs.

Operational cost savings identified and described in the contract were deemed satisfied upon contract execution. Operational cost savings categorized as capital cost avoidance are part of, or are causally connected to scope of work specified in Attachment A and are documented by industry standard engineering methodologies acceptable to the Customer. The baseline adjustment is stipulated to be an escalation of 4% per year for operational costs used in the determination of operational cost avoidance each year.



# Executive Summary

In compliance with contract provisions, FEMP Option A methodology of Measurement & Verification, "Potential to Perform" was used to quantify energy cost avoidance and performance results reported herein. Every attempt has been made to generate the most accurate energy audit possible. Honeywell will follow Option A "Potential to Perform" methodology in Year 2 and through the rest of the guarantee period. On site verification by observations of operations and captured screen shots from EMS of the operating parameters will be completed.

Summary of Savings --Year 2			
Energy Conservation Measure	Cost Savings		
	Cost Savings Projected	Cost Savings Result	% to Projection
High Efficiency Lighting Upgrade	\$141,389	\$140,584	99%
High Efficiency HVAC Upgrade	\$5,272	\$5,244	99%
High Efficiency Plumbing Fixtures	\$11,682	\$16,704	143%
High Efficiency Marquee Sign	\$3,853	\$4,057	105%
Web Enabled HVAC Controls Upgrade	\$60,379	\$60,379	100%
Energy Awareness Program	\$82,904	\$82,904	100%
<b>Total</b>	<b>\$305,479</b>	<b>\$309,872</b>	<b>101%</b>

Honeywell Home & Building Control provides a wide array of products, services, and programs to conserve energy and increase the operating efficiency of your building. When Honeywell applies advanced control and maintenance techniques to your existing buildings.

Excellence Is Our Standard  
Delighting You Is Our Goal

Thank You for Choosing Honeywell

# Total Cost Avoidance Summary

## Year 2 Results

Energy Cost Avoidance	\$ 309,872
Operational Savings	\$ 171,484
Total Cost Avoidance	\$ 481,356
Annual Guarantee	\$ 476,963
Excess Savings/(Shortfall)	\$ 4,393
Percent of Plan	101%

## Cumulative Results

TIME PERIOD		TOTAL COST AVOIDANCE	ANNUAL ENERGY GUARANTEE	EXCESS SAVINGS/ (SHORTFALL)
Year 1	4/10 - 3/11	\$ 462,869	\$ 458,618	\$ 4,251
Year 2	4/11 - 3/12	\$ 481,356	\$ 476,963	\$ 4,393
Year 3	4/12 - 3/13	\$ -	\$ -	\$ -
Year 4	4/13 - 3/14	\$ -	\$ -	\$ -
Year 5	4/14 - 3/15	\$ -	\$ -	\$ -
Year 6	4/15 - 3/16	\$ -	\$ -	\$ -
Year 7	4/16 - 3/17	\$ -	\$ -	\$ -
Year 8	4/17 - 3/18	\$ -	\$ -	\$ -
Year 9	4/18 - 3/19	\$ -	\$ -	\$ -
Year 10	4/19 - 3/20	\$ -	\$ -	\$ -
TOTAL		\$ 944,225	\$ 935,581	\$ 8,644

# Energy Cost Avoidance Summary

## Year 2 Results

Utility Savings	\$ 309,872
Annual Energy Guarantee	\$ 305,479
Excess Savings/(Shortfall)	\$ 4,393
Percent of Plan	101%

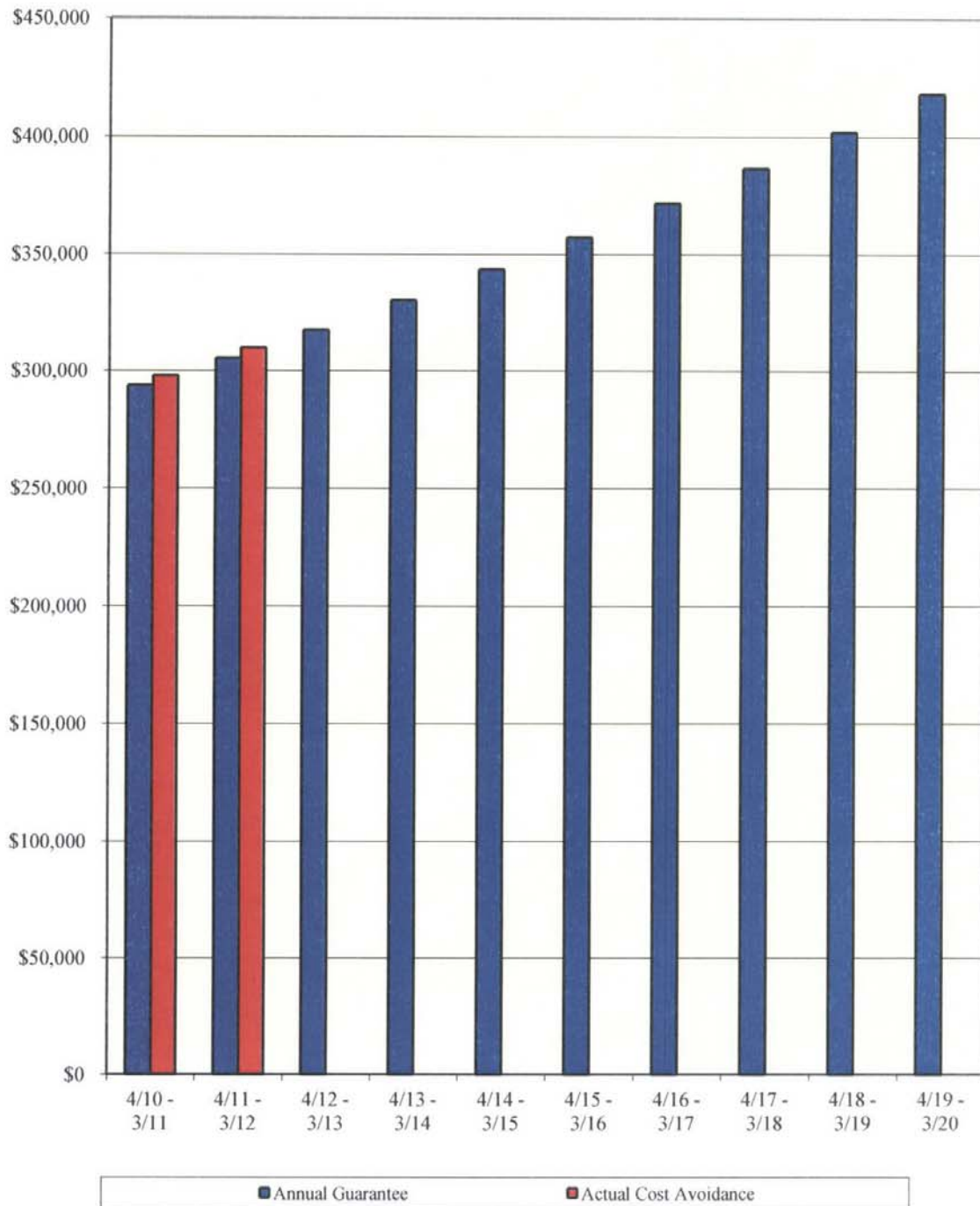
## Cumulative Results

TIME PERIOD		TOTAL COST AVOIDANCE	ANNUAL ENERGY GUARANTEE	EXCESS SAVINGS/ (SHORTFALL)
Year 1	4/10 - 3/11	\$ 297,981	\$ 293,730	\$ 4,251
Year 2	4/11 - 3/12	\$ 309,872	\$ 305,479	\$ 4,393
Year 3	4/12 - 3/13	\$ -	\$ -	\$ -
Year 4	4/13 - 3/14	\$ -	\$ -	\$ -
Year 5	4/14 - 3/15	\$ -	\$ -	\$ -
Year 6	4/15 - 3/16	\$ -	\$ -	\$ -
Year 7	4/16 - 3/17	\$ -	\$ -	\$ -
Year 8	4/17 - 3/18	\$ -	\$ -	\$ -
Year 9	4/18 - 3/19	\$ -	\$ -	\$ -
Year 10	4/19 - 3/20	\$ -	\$ -	\$ -
<b>TOTAL</b>		<b>\$ 607,853</b>	<b>\$ 599,209</b>	<b>\$ 8,644</b>



## Performance Savings

### Annual Energy Guarantee vs. Actual Cost Avoidance



# Project Overview/Review Detail

## Validation of ECM Savings

### Measurement & Verification Methods

Measurement and Verification (M&V) is based on the Federal Energy Management Program's (FEMP) publication, "Measurement and Verification Guideline for Federal Energy Projects," (DOE/GO-102000-0960, September 2000). The M&V plan for this contract consists of the following:

**Year One:** Honeywell will follow FEMP Option "A" "Potential to Perform" (as scheduled in Attachment "G", Exhibit G-3 & G-4) for the Measurement and Verification to quantify the energy cost avoidance of Gadsden County Schools facilities. This option will be applied on an ECM specific basis and was selected for this determination to provide an accurate but economical reconciliation. Savings will be realized from both energy and operational improvements. Energy savings for the Facilities for such Guarantee Year will be quantified and summarized on an ECM basis as defined below. The energy savings will be multiplied by the applicable energy rate as defined in Attachment G section 1.1 to calculate the Energy cost avoidance.

**Year Two and Remaining Guarantee Years (ongoing):** Honeywell will follow FEMP Option "A" "Potential to Perform" (as scheduled in Exhibit G-3 & G-4). On-site verification by observation of operation and captured screen shots from the EMS of the operating parameters will be completed for the Measurement and Verification of the installed ECMs. The annual inspection of time schedules in the Energy Management System will be performed to quantify equipment runtimes and the energy cost avoidance of the customer's facility as stated in Exhibit "G1".

### Energy Conservation Measures (ECMs) Implemented

#### Applicable ECMs

ECMs (and associated energy types) applicable to the project include:

- ECM #1 – High Efficiency Lighting Upgrade (Electricity)
- ECM #2 – High Efficiency HVAC Upgrades (Electricity & Gas)
- ECM #3 – High Efficiency Plumbing Fixtures (Water)
- ECM #4 – High Efficiency Marquee Sign (Electricity)
- ECM #5 – Web Enabled HVAC Controls Upgrade (Electricity)
- ECM #6 – Energy Awareness Program (Electricity)

#### Projected Savings

Attachment G, Section 1.1, Schedule of Savings in the contract, indicates that these ECM is to generate **\$305,479 of energy savings/cost avoidance in year 2 of the performance contract, escalated 4% annually.**

<u>Baseline</u> operating parameters are stipulated and agreed upon. See Energy Savings Calculations, attached hereto and incorporated herein for further information regarding stipulated baseline parameters.
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<u>Guarantee Period</u> operating parameters are stipulated and agreed upon, and are displayed in the Energy Savings calculations.
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# Project Overview/Review Detail

## ECMS # 1 - 6 – Summary Listed in Table 1 (directly taken from attachment “G” in the contract).

The energy consumption baseline for these ECMS was generated using the Engineering calculations in Exhibit G-2 in the contract based on the pre-retrofit HVAC equipment, the existing control system, applicable electric cost rates, and the operating parameters stipulated in the contract document. The post data was gathered and quantified after the installation of the new equipment and control systems using the post-installation operating parameters also stipulated in the contract document in Exhibit G-4. The comparison of these pre- and post-installation profiles validates the potential to achieve the projected cost avoidance for this ECM.

- 1.1 Energy Savings.** The amount of energy savings for guarantee year 2 is the sum of the below listed ECMs. The schedule of savings does not include the absolute increase in energy use due to the implementation of measures to increase environmental comfort as directed by the customer, and other baseline adjustments (see 1.3.1.1). The Guaranteed savings are less than the projected savings, represented in Exhibit G-1. The Cost Avoidance is based on the listed Energy and Operational Cost Avoidance Guarantee Practices contained in Section 1.3 herein.

**Table 1 – Detailed Explanation of Year 2 ECM cost avoidance**

Att A	ECM Description	Electric Year 2	Non-Electric Year 2	Water Year 2	Total Year 2
1	High Efficiency Lighting Upgrade	\$141,389			\$141,389
2	High Efficiency HVAC Upgrade	\$2,125	\$3,119		\$5,244
3	High Efficiency Plumbing Fixtures			\$11,682	\$11,682
4	High Efficiency Marquee Sign	\$3,853			\$3,853
5	Web Enabled HVAC Controls Upgrade	\$60,379			\$60,379
6	Energy Awareness Program	\$82,904			\$82,904
	<b>Totals</b>	<b>\$290,650</b>	<b>\$3,119</b>	<b>\$11,682</b>	<b>\$305,451</b>

# ECM 1 - Lighting Upgrade

Building	# Existing	# Retrofitted	Year 2 rate		
	Fixtures	Fixtures	kWh Saved	per kWh	Cost Avoidance
George Munroe Elem	1,049	870	109,879	0.111	\$12,250
James Shanks Middle	1,497	1,379	231,061	0.111	\$25,761
Greensboro Elem	1,036	883	132,450	0.128	\$16,902
Stewart Street Elem	488	464	51,289	0.111	\$5,718
Gadsden Technical	549	540	125,318	0.080	\$10,062
Havanah Mid	1,517	1,515	246,732	0.093	\$22,889
Chattahoochee Elem	1,164	1,169	113,843	0.084	\$9,543
Havana Elem	633	617	111,583	0.133	\$14,866
Administration	259	221	97,799	0.080	\$7,852
Transportation	88	88	31,011	0.111	\$3,457
Howser Pre-K	38	38	2,962	0.080	\$238
Warehouse	162	162	22,337	0.111	\$2,490
Personnel	77	43	18,606	0.080	\$1,494
Midway	38	38	4,013	0.134	\$536
Vending	45	45	57,062	0.114	\$6,528
Total	8,640	8,072	1,355,945	0.104	\$140,584



# ECM 2 - HVAC Upgrades

**Building:** George Munroe

## OVERVIEW:

The existing 5 ton, packaged units serving the building are aging and less efficient than newer equipment currently available. They will be replaced with a new High Efficiency packaged unit in the existing location. The savings calculation assumes an average cooling load over the period that the equipment is in operation. It also assumes that the savings will be based upon the current building loads, including ventilation.

## ASSUMPTIONS:

Present cooling energy usage.....	36,486 KWH/yr	
Electrical demand period.....	8 months	SEER Ratings
Existing cooling equipment EER rating.....	7.2 MBTU/KWH	8
New cooling equipment EER rating.....	11.7 MBTU/KWH	13
Cooling equipment rated capacity.....	35.0 tons	
Weekly cooling system operation.....	42 hrs/wk	
Cooling season length.....	33 wk/yr	
Avoided cost of electricity.....	\$0.1115 /KWH	
Avoided cost of demand.....	\$0.00 /KW	
Cooling conversion factor.....	12 MBTU/ton-hr	

## UTILITY SAVINGS CALCULATIONS:

Load Factor	=	0.45
Demand Savings	=	9.18 KW
Cooling Savings	=	12,910 KWH/yr
Cost Savings	=	\$1,439 /yr

## UTILITY SAVINGS FORMULAS:

$$\text{Load Factor} = \frac{\text{cooling KWH} \times (\text{exist EER})}{\left[ \text{tons} \times 12 \times \left( \frac{\text{oper.}}{\text{period}} \right) \right]}$$

Baseline Calculation Data					
Tons	Hrs/dy	Dy/Wk	Wk/yr	LF	EER
35.0	6	7	33.1	0.45	7.2

$$\text{Demand Savings} = \left( \frac{\text{load}}{\text{factor}} \right) \times (\text{tons}) \times (12) \times \left( \frac{1}{\text{exist EER}} - \frac{1}{\text{new EER}} \right)$$

$$\text{Cooling Savings} = \left( \frac{\text{demand}}{\text{savings}} \right) \times \left( \frac{\text{oper.}}{\text{period}} \right)$$

$$\text{Cost Savings} = \left( \frac{\text{demand}}{\text{savings}} \right) \times \left( \frac{\text{demand}}{\text{cost}} \right) + \left( \frac{\text{cooling}}{\text{savings}} \right) \times \left( \frac{\text{elect.}}{\text{cost}} \right)$$

# ECM 2 - HVAC Upgrades

**Building:** Gretna Elementary

## OVERVIEW:

The existing 20 ton air cooled chiller serving the cafeteria is aging and less efficient than newer equipment currently available. It will be replaced with a new High Efficiency unit in the existing location. The savings calculation assumes an average cooling load over the period that the equipment is in operation. It also assumes that the savings will be based upon the current building loads, including ventilation.

## ASSUMPTIONS:

Present cooling energy usage.....	20,849 KWH/yr	
Electrical demand period.....	8 months	SEER Ratings
Existing cooling equipment EER rating.....	7.2 MBTU/KWH	8
New cooling equipment EER rating.....	10.0 MBTU/KWH	11.1
Cooling equipment rated capacity.....	20.0 tons	
Weekly cooling system operation.....	42 hrs/wk	
Cooling season length.....	33 wk/yr	
Avoided cost of electricity.....	\$0.1276 /KWH	
Avoided cost of demand.....	/KW	
Cooling conversion factor.....	12 MBTU/ton-hr	

## UTILITY SAVINGS CALCULATIONS:

Load Factor	=	0.45
Demand Savings	=	3.28 KW
Cooling Savings	=	5,371 KWH/yr
Cost Savings	=	\$685 /yr

## UTILITY SAVINGS FORMULAS:

$$\text{Load Factor} = \frac{\text{cooling KWH} \times (\text{exist EER})}{\left[ \text{tons} \times 12 \times \left( \frac{\text{oper.}}{\text{period}} \right) \right]}$$

$$\text{Demand Savings} = \left( \frac{\text{load}}{\text{factor}} \right) \times (\text{tons}) \times (12) \times \left( \frac{1}{\text{exist EER}} - \frac{1}{\text{new EER}} \right)$$

$$\text{Cooling Savings} = \left( \frac{\text{demand}}{\text{savings}} \right) \times \left( \frac{\text{oper.}}{\text{period}} \right)$$

$$\text{Cost Savings} = \left( \frac{\text{demand}}{\text{savings}} \right) \times \left( \frac{\text{demand}}{\text{cost}} \right) + \left( \frac{\text{cooling}}{\text{savings}} \right) \times \left( \frac{\text{elect.}}{\text{cost}} \right)$$

Baseline Calculation Data					
Tons	Hrs/dy	Dy/Wk	Wk/yr	LF	EER
20.0	6	7	33.1	0.45	7.2

# ECM 2 - HVAC Upgrades

## Boiler Retrofit

Carter Parramore - Model Baseline - Natural Gas (70% Eff)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Space Cool	0	0	0	0	0	0	0	0	0	0	0	0	0
Heat Reject.	0	0	0	0	0	0	0	0	0	0	0	0	0
Refrigeration	0	0	0	0	0	0	0	0	0	0	0	0	0
Space Heat	341.5	296.1	128	39.5	9.4	0	0	0.3	2.5	34.2	124.3	311.5	1,287.40
HP Supp.	0	0	0	0	0	0	0	0	0	0	0	0	0
Hot Water	27.4	25.5	28.2	28.9	27.5	4	4.2	23.9	21.8	24.5	22.5	26.2	264.6
Vent. Fans	0	0	0	0	0	0	0	0	0	0	0	0	0
Pumps & Aux.	0	0	0	0	0	0	0	0	0	0	0	0	0
Ext. Usage	0	0	0	0	0	0	0	0	0	0	0	0	0
Misc. Equip.	0	0	0	0	0	0	0	0	0	0	0	0	0
Task Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Area Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	368.9	321.6	156.2	68.4	36.9	4	4.2	24.2	24.3	58.7	146.9	337.7	1,551.90

Carter Parramore - Boiler Efficiency Improvement (85% Eff)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Space Cool	0	0	0	0	0	0	0	0	0	0	0	0	0
Heat Reject.	0	0	0	0	0	0	0	0	0	0	0	0	0
Refrigeration	0	0	0	0	0	0	0	0	0	0	0	0	0
Space Heat	281.2	243.8	105.5	32.5	7.8	0	0	0.3	2	28.2	102.4	256.5	1,060.20
HP Supp.	0	0	0	0	0	0	0	0	0	0	0	0	0
Hot Water	27.4	25.5	28.2	28.9	27.5	4	4.2	23.9	21.8	24.5	22.5	26.2	264.6
Vent. Fans	0	0	0	0	0	0	0	0	0	0	0	0	0
Pumps & Aux.	0	0	0	0	0	0	0	0	0	0	0	0	0
Ext. Usage	0	0	0	0	0	0	0	0	0	0	0	0	0
Misc. Equip.	0	0	0	0	0	0	0	0	0	0	0	0	0
Task Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Area Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	308.6	269.3	133.6	61.5	35.2	4	4.2	24.1	23.8	52.7	124.9	282.7	1,324.70

## Boiler Efficiency Improvement

Baseline Fossil Fuel Model	1,552
Model (After New Boiler)	1,325
MMBTU Savings	227
GSF Total	101,339
GSF Eff	68,244
% Total	67%
<b>Guaranteed MMBTU Savings</b>	<b>141</b>
<b>Cost Avoidance</b>	<b>\$ 2,279</b>

# ECM 2 - HVAC Upgrades

## Boiler Retrofit

St. John's - Model Baseline - Oil (74/74/72/72) 70% Eff

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Space Cool	0	0	0	0	0	0	0	0	0	0	0	0	0
Heat Reject.	0	0	0	0	0	0	0	0	0	0	0	0	0
Refrigeration	0	0	0	0	0	0	0	0	0	0	0	0	0
Space Heat	144.86	128.17	50.61	17.12	3.85	0	0	0	0.59	12.88	46.38	124.86	529.31
HP Supp.	0	0	0	0	0	0	0	0	0	0	0	0	0
Hot Water	13.35	12.4	13.69	14.05	13.32	1.89	1.98	11.57	10.56	11.9	10.96	12.74	128.41
Vent. Fans	0	0	0	0	0	0	0	0	0	0	0	0	0
Pumps & Aux.	0	0	0	0	0	0	0	0	0	0	0	0	0
Ext. Usage	0	0	0	0	0	0	0	0	0	0	0	0	0
Misc. Equip.	0	0	0	0	0	0	0	0	0	0	0	0	0
Task Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Area Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	158.21	140.56	64.3	31.17	17.17	1.89	1.98	11.57	11.15	24.78	57.33	137.59	657.72

St. John's - Model Boiler Replacement - Oil (74/74/72/72) 80% Eff

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Space Cool	0	0	0	0	0	0	0	0	0	0	0	0	0
Heat Reject.	0	0	0	0	0	0	0	0	0	0	0	0	0
Refrigeration	0	0	0	0	0	0	0	0	0	0	0	0	0
Space Heat	126.75	112.15	44.28	14.98	3.37	0	0	0	0.51	11.27	40.58	109.25	463.14
HP Supp.	0	0	0	0	0	0	0	0	0	0	0	0	0
Hot Water	13.35	12.4	13.69	14.05	13.32	1.89	1.98	11.57	10.56	11.9	10.96	12.74	128.41
Vent. Fans	0	0	0	0	0	0	0	0	0	0	0	0	0
Pumps & Aux.	0	0	0	0	0	0	0	0	0	0	0	0	0
Ext. Usage	0	0	0	0	0	0	0	0	0	0	0	0	0
Misc. Equip.	0	0	0	0	0	0	0	0	0	0	0	0	0
Task Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Area Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	140.1	124.54	57.97	29.03	16.69	1.89	1.98	11.57	11.07	23.17	51.54	121.99	591.56

### Boiler Efficiency Improvement

Baseline Fossil Fuel Model	657.72
Model (After New Boiler)	591.56
MMBTU Savings	66.16
GSF Total	49163
GSF Eff	31630
% Total	64%

Gauranteed MMBTU Savings 39

Cost Avoidance \$ 840



## ECM 3 - Plumbing Fixtures

BUILDING NUMBER	Total	Baseline	Savings (Gal)	Savings	Quantities					Cost Avoidance	
	STUDENTS	WATER (Gal)	WATER (GAL)	ENERGY (MMBtu)	TOILETS	URINALS	COMMON AREA BATH / CLASSROOM SINKS (NO HOT WATER)	KITCHEN / NURSE SINKS	SHOWERS	WATER	FUEL
CHATTAHOOCHEE ELEMENTARY	215	470,700	170,067	1.95	11	7	28	5	0	\$ 699	\$ 34
GADSDEN CENTRAL ACADEMY	200	0	122,430	0.78	5	2	14	2	0	\$ 503	\$ 14
GADSDEN ELEMENARY MAGNET	125	64,800	19,217	1.95	35	9	22	5	0	\$ 79	\$ 34
GADSEN TECHNICAL INSTITUTE	50	76,600	1,546	3.13	14	11	20	8	0	\$ 6	\$ 54
GEORGE MUNROE ELEMENTARY	733	1,244,800	384,517	2.74	32	8	77	7	0	\$ 1,580	\$ 47
HAVANA ELEMENTARY	603	1,310,700	403,517	1.17	18	4	48	3	0	\$ 1,658	\$ 20
HAVANA MIDDLE	214	1,591,000	522,803	25.69	0	0	66	13	33	\$ 2,148	\$ 445
JAMES A SHANKS	607	2,231,500	732,442	1.95	29	6	99	10	42	\$ 3,009	\$ 34
STEWART STREET ELEMENTARY	530	2,231,500	732,442	1.95	10	1	55	5	0	\$ 3,009	\$ 34
FAMILY INFORMATION		0	3,809	0.39	0	0	1	1	0	\$ 16	\$ 7
MAINTENANCE BUILDING		124,300	40,317	0.78	2	1	2	2	0	\$ 166	\$ 14
PERSONNEL OFFICE		0	3,905	0.00	0	0	1	0	0	\$ 16	\$ -
TRANSPORTATION BUILDING		303,800	91,066	2.50	3	2	6	0	4	\$ 374	\$ 43
CARTER PARAMORE ACADEMY	365	1,400,000	270,596	0.78	8	4	42	2	0	\$ 1,112	\$ 14
DIAGNOSTIC CENTER		0	7,273	0.78	1	0	1	2	0	\$ 30	\$ 14
GREENSBORO ELEMENTARY	415	983,450	334,985	4.69	15	14	46	12	0	\$ 1,376	\$ 81
MAX WALKER ADMINISTRATION		0	5,562	0.39	6	2	9	1	0	\$ 23	\$ 7
WAREHOUSE		0	1,905	0.00	0	0	1	0	0	\$ 8	\$ -
	4,057	12,033,150	3,848,396	52	189	71	538	78	79	\$ 15,809	\$ 895

Total Cost Avoidance \$ 16,704

## ECM 4 - Marquee Sign

Area	Components	# Lamps	Watts/Lamp	Connected kW	Sign Utilization Factor	Average Utilized kW	Hours of Operation	Projected kWh Used
Existing Marquee Sign	30 watt Incandescent	2,048	30	61	30%	18.4	2,138	35,469
Marquee Exterior Sign	Red LED Retrofitt	2,048	2.8	6	30%	1.7	2,138	3,678
kWh Saved								31,791
Cost Avoidance \$								4,057

## ECM 5 - Web Enabled HVAC Controls Upgrade

Facility w/ Controls ECM	Yr Built	Lighting	Primiry Technologies			GSF	kWh	Total Cost
			Cooling	Heating				
GADSDEN ELEMENTARY MAGNET	1919/1951	T-12	Air Cooled DX	NG		61,953	54,134	\$ 5,332
GRETN A ELEMENTARTY	1924/1963	T-12	Air Cooled Chiller	Propane		50,534	-	\$ -
CARTER PARRAMORE	1954/1974	T-12	Air Cooled DX	NG		101,339	-	\$ -
HAVANA ELEMENTARY	1955/1980	T-12	Air Cooled Chiller	NG		81,900	-	\$ -
GEORGE MUNROE ELEMENTARY	1956/1992	T-12	Air Cooled DX	NG		87,248	138,331	\$ 11,110
WALKER ADMIN	1958/1988	T-12	Air Cooled DX	NG		18,062	49,748	\$ 3,995
ST. JOHN ELEMENTARY	1959/1969	T-12	Air Cooled Chiller	NG		49,163	-	\$ -
STEWART STREET ELEMENTARY	1965/1972	T-12	Air Cooled DX	NG		74,810	72,216	\$ 5,800
JAMES A. SHANKS MIDDLE	1967/1987	T-12	Water Cooled Chiller	NG		138,149	-	\$ -
CHATTAHOOCHEE ELEMENTARY	1971/1973	T-12	Air Cooled DX	NG		59,861	81,760	\$ 6,850
GADSDEN TECHNICAL	1972/1975	T-12	Air Cooled DX	NG		100,507	73,860	\$ 5,932
TRANSPORATION – BUS GARAGE	1990/1990	T-12	Air Cooled DX	Electric		17,872	2,744	\$ 303
EAST GADSDEN HIGH	2001/2004	T-8	Air Cooled Chiller	Propane		206,005	102,948	\$ 9,463
WEST GADSDEN HIGH	2005/2005	T-8	Air Cooled Chiller	Propane		116,691	124,936	\$ 11,593
							700,677	\$ 60,379

## ECM 6 - Energy Awareness

Facility w/ Controls ECM	Yr Built	Primary Technologies			GSF	kWh	Total Cost
		Lighting	Cooling	Heating			
GADSDEN ELEMENTARY MAGNET	1919/1951	T-12	Air Cooled DX	NG	61,953	33,564	\$ 3,306
GRETN A ELEMENTARTY	1924/1963	T-12	Air Cooled Chiller	Propane	50,534	89,340	\$ 8,800
CARTER PARRAMORE	1954/1974	T-12	Air Cooled DX	NG	101,339	120,820	\$ 11,901
HAVANA ELEMENTARY	1955/1980	T-12	Air Cooled Chiller	NG	81,900	112,300	\$ 14,966
GEORGE MUNROE ELEMENTARY	1956/1992	T-12	Air Cooled DX	NG	87,248	25,070	\$ 1,852
WALKER ADMIN	1958/1988	T-12	Air Cooled DX	NG	18,062	-	\$ -
ST. JOHN ELEMENTARY	1959/1969	T-12	Air Cooled Chiller	NG	49,163	74,590	\$ 7,347
STEWART STREET ELEMENTARY	1965/1972	T-12	Air Cooled DX	NG	74,810	44,775	\$ 3,596
JAMES A. SHANKS MIDDLE	1967/1987	T-12	Water Cooled Chiller	NG	138,149	-	\$ -
CHATTAHOOCHEE ELEMENTARY	1971/1973	T-12	Air Cooled DX	NG	59,861	50,692	\$ 4,247
GADSDEN TECHNICAL	1972/1975	T-12	Air Cooled DX	NG	100,507	45,794	\$ 3,678
TRANSPORATION – BUS GARAGE	1990/1990	T-12	Air Cooled DX	Electric	17,872	-	\$ -
EAST GADSDEN HIGH	2001/2004	T-8	Air Cooled Chiller	Propane	206,005	147,300	\$ 12,457
WEST GADSDEN HIGH	2005/2005	T-8	Air Cooled Chiller	Propane	116,691	129,200	\$ 10,754
						873,445	\$ 82,904



## Operational Savings

The operational cost savings described below and identified in Attachment G section 1.2 of the contract are deemed satisfied upon contract execution.

Year 1	\$164,888
Year 2	\$171,484
Year 3	\$178,343
Year 4	\$185,477
Year 5	\$192,896
Year 6	\$200,611
Year 7	\$208,636
Year 8	\$216,981
Year 9	\$225,661
Year 10	\$234,687
<b>Total</b>	<b>\$1,979,664</b>

ECM #	Operational Savings Description (OSD)	Cost Avoidance Category (O&M, Capital)	Year 2 Breakdown
1	High Efficiency Lighting Upgrade	O&M	\$23,874
2	High Efficiency HVAC Upgrade	Capital & O&M	\$99,777
3	High Efficiency Plumbing Fixtures	O&M	\$730
4	High Efficiency Marquee Sign	O&M	\$3,423
5	Web Enabled HVAC Controls Upgrade	O&M	\$2,080
6	Web-Based Maintenance Management	O&M	\$41,600
	<b>Total</b>		<b>\$171,484</b>

## Site Visit Findings

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Site visit conducted 5-30-12 with Wayne Sheppard, Dan Ponton and James Frostick

Positives	Water savings measures intact and operating as installed Lighting operating as installed
Negatives	A large part of the controls are not reporting to the EBI server. According to the H'well controls tech. many controls have been bypassed by the customer

# Energy Savings Tips

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## The Goal

- Eliminate wasted energy in buildings while ensuring a comfortable and safe learning environment for all students and staff.
- Educate every student and employee about contributing to energy efficiency so that every person will be an energy saver, as well as an energy user.

## General Energy Savings Tips

- Be sure all automatic controls are in good working condition, calibrated properly and reviewed often.
- Monthly, review time schedules in the programmable thermostats. Make the most of your energy management system or programmable thermostats by turning heating/cooling systems off during unoccupied periods, including holidays, and maintaining energy-saving temperature setpoints. Start a shutdown list and hand out for use at each site during holidays and summertime. *Did you know that:*

Heating and cooling an average-sized elementary school is like heating and cooling 40 average-sized homes?

For every hour that an HVAC system operates at an average-sized elementary school when no one is there, it costs about \$15 to heat and \$14 to cool?

Every degree a thermostat is lowered during heating season or raised during cooling season decreases costs by 3-5%?

- Turn lights off in all areas, especially gyms, cafeterias, and auditoriums, when they are not occupied; instruct custodians to shut lights off as soon as classes end and turn them on again in an area only while cleaning it. (The average classroom can save \$25 a year by shutting off the lights for 2 additional hours each day.)
- Use daylight (it's free) to enhance lighting and reduce the use of electric light.
- Turn off computers, copiers, and other office machines every night, and make sure they are set on "energy-saver" mode while in use.
- Install Vending Misers on canned/bottled drink and other vending machines to turn them off 12 hours a day. Permanently de-lamp vending machines and disconnect ballasts, and turn them off completely during months when school is not in session. (Note: The cost of operating vending machines can exceed the shared revenue provided by the vendor.)
- Turn off exhaust fans in kitchens and bathrooms during unoccupied periods.
- Use equipment that consumes high amounts of electricity before noon whenever possible. This helps cut peak demand charges on a school's utility bill. This type of equipment includes kilns, electric ovens, sawdust collectors, and sports lights.
- Limit the use of small refrigerators in classrooms. Approximate annual cost is \$75 to \$90 per unit.

# Energy Savings Tips

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## Prepare for Heating Season

- Clean boilers, test all heating-related equipment, and check piping for steam leaks to be sure everything is in good working order *before* it is needed.
- Keep hot water temperatures to 120-130 degrees Fahrenheit for sinks and showers.
- Routinely inspect steam traps and repair those not operating properly. Avoid the domino effect of Steam trap failure = Loss of condensate = Increased make-up water = Increased use of costly treatment chemicals and Increased fuel consumption
- Insulate, caulk and repair or replace weather stripping around doors and windows to reduce heat loss.
- Be sure that building doors, as well as individual classroom and office doors, are closed when heating equipment is in operation. Repair gaps in doors.
- Space heaters use 1000 watts per hour. Flat leg or foot warmers may be substituted and use much less energy (approximately 100 watts per hour). These devices should be turned off at the end of the day.
- Negotiate fuel contracts whenever possible to avoid the unpredictable and frequent price spikes that occur each year.

## Cooling Season Tips

- If your air conditioning systems have automatic temperature controls, make sure outside air dampers are closed during unoccupied times.
- Be sure that building doors, as well as individual classroom and office doors, are closed when air conditioning equipment is in operation. Repair gaps in doors.
- Where cross-ventilation is available during mild weather, shut down air conditioning equipment and open windows and doors.
- Do not turn lights on unless needed, as they add heat to the building.



## Glossary of Terms

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actual cost	Actual energy cost taken directly from utility bill.
actual savings	Savings derived through the Metrix <sup>TM</sup> program; baseline less actual costs. Positive actual savings indicate utility costs have been reduced after adjusting for weather and other variables in dollars.
balance point	(HtgDD), the outdoor temperature below which space heating is required or (ClgDD), the outdoor temperature above which space cooling is required.
baseline	The adjusted, tuned pre-retrofit bills (usually 1 year) used to compare to post-installation usage in order to calculate savings.
baseline cost	Cost calculated for the baseline using current rates.
billed dollars	Amount billed from utility company.
bill matching	Adjustment made by Metrix <sup>TM</sup> to account for differing number of days in the billing period before calculating cost avoidance.
cost avoidance	The difference between the baseline cost and the actual or SimActual cost in dollars.
degree-day	Unit representing one degree of difference between the balance point selected and the average temperature during one day.
EER	Energy Efficiency Ratio of cooling equipment defined as the cooling effect in BTU's divided by the power use in watts
guarantee period	Time period specified in contract for which Honeywell will guarantee energy savings.
guarantee year	Number identifying for which year the review is performed based on the number of years the guarantee is in effect.
guaranteed savings	Those savings Honeywell promises the customer through the use of maintenance programs, retrofits, upgrades and energy management systems.

## Glossary of Terms

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HVAC	Industry standard abbreviation for Heating, Ventilating and Air Conditioning.
HtgDD/ClgDD	HtgDD = Heating degree-days ClgDD = Cooling degree-days
kW	Kilowatt - a unit of electrical power, equal to 1000 watts.
kWh	Kilowatt hours - a unit of electrical energy or work, equal to that done by one kilowatt acting for one hour.
modification	An allowance for changes in the facility which affect utility usage that occur while tracking the performance of a meter. Modifications correct both the actual and baseline usage and cost for meters.
pre-installation	Time period (start month and stop month, typically one year's time) that is used as a benchmark for comparison which consists of all energy bills applicable to the retrofit.
$R^2$	A measure of how well the independent variable in a regression can explain changes in the dependent variable. An $R^2 = "1.0"$ indicates a perfect correlation.
rate tariff	Actual amount the utility company charges per unit of energy or demand; used by Metrix <sup>TM</sup> to calculate utility costs for the SimActual & Baseline scenarios.
reference year	The actual usage for designated baseline period.
review period	Time period for which savings are reported.
runtime adjustment	Adjustment made for those hours equipment has run beyond the operating hours specified in the contract.
simactual	The total cost for the billing period as calculated by Metrix <sup>TM</sup> .
weather adjustment	Adjustment made by Metrix <sup>TM</sup> for weather variations using degree days.



## Cost Avoidance Report Delivery Receipt

**Honeywell has presented the Cost Avoidance Report for  
Gadsden County Schools  
M&V Contract No. 992-85-12329**

This annual report details savings results for Year 2 of 10 and indicates energy & operational savings of \$481,356 for the year, as compared to the contractual Year 2 guarantee per the contract of \$476,963. The cumulative overall total cost avoidance through the end of Year 2 is \$944,225 as compared to the cumulative total guarantee per the contract of \$935,581.  
This calculates into a contract to date excess cost avoidance of \$8,644.

**Please sign below to acknowledge receipt of this report. Your signature does not indicate acceptance of the results.**

**Please sign, scan and email this sheet to [Dan.Ponton@Honeywell.com](mailto:Dan.Ponton@Honeywell.com)  
Or Fax it to 407-650-3488**

If the results are not agreed upon, Gadsden County Schools has forty-five (45) days from the delivery date of this report to provide a detailed explanation and request for action, in writing, to:

Honeywell International Inc.  
Attn: Dan Ponton  
3657 Maguire Blvd., Suite 100  
Orlando, FL 32803

Otherwise, the cost avoidance results will be deemed accepted.

Received by:

Presented by:

\_\_\_\_\_  
Name (please print)

Dan Ponton, MVS  
\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Honeywell Contracted Services

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order for the Maintenance Department:

<u>Vendor</u>	<u>PO #</u>	<u>AMOUNT</u>	<u>Fund</u>
Honeywell-ACS Service	183214	\$99,792.75	379

FUND SOURCE: Capital Improvements

AMOUNT: \$99,792.75

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services



DATE  
07/01/12

183214

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FEDERAL ID # 59-6000615

VH12820000

HONEYWELL-ACS SERVICE  
3657 MAGUIRE BLVD #100  
ORLANDO FL 32803

MAINTENANCE DEPARTMENT  
805 SOUTH STEWART STREET  
QUINCY FL 32351

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

BLANKET ORDER 7/01/12-3/30/13  
QUARTERLY BILLING-ENERGY AUDIT  
JULY 1, 2012 - SEPT. 30, 2012  
OCT. 1, 2012 - DEC. 30, 2012  
JAN. 1, 2013 - MARCH 30, 2013  
QUARTERLY BILLING - AUTOMATION  
JULY 1, 2012 - SEPT. 30, 2012  
OCT. 1, 2012 - DEC. 30, 2012  
JAN. 1, 2013 - MARCH 30, 2013  
HW JOB 992-18502

27862.00	27862.00
27862.00	27862.00
27862.00	27862.00
5402.25	5402.25
5402.25	5402.25
5402.25	5402.25

TOTAL	99,792.75
-------	-----------

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]

**VENDOR**

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Contracted Services from General Fund

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders for financial reporting and fiscal compliance costs:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Kathy Sneads	183034	\$13,950.00	110
Thomas Ward, CPA	183049	10,000.00	110

FUND SOURCE: General Fund

AMOUNT: \$23,950.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services









## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8C

DATE OF SCHOOL BOARD MEETING: July 26, 2012

TITLE OF AGENDA ITEMS: Contracted Services for Educational Software

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for purchase order #183033 and 183016 for renewal of the licenses for Renaissance Learning, Inc.

FUND SOURCE: General Fund

AMOUNT: \$44,031.71

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

DATE

## THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

07-01-12

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

PHONE (850) 627-9651

FAX (850) 627-2760

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

183033

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VR03810000

## SHIP TO THIS ADDRESS

Renaissance Learning, Inc.

P.O. Box 8036

Wis. Rapids, WI 544958036

Fax#: 1-877280-7642

Gadsden County Public Schools

35 Martin Luther King Jr. Blvd.

Quincy, FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: SARAH KNIGHT

1

SEE ATTACHED RENEWAL INVOICE

39531.71

39531.71

#RPRNQ871683\*

SEE SOLE SOURCE DOCUMENTATION ATTACHED

TOTAL

39531.71

## PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR							FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	5100	360	0151	1105370	101	1643.77	
110	5100	360	0231	1105370	102	3578.76	
110	5100	360	0071	1105370	102	6291.55	
110	5100	360	0141	1105370	101	1223.68	
110	5100	360	0101	1105370	101	3767.45	
110	5100	360	0171	1105370	101	2264.09	
110	5100	360	0041	1105370	101	1970.39	
110	5100	360	0091	1105370	101	3051.61	
110	5100	360	0061	1105370	102	2931.40	
110	5100	360	0211	1105370	102	3189.20	
110	5100	360	0191	1105370	101	2144.61	
110	5100	360	0201	1105370	101	3219.86	
110	5100	360	0051	1105370	102	4305.34	

VENDOR



THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

183016

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VR03810000

SHIP TO THIS ADDRESS

Renaissance Learning, Inc.  
P.O. Box 8036  
Wis. Rapids, WI 544958036

Gadsden County Public Schools  
35 Martin Luther King Jr. Blvd.  
Quincy, FL 32351

**Fax #: 1-877-280-7642**

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	UNIT PRICE	TOTAL PRICE
1	100	100
2	200	400
3	300	900
4	400	1600
5	500	2500
6	600	3600
7	700	4900
8	800	6400
9	900	8100
10	1000	10000

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: SARAH KNIGHT

## Accelerated Reader Professional Development

1

4500.00

See Attached Quote #845074

Total

4500.00

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]**VENDOR**

## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Contracted Services to fund Parent Link

DIVISION: Parent Services

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order to fund Parent Link:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>
Parlant Technology Inc.	183046	\$18,033.00

FUND SOURCE: General Fund

AMOUNT \$ 18,033.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services



PURCHASE ORDER NO.

183046

**FAX (850) 627-2760**

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

FEDERAL ID # 59-6000615

VP02320000

## SHIP TO THIS ADDRESS

PARLANT TECHNOLOGY INC.  
180 N UNIV. AVE. STE#500  
P O BOX 50240  
PROVO UT 84

UT 846050240

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	UNIT PRICE	TOTAL PRICE
1	100	100
2	200	400
3	300	900
4	400	1600
5	500	2500
6	600	3600
7	700	4900
8	800	6400
9	900	8100
10	1000	10000

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

RENEWAL 07/01/12--06/29/13

1	BDAPVD:	JULY , 2012		
		K-12 MESSAGING SYSTEM INCLDS:	18033.00	18033.00
	INCLDS:	PLVW-ASP-PL PARENTLINK ASP BS		
		PLVW-ASP-AA ADV. ATTENDANCE MD		
		PLVW-ASP-SM SURVEY MODULE		

PAY TERMS: NET 30

TOTAL	18.033.00
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]

## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Purchase Order for School Accreditation Fees

DIVISION: General Fund

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order to be paid from the General Fund.

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>
Advance Education, Inc.	183100	\$ 8,450.00

FUND SOURCE: General Fund

AMOUNT \$ 8,450.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

07/01/12

PURCHASE ORDER NO.

183100

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

PHONE (850) 627-9651

FAX (850) 627-2760

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

## VENDOR

VA03450000

## SHIP TO THIS ADDRESS

ADVANCE EDUCATION , INC.

2520 NORTHWINDS PKWY

SUITE 600

ALPHARETTA

GA 30009

PERSONNEL-SCHOOL BOARD GADSDEN

35 MARTIN LUTHER KING JR BLVD

QUINCY

FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

FEES 2012 - 2013

SCHOOL ACCREDITATION FEES:  
2012-2013 SY SACS/CASI ARE  
DIVISIONS OF ADVANCED ED

650.00 8450.00

13

TOTAL 8,450.00

PAY TERMS: NET 30

All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.

[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	8,450.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		
110	6100	730	0051	1104470		650.00		
110	6100	730	0061	1104470		650.00		
110	6100	730	0071	1104470		650.00		
110	6100	730	0211	1104470		650.00		
110	6100	730	0151	1104470		650.00		
110	6100	730	0141	1104470		650.00		
110	6100	730	0171	1104470		650.00		
110	6100	730	0091	1104470		650.00		
110	6100	730	0041	1104470		650.00		
110	6100	730	0191	1104470		650.00		
110	6100	730	0201	1104470		650.00		
110	6100	730	0101	1104470		650.00		
110	6100	730	0231	1104470		650.00		

VENDOR



## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Contracted Services

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders for the Food Service Department:

<u>Vendor</u>	<u>PO #</u>	<u>AMOUNT</u>	<u>Fund</u>
U.S. Food Service Inc.	182978	\$ 15,600.00	410
Hunter, Russell L.	183120	\$ 14,125.00	410
Borden Dairy Co. of AL(Dothan)	182979	\$ 17,000.00	410
Borden Dairy Co. of AL(Dothan)	183115	\$353,300.00	410
U S Foods - Ormand Beach Div.	183113	\$568,500.00	410
US Foods – Ormand Beach Div.	183114	\$596 000.00	410

FUND SOURCE: Food Service

AMOUNT: \$1,564,525.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services



# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

07/01/12

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
 PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

182978

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

## VENDOR

FU02420000

## SHIP TO THIS ADDRESS

U.S. FOOD SERVICE INC.  
 P.O. BOX 198421  
 ATLANTA

GA 303848421

SCHOOL FOOD SVC-GADSDEN CO  
 203-A MARTIN LUTHER KING JR BL  
 QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

*Bonnie Webb*

*[Signature]*

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

SUMMER SCHOOL-JULY 2012

COST:

POWER BUYING GROUP BID FY13  
 7/01/12 -- 06/30/13  
 FOODS FOR SUMMER FEEDING PRGM  
 AS NEEDED -- ORDERED BY SITES

1	WGHS	1800.00	1800.00
1	GBEL	1800.00	1800.00
1	JSMS	5300.00	5300.00
1	EGHS	1100.00	1100.00
1	HMS	2300.00	2300.00
1	GWM	3300.00	3300.00

PAY TERMS: NET 30

TOTAL 15,600.00

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
- Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	15,600.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
410	7600	570	0051	0705		1500.00	
410	7600	510	0051	0705		300.00	
410	7600	570	0141	0704		1500.00	
410	7600	510	0141	0704		300.00	
410	7600	570	0211	0712		5000.00	
410	7600	510	0211	0712		300.00	
410	7600	570	0071	0709		1000.00	
410	7600	510	0071	0709		100.00	
410	7600	570	0061	0708		2000.00	
410	7600	510	0061	0708		300.00	
410	7600	570	0041	0710		3000.00	
410	7600	510	0041	0710		300.00	

SFS

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

183120

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** FH15220000

HUNTER, RUSSELL L.  
4257 BRYAN ST.  
GREENWOOD

FL 32443

## SHIP TO THIS ADDRESS

SCHOOL FOOD SVC-GADSDEN CO  
203-A MARTIN LUTHER KING JR BL  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	UNIT PRICE	TOTAL PRICE
1	100	100
2	200	400
3	300	900
4	400	1600
5	500	2500
6	600	3600
7	700	4900
8	800	6400
9	900	8100
10	1000	10000

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

AGRMNT- 07/01/12--06/30/13

IT CONSULTING AND SUPPORT FOR  
SCHOOL FOOD SERVICE SITES.

175  
2000

HOURLY:  
MILEAGE

\$75.00/HR @1HRMIN +.5HR INCRMT  
\$.50/MILE FROM ORIGIN ADDRESS  
@ 155 RESEARCH RD, QUINCY FL.  
TO LOCATION REQUIRING ASSIST.  
+ ADDITIONAL MILEAGE BETWEEN  
MULTIPLE FACILITIES.

75.00	13125.00
.50	1000.00

**ALSO:**

STD RATE OF \$75.00/HR IF ISSUE  
RESOLVED BY E-MAIL OR PHONE.

**NO-CHG:**

REPORTING ISSUES-REG ST VISIT  
PURCHASED BY SCHOOL FOOD SVC.

TOTAL	14,125.00
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PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]

VENDOR



SFS

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

07/01/12

182979

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

FB11000000

## SHIP TO THIS ADDRESS

BORDEN DAIRY CO. OF AL (DOTHAN)

P O BOX 933707

ATLANTA

GA 311933707

SCHOOL FOOD SVC-GADSDEN CO

203-A MARTIN LUTHER KING JR BL

QUINCY

FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

~~SUPERINTENDENT~~

Bonnie 2602

SUPERINTENDENT

UNIT PRICE

QUANTITY
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PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

SUMMER SCHOOL - JULY 2012

BID: PIGGYBACK OFF JACKSON COUNTY  
MILK BID #

X

FOR FY13 07/01/12---06/30/13

1	ESTM:	WGHS	2500.00	2500.00
1		GBEL	2500.00	2500.00
1		GME	5000.00	5000.00
1		JSMS	2000.00	2000.00
1		EGHS	2000.00	2000.00
1		HMS	3000.00	3000.00

PAY TERMS: NET 30

TOTAL	17,000.00
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[illegible]

VENDOR

MILK, SOUR CREAM, COTTAGE CHEESE, PLAIN YOGURT

	PRODUCT	CARDBOARD CONTAINER COST IN CENTS	PLASTIC CONTAINER COST IN CENTS
1	HOMOGENIZED MILK: Butter fat content 2% FIRM PRICE for ½ pint, 4 deliveries per week:	.2600	.3350
2	HOMOGENIZED MILK: Whole Milk FIRM PRICE for ½ pint, 4 deliveries per week:	.2600	.3350
3	HOMOGENIZED MILK: Whole Milk FIRM PRICE for 1 pint, 4 deliveries per week:		.89
4	LOW FAT MILK: Butter fat content 1% FIRM PRICE for ½ pint, 4 deliveries per week:	.2600	.3350
5	LOW FAT CHOCOLATE MILK: Butter fat content 1% FIRM PRICE for ½ pint, 4 deliveries per week:	.2400	.3350
6	SKIM MILK: White milk, Butter fat content 1% FIRM PRICE for ½ pint, 4 deliveries per week:	.2400	.3350
7	LOW FAT STRAWBERRY MILK: Butter fat content, 1% FIRM PRICE for ½ pint, 4 deliveries per week:	.2600	.3350
8	CHOCOLATE MILK: Whole Milk FIRM PRICE for 1 pint, 4 deliveries per week		.89
9	CHOCOLATE MILK: Butter fat content 1% FIRM PRICE for Chug 1 pint, 4 deliveries per week	N/B	
	PRODUCT	COST IN DOLLARS	
10	BUTTERMILK: ½ Gallon containers, No Fat FIRM PRICE for ½ gallon containers, 4 deliveries per week	2.00	
11	WHIPPING CREAM: 1 Quart containers, 36% Butter Fat FIRM PRICE for 1 quart containers, 4 deliveries per week	3.50	
12	COTTAGE CHEESE: 5 lb. container, LS, 1% low fat FIRM PRICE for 5 lb. containers, 4 deliveries per week	7.50	
13	SOUR CREAM: 5 lb container FIRM PRICE for 5 lb. containers, 4 deliveries per week	5.75	
14	ORANGE JUICE: 4 oz containers FIRM PRICE for 4 oz container, 4 deliveries per week	.1400	

**\*\* BID MUST BE SUBMITTED ON THIS FORM TO BE CONSIDERED \*\***

JUNE FMO \$22.48



DATE  
07/01/12

SFS

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

183115

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** FB11000000

**SHIP TO THIS ADDRESS**

BORDEN DAIRY CO. OF AL (DOTHAN)  
P O BOX 933707  
ATLANTA GA 311933707

SCHOOL FOOD SVC-GADSDEN CO  
203-A MARTIN LUTHER KING JR BL  
QUINCY FL 32351


PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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**SFS-BLANKET ORDER 2012-2013 SY**

1	PRODUCT	 PIGGYBACK --JACKSON COUNTY, FL BID FRB 08-09-02 MILK (5YR) PERMISSION GIVEN, COPY OF THE AWARD IS ATTACHED. YRS OF 5YR SEE ATTACHED FOR VARIOUS TYPES PRICES AND CONTAINERS SIZES. NOTE: LIST OF SCHOOLS & CALENDER IS ATTACHED. BACKDOOR DELIVERY	353300.00	353300.00
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PAY TERMS: NET 30

**TOTAL 353,300.00**

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	353,300.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
410	7600	570	0231	0701		23400.00	
410	7600	570	0151	0702		21000.00	
410	7600	570	0141	0704		31000.00	
410	7600	570	0051	0705		13000.00	
410	7600	570	0171	0706		29000.00	
410	7600	570	0091	0707		41500.00	
410	7600	570	0061	0708		14200.00	
410	7600	570	0071	0709		16600.00	
410	7600	570	0041	0710		49600.00	
410	7600	570	0101	0711		10800.00	
410	7600	570	0211	0712		21300.00	
410	7600	570	0201	0713		58300.00	
410	7600	570	0191	0714		23600.00	

MILK, SOUR CREAM, COTTAGE CHEESE, PLAIN YOGURT

	PRODUCT	CARDBOARD CONTAINER COST IN CENTS	PLASTIC CONTAINER COST IN CENTS
1	HOMOGENIZED MILK: Butter fat content 2% FIRM PRICE for ½ pint, 4 deliveries per week:	.2600	.3350
2	HOMOGENIZED MILK: Whole Milk FIRM PRICE for ½ pint, 4 deliveries per week:	.2600	.3350
3	HOMOGENIZED MILK: Whole Milk FIRM PRICE for 1 pint, 4 deliveries per week:		.89
4	LOW FAT MILK: Butter fat content 1% FIRM PRICE for ½ pint, 4 deliveries per week:	.2600	.3350
5	LOW FAT CHOCOLATE MILK: Butter fat content 1% FIRM PRICE for ½ pint, 4 deliveries per week:	.2400	.3350
6	SKIM MILK: White milk, Butter fat content 1% FIRM PRICE for ½ pint, 4 deliveries per week:	.2400	.3350
7	LOW FAT STRAWBERRY MILK: Butter fat content, 1% FIRM PRICE for ½ pint, 4 deliveries per week:	.2600	.3350
8	CHOCOLATE MILK: Whole Milk FIRM PRICE for 1 pint, 4 deliveries per week		.89
9	CHOCOLATE MILK: Butter fat content 1% FIRM PRICE for Chug 1 pint, 4 deliveries per week	N/B	
	PRODUCT	COST IN DOLLARS	
10	BUTTERMILK: ½ Gallon containers, No Fat FIRM PRICE for ½ gallon containers, 4 deliveries per week	2.00	
11	WHIPPING CREAM: 1 Quart containers, 36% Butter Fat FIRM PRICE for 1 quart containers, 4 deliveries per week	3.50	
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13	SOUR CREAM: 5 lb container FIRM PRICE for 5 lb. containers, 4 deliveries per week	5.75	
14	ORANGE JUICE: 4 oz containers FIRM PRICE for 4 oz container, 4 deliveries per week	.1400	

JUNE FMO \$22.48

**\*\* BID MUST BE SUBMITTED ON THIS FORM TO BE CONSIDERED \*\***



DATE  
07/01/12

SFS

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

183113

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> FU02425000	<b>SHIP TO THIS ADDRESS</b>
U S FOODS -ORMAND BEACH DIV. 1899 NORTH US1 ORMOND BEACH FL 32174	SCHOOL FOOD SVC-GADSDEN CO 203-A MARTIN LUTHER KING JR BL QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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SFS - ORDERS 7/1/12 - 6/30/13

1	PER:	POWER BUYING GROUP CONTRACT 2012 - 2013 MEMBER MEMBERSHIP ATTACHED SEE DETAILS FOR PRODUCT: PRICING, SIZE, DETAILS	568500.00	568500.00
	NOTE:	LIST OF SCHOOLS & CALENDER IS ATTACHED. BACKDOOR DELIVERY.		

PAY TERMS: NET 30

**TOTAL 568,500.00**

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
410	7600	570	0231	0701		100000.00	
410	7600	510	0231	0701		31000.00	
410	7600	570	0151	0702		48000.00	
410	7600	510	0151	0702		4000.00	
410	7600	570	0141	0704		67000.00	
410	7600	510	0141	0704		4000.00	
410	7600	570	0051	0705		90000.00	
410	7600	510	0051	0705		6500.00	
410	7600	570	0051	0706		72000.00	
410	7600	510	0171	0706		4000.00	
410	7600	570	0091	0707		132000.00	
410	7600	510	0091	0707		10000.00	

DATE  
07/01/12

SFS

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

183114

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** FU02425000

**SHIP TO THIS ADDRESS**

U S FOODS -ORMAND BEACH DIV.  
1899 NORTH US1  
ORMOND BEACH FL 32174

SCHOOL FOOD SVC-GADSDEN CO  
203-A MARTIN LUTHER KING JR BL  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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SFS - ORDERS 7/1/12-6/30/13

1	PER:	POWER BUYING GROUP CONTRACT 2012 - 2013 MEMBER MEMBERSHIP ATTACHED SEE DETAILS FOR PRODUCT: PRICING, SIZE, DETAILS	596000.00	596000.00
	NOTE:	LIST OF SCHOOLS & CALENDAR IS ATTACHED. BACKDOOR DELIVERY.		

PAY TERMS: NET 30

**TOTAL 596,000.00**

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. [ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	596,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
410	7600	570	0071	0709		100000.00	
410	7600	510	0071	0709		20000.00	
410	7600	570	0041	0710		110000.00	
410	7600	510	0041	0710		20000.00	
410	7600	570	0211	0712		121000.00	
410	7600	510	0211	0712		20000.00	
410	7600	570	0201	0713		123000.00	
410	7600	510	0201	0713		20000.00	
410	7600	570	0191	0714		58000.00	
410	7600	510	0191	0714		4000.00	



## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Contracted Services

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders for the Safety Department:

<u>Vendor</u>	<u>PO #</u>	<u>AMOUNT</u>	<u>Fund</u>
Murray, Amos Lee	183043	\$ 7,200.00	110
Barkley Security Agency	183042	\$183,744.00	110
Gadsden Co. Bd. Of Co Commission	183108	\$226,982.36	110

FUND SOURCE: General Fund

AMOUNT: \$417,926.36

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

PURCHASE ORDER NO.

DATE \_\_\_\_\_

07/01/12

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

183043

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VM16058000

## SHIP TO THIS ADDRESS

MURRAY, AMOS LEE  
135 JAMES CIRCLE  
QUINCY

FL 32351

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

SUPERINTENDENT

PRINCIPAL / SUPERVISOR

COMPTROLLER

QUANTITY
----------

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

AGMT COMMENCE 8/20/12--5/31/13

720 180DAYS  
HOURS@

CROSSING GUARD SERVICES  
4HRS PER DAY THAT STUDENTS ARE  
IN SCHOOL: 8/20/12--5/31/13  
WGHS IN FRONT OF GREENSBORO EL  
FAX A SIGNED: (KEEP ORIGINAL)  
COPY OF PURCHASE ORDER  
INVOICE FOR SERVICES  
TIMESHEETS

10.00	7200.00
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FOR:  
PAYMENT

DUE: WEEK OF 20TH/FOR END OF MONTH  
IN MON BY NOON FOR CHECK--FRI.

TOTAL	7,200.00
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PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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[illegible]**VENDOR**



# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

07/01/12

PURCHASE ORDER NO.

183042

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

PHONE (850) 627-9651

FAX (850) 627-2760

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VB02500000  <b>BARKLEY SECURITY AGENCY</b> P O BOX 1726 QUINCY FL 32353	<b>SHIP TO THIS ADDRESS</b>  <b>GADSDEN COUNTY PUBLIC SCHOOLS</b> 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351
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PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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AGMT-YEAR(3) 8/20/11-5/31/13

	BDAPVD:	ELEVEN(11) SCHL RESO. OFFICERS @ \$11/60/HR PER TIME/ATTENDNCE SHEETS SUBMITTED W/INVOICE PER		
	SVCS:	OUTLINED IN RFP-1011-07-USGS		
	HOURS:8	/DAY, 6/EARLY RELEASE DAY MAX		
2	@SCHLS:	CARTER-PARRAMORE ACADEMY	16704.00	33408.00
1		HOPE ACADEMY	16704.00	16704.00
1		GADSDEN CENTRAL ACADEMY	16704.00	16704.00
1		HAVANA MIDDLE SCHOOL	16704.00	16704.00
2		JAMES SHANKS MIDDLE SCHOOL	16704.00	33408.00
3		EAST GADSDEN HIGH SCHOOL	16704.00	50112.00
1		WEST GADSDEN HIGH SCHOOL	16704.00	16704.00
		<b>TOTAL</b>		<b>183,744.00</b>

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	7900	390	0231	1104260		33408.00	
110	7900	390	9102	1104260		16704.00	
110	7900	390	9106	1104260		16704.00	
110	7900	390	0061	1104260		16704.00	
110	7900	390	0211	1104260		33408.00	
110	7900	390	0071	1104260		50112.00	
110	7900	390	0051	1104260		16704.00	

**VENDOR**

## PURCHASE ORDER NO.

07/01/12

183108

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VG01060000

SHIP TO THIS ADDRESS

GADSDEN CO BD CO OF COMMISSION  
GCBCC-GAD CO SHERIFF DEP  
339 E JEFFERSON ST  
QUINCY FL 32353

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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AGREEMENT 8/20/12 - 05/31/13

PAYING; FIVE(5) SCHOOL RESOUR.OFFICERS  
@ \$29.62/HOUR FROM THE ACTUAL  
HOURS SIGNED IN ON TIMESHEETS.  
NOT TO EXCEED \$226,982.36

TIME: SUBMIT MONTHLY BY 10TH, WILL  
NEED 7-10 DAYS TO PROCESS PMT.  
SEE CONTRACT FOR COMPLETE DETAILS.

SEE CONTRACT FOR COMPLETE DETAILS.  
SCHOOL: CARTER-PARRAMORE ACADEMY

1	SCHOOL:	CARTER-PARRAMORE ACADEMY	45396.48	45396.48
1		JAMES SHANKS MIDDLE SCHOOL	45396.47	45396.47
1		HAVANA MIDDLE SCHOOL	45396.47	45396.47
1		EAST GADSDEN HIGH SCHOOL	45396.47	45396.47
1		WEST GADSDEN HIGH SCHOOL	45396.47	45396.47

TOTAL	226,982.36
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PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]

VENDOR



## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Contracted Services

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders for the Maintenance Department:

<u>Vendor</u>	<u>PO #</u>	<u>AMOUNT</u>	<u>Fund</u>
Johnston Supply	183132	\$ 6,000.00	110
Concrete Svcs of Quincy. Inc.	183131	\$ 6,978.00	420
C C Dickson Co.	183147	\$ 12,267.26	379
Stone's Inc. Quincy	183138	\$ 15,000.00	110
Bell & Bates	183139	\$ 16,000.00	110
Graybar Electric Co., Inc.	183144	\$ 20,000.00	110

FUND SOURCE:	General Fund	Capital Improvement	Federal
AMOUNT:	\$57,000.00	\$12,267.26	\$6,978.00
PREPARED BY:	Bonnie Wood		
POSITION:	Assistant Superintendent for Business Services		

# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE  
07/01/12

PURCHASE ORDER NO.  
183132

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VJ05670000  <b>JOHNSTONE SUPPLY</b> <b>ACC# 18117</b> <b>566 S APLEYARD DRIVE</b> <b>TALLAHASSEE                      FL 32304</b>	<b>SHIP TO THIS ADDRESS</b>  <b>MAINTENANCE DEPARTMENT</b> <b>805 SOUTH STEWART STREET</b> <b>QUINCY                                      FL 32351</b>
---	--

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
------------------------	-------------	----------------

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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**PIGGYBACK VOLUSIA COUNTY BID**  
**AWARD #09-B-15KW HVAC SUPPLIES**  
**VALID UNTIL DECEMBER 30, 2012**  
**SUPPLIES, EQUIPMENT AND**  
**MATERIALS TO BE USED DISTRICT**  
**WIDE. INVOICES RECEIVED AND**  
**PAID MONTHLY.**

1		6000.00	6000.00
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PAY TERMS: NET 30

**TOTAL                      6,000.00**

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY OF					6,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER		AMOUNT	
110	8100	510	9001	1101379	6000.00	

**VENDOR**

**PURCHASE ORDER NO.**  
**183131**

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VC14860000

SHIP TO THIS ADDRESS

CONCRETE SVCS OF QCY, INC.  
1131 DADE STREET  
QUINCY FL 32351

MAINTENANCE DEPARTMENT  
805 SOUTH STEWART STREET  
QUINCY FL 32351

## Federal Programs

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ALL LABOR, MATERIALS AND  
EQUIPMENT FOR SITEWORK FOR  
NEW GREENHOUSE. ALL PER SITE  
MEETING AND INSTRUCTIONS  
PROVIDED.

ATTN: ROSE RAYNAK/GEORGE  
MUNROE ELEMENTARY

6978.00 6978.00

PAY TERMS: NET 30

TOTAL	6,978.00
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]



DATE  
07/01/12

**PURCHASE ORDER NO.**  
**183147**

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VC00160000

SHIP TO THIS ADDRESS

C C DICKSON CO.  
456 LAKESHORE PKWY  
ROCK HILL SC 29730

MAINTENANCE DEPARTMENT  
805 SOUTH STEWART STREET  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

**BEST QUOTE RECEIVED FOR  
QUICKEST DELIVERY.**

TCH120AFC3ACLSS-HEAT PUMP,  
WATER SOURCED, 10 TON,460-3

6033.63 12067.26

22

**FREIGHT**

100.00

**200.00**

# REPLACING UNITS IN THE CAFE AT HAVANA MIDDLE SCHOOL

PAY TERMS: NET 30

TOTAL	12,267.26
-------	-----------

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.  
**[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked.** This PO is void after one year.
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[illegible]

VENDOR





DATE  
07/01/12

**PURCHASE ORDER NO.**  
**183139**

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b>	<b>SHIP TO THIS ADDRESS</b>
BELL & BATES	MAINTENANCE DEPARTMENT
10 NORTH DUVAL ST.	805 SOUTH STEWART STREET
P O BOX 1038	QUINCY FL 32351
QUINCY FL 323531038	

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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BLANKET ORDER 7/1/12-6/30/13  
SUPPLIES AND MATERIALS TO BE  
USED DISTRICT WIDE. INVOICES  
SUBMITTED AND PAID MONTHLY.

**1**

16000.00	16000.00
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PAY TERMS: NET 30

TOTAL	16,000.00
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1. All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]

VENDOR



DATE  
07/01/12

183144

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FEDERAL ID # 59-6000615

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT  
805 SOUTH STEWART STREET  
QUINCY FL 32351

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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10000.00	10000.00
10000.00	10000.00

TOTAL	20,000.00
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1. All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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[illegible]

**VENDOR**

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8i

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Contracted Services

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders for the Transportation Department:

<u>Vendor</u>	<u>PO #</u>	<u>AMOUNT</u>	<u>Fund</u>
Florida Transportation System	183087	\$ 10,000.00	110
First Communications, Inc.	183084	\$ 10,000.00	110
Matthews Busses Inc.	183097	\$ 12,500.00	110
Crawford & Sons	183080	\$ 14,000.00	110
Hinson Fuel Card	183094	\$ 22,000.00	110
G C R Tire Center #1291	183089	\$ 32,000.00	110
Fleet Pride, Inc.	183085	\$ 40,000.00	110
Coffman International	183079	\$ 40,000.00	110

FUND SOURCE: General Fund

AMOUNT: \$180,500.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services





## Page 118 of 811

T

## PURCHASE ORDER NO.

183097

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VM03300000

## SHIP TO THIS ADDRESS

2900 ROUTE 9

BALLSTON SPA

NY 12020

720 SOUTH STEWART ST

QUINCY

FL 32351

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: BOB WIMMER

1

BLANKET ORDER 7/1/12--6/30/13  
MISC. SPECIAL REPAIR PARTS FOR  
DISTRICT OWNED VEHICLES FOR  
PUPIL TRANSPORTATION

12500.00	12500.00
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PAY TERMS: NET 30

TOTAL	12,500.00
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- PAY TERMS: NET 30**
1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
  2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]

**VENDOR**



07/01/12

**PURCHASE ORDER NO.**

183080

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VC17980000

SHIP TO THIS ADDRESS

CRAWFORD & SONS

P O BOX 1169

QUINCY

FL 32353

TRANS.DEPT-SCHOOL BD GADSDEN

720 SOUTH STEWART ST

QUINCY

FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: BOB WIMMER

1

BLANKET ORDER 7/1/12--6/30/13

14000.00	14000.00
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HYDRAULIC FLUIDS &amp; OILS FOR

DISTRICT VEHICLES

## BEST LOCAL VENDOR

REQUIRES SCHOOL BOARD

APPROVAL ON:

PAY TERMS: NET 30

TOTAL	14,000.00
-------	-----------

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]**VENDOR**



## PURCHASE ORDER NO.

183094

**FAX (850) 627-2760**

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

FEDERAL ID # 59-6000615

SHIP TO THIS ADDRESS

FL 32351

SUPERINTENDENT

TOTAL

ATTN: BOB WIMMER

22000.00

APPROVAL ON:

22,000.00

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	22,000.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	7800	450	0245	1109990		400.00	
110	7800	450	9003	1109990		5500.00	
110	7800	450	9020	1109990		1900.00	
110	7800	450	9001	1109990		9700.00	
110	7800	450	0071	1109990		100.00	
110	7800	450	9050	1109990		2500.00	
110	7800	450	0051	1109990		500.00	
110	7800	450	9004	1109990		1400.00	

VENDOR

PURCHASE ORDER NO.

183089

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VG00150000

## SHIP TO THIS ADDRESS

G C R TIRE CENTER #1291  
4702 CAPITAL CIRCLE NW  
TALLAHASSEE FL 32303

TRANS.DEPT-SCHOOL BD GADSDEN  
720 SOUTH STEWART ST  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

ATTN: BOB WIMMER

1

BLANKET ORDER 7/1/12--6/30/13  
BEST PRICE ON NEW TIRES FROM  
LOCAL VENDOR FOR ALL BRANDS  
AND SIZES.

32000.00    32000.00

REQUIRES  
NOTE:

SCHOOL BOARD APRVL ON:  
ST OF FL CONTRACT DOES NOT  
LIST BUS TIRES: MOSTLY LIGHT  
TRUCK, POLICE PURSUIT, OFF ROAD

PAY TERMS: NET 30

TOTAL	32,000.00
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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[illegible]







PURCHASE ORDER NO.

183079

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VC10850000

## SHIP TO THIS ADDRESS

COFFMAN INTERNATIONAL  
4185 ROSS CLARK CIRCLE  
P O BOX 1007  
DOTHAN AL

AL 36303

TRANS.DEPT-SCHOOL BD GADSDEN  
720 SOUTH STEWART ST  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: BOB WIMMER

1

BLANKET ORDER 7/1/12--6/30/12  
SPECIALTY DEALER FOR MISC  
REPAIR PARTS FOR FLEET PUPIL  
TRANSPORTATION & DISTRICT  
OWNED VEHICLES

40000.00 40000.00

PAY TERMS: NET 30

TOTAL	40,000.00
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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[illegible]

VENDOR

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8j

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Contracted Services

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders for Copier lease and maintenance agreements:

<u>Vendor</u>	<u>PO #</u>	<u>AMOUNT</u>	<u>Fund</u>
Konica Minolta Bus Sol USA Inc.	183059	\$ 317.40	110
Konica Minolta Bus Sol USA Inc.	183057	\$ 1,103.25	110
Konica Minolta Bus Sol USA Inc.	183058	\$ 1,683.12	110
Konica Minolta Bus Sol USA Inc.	183061	\$ 1,850.30	110
Konica Minolta Bus Sol USA Inc.	183062	\$ 1,904.40	110
Konica Minolta Bus Sol USA Inc.	183063	\$ 2,502.60	110
Copyfax 2000 Inc.	183036	\$ 2,766.05	110
Konica Minolta Bus Sol USA Inc.	183055	\$ 3,808.80	110
Ricoh Americas Corp.	183067	\$ 4,194.36	110
Konica Minolta Bus Sol USA Inc.	183060	\$ 4,244.76	110
Konica Minolta Bus Sol USA Inc.	183066	\$ 4,244.76	110
Konica Minolta Bus Sol USA Inc.	183056	\$ 4,265.76	110
Konica Minolta Bus Sol USA Inc.	183051	\$ 4,350.24	110
Konica Minolta Bus Sol USA Inc.	183053	\$ 5,043.36	110
Konica Minolta Bus Sol USA Inc.	183065	\$ 5,554.44	110
Konica Minolta Bus Sol USA Inc.	183054	\$ 6,269.76	110
Konica Minolta Bus Sol USA Inc.	183052	\$ 6,334.56	110
Xerox Cap Svcs., LLC	183064	\$ 31,037.16	110

FUND SOURCE: General Fund

AMOUNT: \$91,475.08

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services



PURCHASE ORDER NO.

07/01/12

183059

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VK05050000

## SHIP TO THIS ADDRESS

KONICA MINOLTA BUS SOL USA INC  
500 DAY HILL ROAD  
WINDSOR CT CT 06095

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

SERIAL # A11U011001831

2

MONTHS 35 & 36 OF 36 MONTHS

BIZHUB 362 36 MONTH LEASE

158.70

317.40

ALLOWANCE 20,000 PER MONTH

INCLUDES: ALL PARTS LABOR,  
TONER, DEVELOPER AND STAPLES

A11U0110011831

LOCATION:

GREYNA ELEMENTARY SCHOOL

706 MARTIN LUTHER KING JR BLVD

GRETN. FLORIDA 32332

CONTRACT:09/04/09 TO 09/03/12

PAY TERMS: NET 30

TOTAL

317.40

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]



DATE  
07/01/12

183057

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FEDERAL ID # 59-6000615

SHIP TO THIS ADDRESS

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

SUPERINTENDENT

SERIAL # AOPP011004782

1	MONTHS 34,35,36 OF 36 MONTHS 36 MONTH LEASE 601 BIZHUB INCLUDES: ALL PARTS LABOR, TONER, DEVELOPER AND STAPLES 60,000 COPIER PER MONTH. LOCATION: GREENSBORO ELEMENTARY SCHOOL 559 GREENSBORO HWY QUINCY, FLORIDA 32351 CONTRACT:10/6/09 TO 10/05/12	1103.25	1103.25
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TOTAL	1,103.25
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]





## VENDOR



PURCHASE ORDER NO.

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

183062

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VK05050000

## SHIP TO THIS ADDRESS

KONICA MINOLTA BUS SOL USA INC  
500 DAY HILL ROAD  
WINDSOR CT CT 06095

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

SERIAL # A1UE011002044

12

MONTHS 22 TO 34 OF 36 MONTHS  
BIZHUB 363 2ND YEAR  
ALLOW: 20,000 COPIES PER MONTH  
EXCESS \$.0150  
INCLUDES: ALL PARTS LABOR,  
TONER, DEVELOPER, & STAPLES.  
LOCATION: FINANCE DEPARTMENT  
CONTRACT:08/20/10 TO 08/19/13

158.70      1904.40

PAY TERMS: NET 30

TOTAL	1,904.40
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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[illegible]

PURCHASE ORDER NO.

183063

**FAX (850) 627-2760**

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

FEDERAL ID # 59-6000615

VK05050000

SHIP TO THIS ADDRESS

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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SERIAL # A1UD011003629

208.55      2502.60

TOTAL	2,502.60
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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[illegible]







## VENDOR

PURCHASE ORDER NO.

07/01/12

183067

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b>		<b>SHIP TO THIS ADDRESS</b>
VR05060000		
RICOH AMERICAS CORPORATION		GADSDEN COUNTY PUBLIC SCHOOLS
P O BOX 73210		35 MARTIN LUTHER KING JR BLVD
CHICAGO	IL 606730001	QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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SERIAL # RICOH L9086620013

1

LEASE AGREEMENT 24 MONTHS

4194.36

4194.36

9/1/2012-8/30/2013

SERIAL # L9086620013

AFRICIO MP C4500 ALL

21,000 PER QUARTER EXCES

\$.120 BLACK COLOR \$.075

INCLUDES: LABOR PARTS BLACK/

## COLOR TONER

LOCATED:

GADSDEN COUNTY SCHOOL BOARD

PERSONNEL DEPARTMENT

PAY TERMS: NET 30

TOTAL

4,194.36

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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[illegible]









VENDOR







## PURCHASE ORDER NO.

183053

**FAX (850) 627-2760**

FEDERAL ID # 59-6000615

VENDOR		SHIP TO THIS ADDRESS	
VK05050000			
KONICA MINOLTA BUS	SOL USA INC	GADSDEN COUNTY PUBLIC SCHOOLS	
500 DAY HILL ROAD		35 MARTIN LUTHER KING JR BLVD	
WINDSOR CT	CT 06095	QUINCY	FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		SERIAL # A02E010017616		
12		BIZHUB C353 COPIER 36 MONTH LEASE A02E010017616 7/1/2012-6/30/2013	196.28	2355.36
12		BLACK COPIES 5000 @ .0088	44.00	528.00
12		COLOR COPIES 3000 @ .06	180.00	2160.00
		WEST GADSDEN HIGH SCHOOL 200 PROVIDENCE ROAD QUINCY, FLORIDA 32351		

TOTAL	5,043.36
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]





PURCHASE ORDER NO.

183054

**FAX (850) 627-2760**

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

FEDERAL ID # 59-6000615

VK05050000

SHIP TO THIS ADDRESS

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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SERIAL # AOPN011007506

MONTHS 13-24 OF 36 MONTHS

BIZHUB 751 CONTRACT # 600-000

-11-1 75 COPY/MIN DIGITAL

12	COPIER 1500 SHEET PAPER DRAWER	165.75	1989.00
12	1000 SHEET DRAWER, MULTI POST	19.23	230.76
12	MAINTENANCE PLAN 75,000 COPIES	337.50	4050.00

12	1000 SHEET DRAWER, MULTI POST	19.23	230.76
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12	MAINTENANCE PLAN 75,000 COPIES	337.50	4050.00
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PER MO. INCLUDES: ALL PARTS

## LABOR, TONER, DEVELOPER AND

STAPLES 7/1/12-6/30/13

WEST GADSDEN HIGH SCHOOL

200 PROVIDENCE RD GRBRO,FL

CONTRACT:07/12/11-07/11/14

PAY TERMS: NET 30

TOTAL	6,269.76
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]



07/01/12

PURCHASE ORDER NO.

183052

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VK05050000

## SHIP TO THIS ADDRESS

KONICA MINOLTA BUS SOL USA INC  
500 DAY HILL ROAD  
WINDSOR CT CT 06095

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	UNIT PRICE	TOTAL PRICE
1	100	100
2	200	400
3	300	900
4	400	1600
5	500	2500
6	600	3600
7	700	4900
8	800	6400
9	900	8100
10	1000	10000

PRODUCT NO. \_\_\_\_\_

DESCRIPTION

UNIT PRICE

TOTAL

SERIAL # AOPN011005067

12

MONTHS 16-27 OF 36 MONTHS.  
BIZHUB 751 36 MONTH LEASE  
7/1/2012-6/30/2013 2ND  
INCLUDES: ALL PARTS LABOR,  
TONER, DEVELOPER AND STAPLES.  
75,000 COPIES PER MONTH.  
LOCATION  
GEORGE MUNROE ELEMENTARY  
1830 W KING STREET  
QUINCY, FL 32351  
4/1/11 TO 11/11/13

527.88

6334.56

PAY TERMS: NET 30

TOTAL

6,334.56

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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[illegible]

PURCHASE ORDER NO.

07/01/12

183064

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VX00200000

## SHIP TO THIS ADDRESS

XEROX CAP SVCS, LLC

P O BOX 660502

DALLAS

TX 752660501

GADSDEN COUNTY PUBLIC SCHOOLS

35 MARTIN LUTHER KING JR BLVD

QUINCY

FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	UNIT PRICE	TOTAL PRICE
1	100	100
2	200	400
3	300	900
4	400	1600
5	500	2500
6	600	3600
7	700	4900
8	800	6400
9	900	8100
10	1000	10000

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ST OR LOCAL GVMT NEG CONTRACT

12	X700XV	700DP (EXTERNAL ZRX 700 V D4	1124.71	13496.52
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12	METER 2 @ .0142 B&W 25,000 MTH	355.00	4260.00
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METER 2 @ .0142 B&W 25,000 MTH

STATE/GOV CONT # 072265900

YR 4 OF 5 YR AGREEMENT

PAY TERMS: NET 30

TOTAL	31,037.16
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]



AGENDA ITEM NO. 8k

Date of School Board Meeting: JULY 31, 2012



TITLE OF AGENDA ITEM: **Exceptional Student Education Policies and Procedures (SP&P)**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

☒ **YES** This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:  
(Type and Double Space)

- Approval for extension of the Special Programs and Procedures (SP&P) document that is in effect for the 2009-2010 through 2011-2012 school years through the 2012-2013 school year.
- This extension is based on the recommendation of the Florida Department of Education (Bureau of Exceptional Student Education and Student Services).
- See attached Memorandum.

FUND SOURCE: **N/A**  
AMOUNT: **N/A**  
PREPARED BY: **Sharon B. Thomas, Director**  
POSITION: **Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.

This form is to be uplicated on light blue paper.

Summary for  
revised 0591

Proof read by: Reuben R. Francis

2012 JUL 23 PM 5:42  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT



## SIGNATURE PAGE

School District: Gadsden

Administrator of Exceptional Student Education:

This document extends the SP&P in effect for the 2009–2010 through 2011–2012 school years through the 2012-2013 school year.

## CERTIFICATION OF APPROVAL

I, Reginald C. James, do hereby certify that each of the statements below are true:

\_\_\_\_\_  
Signature of Superintendent of School District  
or Authorized Representative of Governing Body or Agency

\_\_\_\_\_  
Date of Approval

### SPECIAL PROGRAMS AND PROCEDURES

The district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document preprinted by the Florida Department of Education have not been altered in any way.

The school district shall implement the requirements of any statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing requirements at Section 300 of Title 34 of the Code of Federal Regulations.

### SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district-produced policy and procedures documents that meet the following criteria have been submitted to the Florida Department of Education with the SP&P. Such documents:

- Supplement the information contained in the district's SP&P
- Address school district exceptional student education procedures or policies
- Are adopted by the school board as school district policy

District

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair

ROBERTO MARTÍNEZ, Vice Chair

### Members

SALLY BRADSHAW

GARY CHARTRAND

DR. AKSHAY DESAI

BARBARA S. FEINGOLD

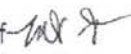
JOHN R. PADGET

Gerard Robinson  
Commissioner of Education



## MEMORANDUM

**TO:** Exceptional Student Education Directors

**FROM:** Monica Verra-Tirado, Ed.D., Chief   
Bureau of Exceptional Student Education and Student Services

**DATE:** June 22, 2012

**SUBJECT:** Submission of Signature Page for One -Year Extension of the *Exceptional Student Education Policies and Procedures Document* (SP&P), effective through the 2011-12 school year

Section 1003.57(1)(a)(4), Florida Statutes, requires that district school boards submit to the Florida Department of Education proposed procedures for the provision of special instruction and services for exceptional students once every three years. State Board of Education Rule 6A-6.03411, Florida Administrative Code, requires the submission of this document as a prerequisite to being eligible to receive state or federal funding for special education and related services for exceptional students. This document is intended to provide district and school-based personnel, parents of exceptional students, and other interested persons information regarding the implementation of the State's and school district's policies related to exceptional student education

The three-year cycle for the SP&P document currently in effect in your school district expires at the end of the 2011-12 school year. Due to anticipated changes resulting from the rule development process and the development of a new web-based SP&P, it has been determined that a one-year extension of the existing document is the most effective way to meet all requirements in a timely manner.

Please complete the enclosed signature page including the signature of your district's superintendent or an authorized representative of your district's governing body or agency.

MONICA VERRA-TIRADO, ED.D., CHIEF  
Bureau of Exceptional Education and Student Services

Exceptional Student Education Directors  
June 22, 2012  
Page Two

Please send the completed hardcopy original of the signature page via U.S. mail by **August 1, 2012**, to the following:

Florida Department of Education  
Bureau of Exceptional Student Education and Student Services  
c/o Vicki Eddy  
325 West Gaines Street, Suite 601  
Tallahassee, Florida 32399-0400

Thank you for your continued efforts in providing quality services to exceptional students in Florida. If you need further assistance, please contact Patricia Howell, Program Director, Monitoring and Compliance, at (850) 245-0476 or via email at [Patricia.Howell@fldoe.org](mailto:Patricia.Howell@fldoe.org).

Enclosure

cc: Pam Stewart  
Mary Jane Tappen  
Karen Denbroeder



## SUMMARY SHEET



### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8L

Date of School Board Meeting: July 31, 2012

TITLE OF AGENDA ITEM: COOPERATIVE AGREEMENT FOR INTER-COUNTY TRANSFER OF EXCEPTIONAL STUDENTS BETWEEN LEON COUNTY SCHOOL BOARD AND GADSDEN COUNTY SCHOOL BOARD

DIVISION: EXCEPTIONAL STUDENT EDUCATION

☒ **YES** This is a CONTINUATION of a current project, grant, etc.


#### PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

Annual review of Contractual Agreement for Inter-County Transfer of Exceptional Students by the School Board of Leon County and the School Board of Gadsden County. The School Board of Leon County provides and operates special programs for properly identified special education students from Gadsden County. The special program contract is for Hearing Impaired, and other students specifically identified by individual contract. Students are placed at the following school sites: W.T. Moore Elementary School, Swift Creek Middle School, Lincoln High School, and Gretchen Everhart Special Day School.

FUND SOURCE: STATE FTE FUNDS

AMOUNT: (determined by formula)

PREPARED BY: Sharon B. Thomas 

POSITION: Director, Exceptional Student Education

#### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

- 4 Number of ORIGINAL SIGNATURES NEEDED by preparer. (2 AGREEMENTS: 1 for an individual student  
Requires 2 signatures of Superintendent  
1 for Inner County transfer of Students  
Requires 2 signatures of Board's Chairman)

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Be sure that the COMPTROLLER has signed the budget page.

This form is to be uplicated on light blue paper.

summary for  
revised 0591

Proof read by:



GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT  
2012 JUL 23 PM 5:26

BOARD CHAIR  
Dee Dee Rasmussen

BOARD VICE CHAIR  
Forrest Van Camp



SUPERINTENDENT  
Jackie Pons

BOARD MEMBERS  
Georgia M. "Joy" Bowen  
Maggie B. Lewis-Butler  
Dee Crumpler

**CONTRACTUAL AGREEMENT  
FOR INTER-COUNTY  
TRANSFER OF EXCEPTIONAL STUDENTS**

This agreement entered into the twentieth day of August, 2012, by the School Board of Leon County and the School Board of Gadsden County is for the purpose of defining the responsibilities of each as it relates to exceptional students who reside in one county and attend schools in the other, and delineating the conditions under which the contract shall be executed.

- I. The School Board of Leon County agrees to make available exceptional student education services in certain exceptional education programs and assignments within certain grade levels at specific sites in the district. Those programs, assignments, grade levels and sites are as follows:

<u>PROGRAM</u>	<u>ASSIGNMENT</u>	<u>GRADE LEVEL</u>	<u>SITE</u>
Hearing Impaired Special Day School		PK-12	Everhart
	Resource/Special Class	PK-5	Moore
	Resource Class	6-8	Swift Creek
	Resource/Special Class	9-12	Lincoln

The School Board of Gadsden County and the parents will develop an individual educational plan (IEP) for exceptional students in conjunction with the School Board of Leon County. As determined by the IEP, those exceptional students in need of programs, assignments, grade levels and at sites included herein may be served by the School Board of Leon County. Only if programs, facilities and personnel are available will students be considered.

Exceptional Student Education  
2757 West Pensacola Street \* Tallahassee, Florida 32304-2998  
Phone (850) 487-7158 \* Fax (850) 487-7823

***Building the Future Together ~ All Children Learning***

"The Leon County School District does not discriminate against any person on the basis of gender, marital status, sexual orientation, race, religion, national origin, age, color or disability."

II. In providing these Special Education Programs, the School Board of Leon County shall be responsible for:

- A. Provision and maintenance of adequate and appropriate facilities to house the program(s);
- B. Provision of sufficient certified instructional and qualified non-instructional personnel, necessary for a quality program, including teacher, therapists, and a supervisor or coordinator;
- C. Notifying and obtaining the agreement of the participating district in any decision regarding the assignment of instructional staff in excess of the approved staffing ratio of the School Board of Leon County in order to provide appropriate instruction for a student from the participating district;
- D. Provision of necessary equipment, materials and supplies for each student;
- E. Provision of all other direct and indirect services necessary to conduct a quality program, except those responsibilities specifically designated in this agreement as the responsibility of the participating county;
- F. Provision of dismissal or reevaluation information for students from the School Board of **Gadsden County**.

III. As a participating school district, the School Board of **Gadsden County** shall be responsible for:

- A. Provision of transportation for those students from its county who are enrolled in the program. The transportation schedule shall enable students to participate in the total program for at least the minimum number of hours required for the age or grade group;
- B. Provision of the evaluation information and eligibility process conducted in accordance with Florida State Board of Education Administrative Rules 6A-6.0331, FAC, 6A-6.03011, FAC and 6A-6.03013, FAC;
- C. Provision of the assignment and dismissal process in accordance with 6A-6.03028, FAC, 6A-6.0311, FAC and 6A-6.0331, FAC;
- D. Initiating and conducting an Individual Education Plan meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Leon County;
- E. Legal costs incurred through the due process procedure as a result of a student's assignment;
- F. The salary of personnel required to instruct students from the participating district in excess of the approved staffing ratio of the School Board of Leon County;
- G. Adhering to the school calendar and hours designated by the School Board of Leon County.



IV. Funding for exceptional student programs shall follow the procedure specified within this section:

A. The School Board of Leon County shall:

1. Provide the 2012-2013 formula calculation for the Regional Funding Fee;
2. Provide an invoice after the February FTE period to June 1 based on a formula using discretionary tax dollars in the general fund (FEFP calculation) projected total weighted FTE for contracted students multiplied by the Regional Funding Fee; and the salary of any teacher, classroom aide, interpreter or classroom support personnel required for individualized instruction as a result of the behavior and/or communication needs of a **Gadsden County** student;
3. Submit or receive funds as an adjustment to the "Regional Funding Fee" following the June FTE and end-of-year close out. That is, provided the actual end of year formula factors creates an under or over payment of \$100 or more for the current fiscal year.

B. The School Board of **Gadsden County** shall:

1. Receive all FTE funds generated from Transportation of their students to Leon County;
2. Submit payment to the School Board of Leon County based on the statement of account described under IV A of this section. This payment shall arrive no later than June 30, 2013;
3. Submit or receive funds as an adjustment to the Regional Funding Fee payment projections and actual salary reimbursement for any teacher, classroom aide, interpreter or classroom support personnel required for instruction as a result of the behavior and/or communication needs of a **Gadsden County** student, if actual weighted FTE creates an under or over payment of \$100 or more. This adjustment will be made following the June FTE and prior to October 1, 2013.

This Agreement shall take effect August 20, 2012 and continue until May 31, 2013. This contract supersedes any previous agreements. The School Board of Leon County and the School Board of Gadsden County shall abide by Section 1001.42(4)(d)(3.), Florida Statutes, for Settlement of Disagreements, which states "In the event an agreement cannot be reached relating to any phase of the project or activity, the matter may be referred jointly by the cooperating school boards, or by any individual school board of the cooperating districts, to the Department of Education for decision under regulations of the state board, and its decision shall be binding on all school boards of the cooperating districts".

The agreement executed the day and year first written above.

### **Extended School Year Services (ESY)**

V. Services for Extended School Year (ESY) will be contracted on an individual basis.

- A. The School Board of Leon County agrees to make available extended school year exceptional student education services in certain exceptional education programs and assignments within certain grade levels at specific sites in the district. Extended school year programs are provided four days per week, Monday through Thursday and follow the adopted Leon County School Board Calendar. All provisions agreed upon in the yearly contractual agreement are extended for extended school year services, i.e., among other things, **Gadsden County** will be required to pay for all costs associated with the employment of one-on-one aides during ESY.
- B. Funding: extended school year services will be provided by Leon County for **Gadsden County** students for a cost of five hundred dollars per student for the five weeks of Extended School Year.

### **THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairperson

### **THE SCHOOL BOARD OF LEON COUNTY, FLORIDA**

BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairperson

\_\_\_\_\_  
DATE: \_\_\_\_\_

Jackie Pons  
Superintendent, Leon County Schools

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8m

*RuSmith*

Date of School Board Meeting: July 31, 2012

TITLE OF AGENDA ITEM: **Contracted Services with Speech/Language Pathologist  
Joy Scharein & The Gadsden County School Board**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

**YES** This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM :  
(Type and Double Space)

**Contract services with Joy Scharein to provide Speech/Language services to  
students at Havana Elementary School and Havana Middle School on an  
average basis of (37.5) THIRTY-Seven and a half hours per week.**

FUND SOURCE: **FEEP dollars**

AMOUNT: **\$65,000.00**

PREPARED BY: **Sharon B. Thomas** *SBT*  
POSITION: **Director Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

**Be sure that the COMPTROLLER has signed the budget page.  
This form is to be  duplicated  on  light blue paper.**

summary.for  
revised 0591

Proof read by:

*Margaret D Benson*

GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT  
2012 JUL 23 PM 5:26



GADSDEN COUNTY SCHOOL DISTRICT  
STUDENT SERVICES/EXCEPTIONAL EDUCATION  
CONTRACT WITH INDEPENDENT CONTRACTOR  
2012-2013 Fiscal Year

*Contract made July 31, 2012, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Joy Scharein, Speech Pathologist of 10041 Neamathla Trail, City of TALLAHASSEE County of LEON, State of FLORIDA herein referred to as contractor.*

- 1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor: Speech/Language Therapy.*
- 2. Contractor agrees to perform these services for the Board under the terms and conditions set forth in this contract.*

NATURE OF WORK

*Contractor will provide speech/language therapy services on behalf of the Board with respect to all matters relating to or affecting the provision of speech/language therapy to the preschool and school age population as identified by the Board and are approved by the Director of Exceptional Student Education. The contractor will render such services according to her professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement. Contractor shall have sole control of the manner and means of performing this contract provided the same is implemented under the direction of the students Individual Education Plan. The contractor shall provide the following services: See Attachment A.*

### *PLACE OF WORK*

*BOARD will provide adequate space and equipment for contractor to carry out objectives outlined in the individual education plan for speech/language therapy. It is understood that these services will be rendered in Gadsden County Schools. Services will be provided mainly at Havana Elementary School and Havana Middle School, City of Havana, County of Gadsden State of Florida, as designated by the Director of Exceptional Student Education.*

### *TIME DEVOTED TO WORK*

*In the performance of the services, the services and the hours contractor is to work on any given day will be entirely within contractors control and the Board will rely upon contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. However, the contractor will provide services for no less than fifteen (15) hours and no more than thirty-seven and a half (37.5) hours per school week. The contractor may provide up to twenty (20) additional hours per school year for additional activities as scheduled and approved by the Director of Exceptional Student Education.*

### *PAYMENT*

*The Board will pay contractor for all work actually performed by contractor, on completion of the same, at the rate of \$50.00 per unit of service. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly (along with Medicaid Billing; See Attachment A). The contractor will not be reimbursed for traveling.*

### *DURATION AND TERMINATION*

*The parties hereto contemplate that this contract will run for (1) fiscal school year August 1, 2012 thru June 30, 2013. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.*



## *STATUS OF CONTRACTOR*

*This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Board for any purpose.*

## *PAYMENT OF TAXES AND ASSESSMENTS*

*This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to his/her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Contractor shall furnish to the Board, upon the request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contributions, taxes, and payroll assessments. Contractor agrees to maintain, at contractors expense, workers compensation insurance, as required by law, to fully protect both contractor and any individual employed by contractor in providing services under this contract.*

## *CONFIDENTIALITY*

*Inasmuch as contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Student Education.*

## *SERVICES BY OTHERS*

*In the event that the contractor shall at any time be unable to provide the services under this contract, the contractor may employ and temporarily furnish as a substitute to perform such services, another duly qualified and licensed person. Contractor shall be responsible for compensation of individuals employed by her as substitutes.*

## *MISCELLANEOUS*

*Contractor shall, through insurance and otherwise, hold harmless the Board, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor or her substitutes or employees, if any, relating to the care and treatment of students, the operation of motor vehicles, or other actions required to provide services pursuant to this contract.*



## *AMENDMENTS*

*This agreement and any signed attachments make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.*

*In witness their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.*

\_\_\_\_\_  
*Joy Scharein, Speech Pathologist*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Sharon B. Thomas, Director  
Exceptional Student Education*

\_\_\_\_\_  
*Date*

## *THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA*

BY: \_\_\_\_\_  
*Roger P. Milton. CHAIRMAN*

\_\_\_\_\_  
*Date*

ATTEST: \_\_\_\_\_  
*Reginald C. James, SUPERINTENDENT*

\_\_\_\_\_  
*Date*

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

## **ATTACHMENT A**

### **SPEECH/LANGUAGE PATHOLOGIST PERFORMANCE RESPONSIBILITIES and SERVICES PROVIDED:**

#### **Planning / Preparation**

- \* (1) Develop and write an Individual Education Plan (IEP) for every student enrolled in the speech/language program.
- \* (2) Select or prepare materials and supplies for program implementation, including therapy, classroom, and home carry-over activities.
- \* (3) Sequence activities appropriately.
- \* (4) Plan educationally relevant therapy.
- \* (5) Establish schedules for delivery of services.

#### **Administrative / Management**

- \* (6) Prepare reports and interpret state standards for program eligibility.
- \* (7) Prepare and maintain audit files on students in the speech / language program.
- \* (8) Establish and maintain a positive, organized and safe learning environment.
- \* (9) Establish and use behavior management techniques which are appropriate and effective.
- \* (10) Manage materials and equipment effectively.
- \* (11) Assist in the enforcement of school rules, administrative regulations, and School Board policies.
- \* (12) Use technology resources effectively.

#### **Assessment / Evaluation**

- \* (13) Identify students who have speech and / or language impairments using appropriate assessment and evaluation procedures.
- \* (14) Determine eligibility for the speech / language program.
- \* (15) Screen students' hearing and refer for further audiological assessment when needed.
- \* (16) Use the 3-year re-evaluation review process and evaluate students as appropriate.
- \* (17) Assess student progress and communicate that information knowledgeably and responsibly to students, parents, and professional staff.

#### **Intervention / Direct Services**

- \* (18) Conduct educationally relevant therapy for eligible students.
- \* (19) Implement the Individual Education Plan (IEP).
- \* (20) Provide teachers with strategies for classroom accommodations and/or modifications.
- \* (21) Monitor and share results of progress toward goals with parents and teachers.
- \* (22) Provide appropriate instruction, accommodations and modification to students with special needs, including students who have limited proficiency in English.
- \* (23) Foster student responsibility, appropriate social behavior, valuing of cultural diversity, and respect for self and others.

- \*(24) Use appropriate materials, technology and resources to help meet learning needs of all students.
- \*(25) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.

### **Collaboration**

- \*(26) Participate in the Child Study Team to assist in suggesting interventions and identifying students who need evaluations. Participate in the Multi-tiered Systems of Support/Response to Intervention/Problem-Solving teams to
- \*(27) Use input from parents, teachers, and others involved with the students to develop the IEPs.
- \*(28) Consult with and serve as a resource to teachers about speech, language and hearing problems.
- \*(29) Attend eligibility and other meetings as required.
- \*(30) Provide consultation and follow-up services as needed.

### **Staff Development**

- \*(31) Participate in appropriate activities for the continuing improvement of professional knowledge and skills.
- \*(32) Keep abreast of relevant laws, rules and policies.
- \*(33) Provide training and / or information for parents, teachers, and administrators.

### **Professional Responsibilities**

- \*(34) Model professional and ethical conduct at all times.
- \*(35) Perform all professional responsibilities.
- \*(36) Prepare required reports and maintain all appropriate records, including attendance and lesson plans for each session/group.
- \*(37) Maintain confidentiality of student and other professional information.
- \*(38) Comply with policies, procedures, and programs.
- \*(39) Support school and District goals and priorities.
- \*(40) Complete Medicaid Billing monthly. *Bill Medicaid for services as prescribed by the Gadsden County School District and Florida Medicaid policy. All billing will be submitted on approved forms on a monthly basis (along with the Invoice for Services).*

*Please note that the district's policy states that the Medicaid Eligibility List (provided on a monthly basis) will be used to complete Medicaid Billing.*

### **Student Growth / Achievement**

- \*(41) Ensure that student growth / achievement is continuous and appropriate for age group and student program classification.
- \*(42) Establish and maintain a positive, collaborative relationship with classroom teachers and students' families to increase student achievement.

### **\*Essential Performance Responsibilities**



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8n



DATE OF SCHOOL BOARD MEETING: **JULY 31, 2012**

TITLE OF AGENDA ITEM: **Contracted Music Therapy with Hakeem Leonard, MT-BC of Healing Hearts**

DIVISION: **Exceptional Student Education**


**YES** This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

***This contract provides music therapy for students with moderate to severe disabilities at George W. Munroe Elementary, Stewart Street Elementary, East Gadsden High School, Shanks Middle School, and other schools as necessary.***

FUND SOURCE: **IDEA**

AMOUNT: **\$22,000.00**

PREPARED BY: Sharon B. Thomas   
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1

CHAIRMAN'S SIGNATURE: page(s) numbered 1

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

2012 JUL 23 PM 5:26  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

Proof read by: Margaret D. Bronson

## **CONTRACT**

### **Contract for Music Therapy Services**

**Dates of Services:** August 20, 2012 through June 4, 2013\*

#### **Services Provided for Gadsden County Schools:**

Each Music Therapy session will be designed by Music Therapists (MTs), according to student's referral and assessed needs, taking into account consultation and recommendations of teachers and staff. MTs will create a music therapy treatment plan for both by group (for group sessions) and by individual (for individual sessions). Documentation will be taken for each music therapy session on music therapy documentation forms (See Appendix A and B). Feedback, in the form of documentation and/or verbally, will be provided to teachers and staff at the school and district level as to progress in reaching goals/objectives.

One day of music therapy services will consist of 5 hours of work, including direct student contact, travel between schools, and documentation. MT gathering of information, such as seeking out IEP plans to identify goals and observation of students in the natural school setting, will also be included within work time, when necessary to perform such tasks. Each day of music therapy will be broken down into an average of at least 3 and ½ hours of direct student contact, 1 hour and 10 min travel, preparation, and documentation time, and 20 minutes of lunch/break time. A perspective school of the daily routine is included in Appendix C.

Provision of access to records which are directly pertinent to this contract will be given to the Gadsden County School District, the Comptroller General of the United States, and the Federal Grantor agency, or any of their duly authorized representatives for the purpose of making audit transcriptions.

All student records will be retained for three years after final payment and all other pending matters are completed.

Healing Hearts Music Therapy requests a 24 hour notice for cancellations of sessions (due to field trips, etc.) or school will be billed. A minimum of 2.5 hours will be billed to East Gadsden County High or Stewart Street or 1 hour Shanks (See Appendix C for length of time spent at each school) if the MT-BC arrives on campus to provide services and groups/classes/individual is not able to be seen or cancels without notification. If the MT-BC needs to cancel the school will not be billed.

Billing will be by the ½ hour and then added up, to account for the fact that MT will not spend equal amounts of time at all schools. This is by request of the Gadsden County Schools ESE Finance, so they can bill each school the appropriate amounts for services provided. For example, instead of billing \$280 for services between 2 different schools, Healing Hearts will bill Shanks for 1 and ½ hours (\$28 x 3 half hours) and Stewart Street for 3 and ½ hours (\$28 x 7 half hours). This would thus equal \$28 x 10 for a total of \$280 dollars for the day (See Appendix D for what a prospective bill will look like. Healing Hearts must turn in sign-in sheets and invoice in order to receive payment.

#### **Liability:**

Hakeem Leonard shall hold harmless, indemnify and defend the indemnities against any claim, action, loss, damage, injury, liability, cost or expense of whatsoever kind or nature including, but not limited to attorneys fees and costs arising out of bodily injury to persons including death or damage to tangible property arising out of or incidental to the performance of the Contract (including goods and services provided thereto) by or on behalf of Hakeem Leonard, whether or not due to or caused in part by the negligence or culpability of the indemnity. The following shall be deemed to be indemnities: The School Board of Gadsden County, Florida, and its members, officers and employees.

Within five (5) days of the School Board approving this agreement, Hakeem Leonard and Healing Hearts representatives shall provide proof of the following insurance coverages in the amounts indicated:

Commercial General Liability	\$1,000,000
------------------------------	-------------

**Fee Schedule:**

The music therapist will deliver *up to two (2) days per week at a rate of \$280.00 per day*. Assignment of students/sessions will result from collaborative effort by the school site and the district office.

**Contract valid for dates of services specified above but may be discontinued by either party with 30 days prior written notice.**

**Signature of Music Therapist**

\_\_\_\_\_  
**Hakeem Leonard, MM, MT-BC of Healing Hearts**  
2402 Talco Hills Drive  
Tallahassee, FL 32303  
(706) 593-4524

\_\_\_\_\_  
**Date**

**Signature of Approval:**

\_\_\_\_\_  
**Sharon B. Thomas, Director Exceptional Student Education**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Gadsden County Superintendent of Schools**

\_\_\_\_\_  
**Date**

**\*Regular school term excluding summer.**



## Appendix A

### Individual Music Therapy Documentation

Student Name:	Age:	Diagnosis:
---------------	------	------------

Goals/Objectives: I.

II.

III.

MT Intervention:

Date	Start Time	End Time	Goal I	Goal II	Goal III	Comments
			On: Off:	mins	Max Mod Min	
			On: Off:	mins	Max Mod Min	
			On: Off:	mins	Max Mod Min	
			On: Off:	mins	Max Mod Min	
			On: Off:	mins	Max Mod Min	

## Appendix B

### Group Music Therapy Documentation

Class:	Date:     /     / Time:     -	Theme/Unit:
--------	----------------------------------	-------------

Developmental Domain: Motor Cognitive Communication Social/Emotional Behavioral Academic

Intervention:

Goal: Students listen for and identify sight words and use them in a sentence. Indicate if student met goal Y (yes met goal independently), + (met goal with prompt), N (did not meet goal).

Student	% On Task	Participation	Prompting None-----Max.	Meet Goal?	Comments
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	
	0 25 50 75 100	Y N	0 1 2 3	Y + N	

## **Appendix C**

Day 1:

Shanks Middle School:

8:30-9:00am-Set-up, Daily Assessment (meet with teachers)

9:00-10:00- 2 large group music therapy sessions- focus: academic, social, communication, motor, and behavioral goals addressed.

10-10:15am- Travel to Stewart Street

10:15- 11:15 CBI Classroom music therapy session-1 large group (above goals addressed)

11:15-11:45 Break

11:45 1 large group session

12:30 1 large group session

1:00-1:30 Documentation for the Day- see documentation sheet

Day 2:

East Gadsden County High

8:30-9:00am- Set-up, Daily Assessment

9:15-10am- 1 small group MT session

10:15 1 small group MT Session

11-11:45 1 small group MT session

11:45- 12:30 Break/Documentation

12:30-1:15- Large group

1:15-1:30 Documentation



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 80

Date of School Board Meeting: July 31, 2012



TITLE OF AGENDA ITEM: MEMORANDUM OF AGREEMENT BETWEEN REDLANDS CHRISTIAN MIGRANT ASSOCIATION (RCMA) HEAD START AND GADSDEN COUNTY SCHOOL BOARD.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

**YES** This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:  
(Type and Double Space)

Requirements of the Individuals with Disabilities Education Act specify that school districts must provide services to (3) three year old children with disabilities on their third (3rd) birthday. This agreement allows for the provision of services for identified students at the RCMA Head Start. It also allows for the exchange of information between our two agencies.

FUND SOURCE: **FEFP dollars for therapy provided to identified children**  
AMOUNT: **NA**  
PREPARED BY: **Sharon B. Thomas** *SBT*  
POSITION: **Director, Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered 2

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary for  
revised 0591

Proof read by:

*Margaret D Bronson*

2012 JUL 23 PM 5:26  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

**MEMORANDUM OF AGREEMENT**  
**BETWEEN**  
**RELANDS CHRISTIAN MIGRANT ASSOCIATION (RCMA) HEAD START**  
**AND**  
**GADSDEN COUNTY SCHOOL BOARD**

**Agreement made and entered in Gadsden County, Florida this 31<sup>st</sup> day of July 2012 by and between the County School Board hereinafter referred to as the Board and the RCMA Head Start Program, hereinafter referred to as Head Start.**

**PURPOSE:**

**The purpose of this agreement is to establish the responsibilities of the Board and Head Start relative to services for preschool children with disabilities. Both the Board and Head Start support the right of all children with disabilities to receive a free and appropriate public education including all necessary special education and related services in accordance with state and federal statutes and regulations.**

**RESPONSIBILITIES:**

**The following terms and conditions are agreed to by the Board and Head Start:**

- 1. Head Start will be considered an appropriate placement for identified children with disabilities who meet the Head Start eligibility criteria and for whom placement in a self-contained preschool special education classroom would not provide the least restrictive environment.**
- 2. Head Start placement will be considered for preschool children with disabilities when the Individual Educational Plan (IEP) indicates the need for stimulation and socialization with non-disabled peers.**
- 3. Children are evaluated by the PreKindergarten Transdisciplinary Team and recommended for referral to The Head Start Program.**
- 4. Consultation and evaluation services (speech, occupational therapy, physical therapy, psychological) will be provided to Head Start children upon referral to Child Find, consistent with school district procedures.**
- 5. Head Start staff members will participate in the development and implementation of the Individualized Educational Plan (IEP) as appropriate.**

6. Therapy services provided by the Board may be at the Head Start Center or a place designated by the Board. Procedures will be consistent with those specified in the Special Programs and Procedures for Exceptional Students. Transportation will be provided by the Board if services are provided at a public school site.
7. Head Start will provide appropriate classroom space for provision of therapy services, social services and parent involvement will be the responsibility of Head Start, consistent with each child's IEP.
8. Children with disabilities served in Head Start, who receive therapy services provided by the Board, will be considered dually enrolled in both agency programs. Records and reports will be shared by both agencies. Confidentiality and due process procedures will be maintained in accordance with the Head Start Performance Standards and Board regulations.
9. Head Start will make referrals to the Board (Exceptional Student Education/Student Services Department) of any known child suspected of having disabilities ninety (90) days prior to the child's third birthday or immediately for children 3-5 years of age.

This agreement shall apply to children who meet enrollment criteria for Head Start and are suspected or identified as disabled. It shall be effective August 1, 2012, continue until June 30, 2013. It may be canceled by mutual agreement of the parties or until either party cancels it by giving written notice of thirty (30) days.

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COORDINATOR  
RCMA HEAD START PROGRAM

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DIRECTOR,  
EXCEPTIONAL STUDENT EDUCATION

---

Date

---

Date

---

Roger P. Milton, CHAIRMAN

---

Date



AGENDA ITEM NO. 8p

Date of School Board Meeting: JULY 31, 2012

*DeSmith*

**TITLE OF AGENDA ITEM: Agreement between the Gadsden County Public Schools and Independent Contractor for Occupational Therapy Services - Makesha Bush, OTR/L**

**DIVISION: EXCEPTIONAL STUDENT EDUCATION**

☒ **YES** This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**  
(Type and Double Space)

**This contract will provide Occupational Therapy Services to Exceptional Students in Gadsden Schools. This therapist will provide needed services in positions not filled by the Gadsden County School Board.**

**FUND SOURCE: FEFP Dollars**

**AMOUNT: \$58.00 (per hour for actual hours worked)**

**PREPARED BY: Sharon B. Thomas *SBT***  
**POSITION: Director, Exceptional Student Education**

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.

This form is to be uplicated on light blue paper.

summary.for  
revised 0591

Proof read by:

*Margaret D Bronson*

GAUSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT  
2012 JUL 23 PM 5:26

## **COOPERATIVE AGREEMENT FOR OCCUPATIONAL THERAPY SERVICES**

**Subject:** Cooperative agreement for Occupational Therapy Services

### **1. Scope of Services**

**Between:** Gadsden County School Board, Quincy, FL hereinafter referred to as "Agency" and, Makesha Bush, OTR/L, P.O. Box 513 Gretna, FL 32332 hereinafter referred as "Contractor".

- The Agency is in the business of providing childhood services to children with special needs enrolled in its program, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor for occupational therapy services.
- Contractor agrees to perform these services for the Agency under the terms and conditions set forth in this contract.

### **2. Duration and Termination**

The parties hereto contemplate that this contract will begin August 2012 and continue through May 2013. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty days written notice. Said notice shall be delivered by certified mail or in person.

### **3. Authorized Parties**

The School Board Chairman and Sharon Thomas ESE director are designated representatives authorized to represent the Agency. Makesha Bush is the designated Contractor.

### **4. Nature of Work**

Contractor shall provide occupational therapy services with respect to all matters relating or affecting the provision of occupational therapy to the Agency. Contractor shall render services according to their professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement.

The contractor will:

- Supply testing materials needed, and will provide evaluative, direct & consultative Occupational Therapy services consistent with goals in students' education/support plan
- Attend IEP meetings; if unable to attend IEP meetings, provide required information to Agency prior to meeting
- Maintain documentation of services per funding source requirements/guidelines

#### **4. Nature of Work (continued)**

The Agency will:

- Provide appropriate workspace for diagnostic, intervention, and consultation services and access to copy machine, fax machine, and telephone
- Provide supplies as needed for contractor to carry out objectives outlined in the individual education plan for occupational therapy
- Provide contractor with a schedule of IEP meetings, parent conferences, and family support meetings to provide adequate time for contractor to prepare for meetings

#### **6. Status of Contractor**

This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Agency for any purpose.

#### **7. Place of Work**

It is understood that these services will be rendered at schools within the Gadsden County Public School System.

#### **8. Time Devoted to Work**

In the performance of the services, the services and the hours the Contractor is to work on any given day will be entirely within Contractor's control, and the Agency will rely upon Contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. Contractor will provide services for 7.5 hours per school day; 4 days/week. It is understood that the contractor is free to contract similar services for other agencies, while under contract, provided that such services do not negatively interfere with contract and provision of services between the Agency and contractor.

#### **9. Payment**

The Agency will pay contractor for all work actually performed by Contractor, on completion of the same, a daily rate of \$435/day (\$58.00 x 7.5 hrs/day). The Board shall make payments monthly as routinely dispersed according to the agency's payment schedule. Contractor will receive travel reimbursement for travel between district schools and office. Contractor agrees to submit properly prepared invoices on a monthly basis.

#### **10. Insurance Liability**

Contractor agrees to maintain, at contractor's expense, professional liability insurance. Contractor agrees to provide proof of current State of Florida licensure, proof of Professional Liability Insurance, & proof of required health & background screenings as requested.



#### **11. Confidentiality**

Inasmuch as contractor will acquire or have access to information that is highly confidential, contractor will not disclose such information unless disclosure is required by law or with authorization of the Agency. Records will not be removed from the school through which services are being provided.

#### **12. Miscellaneous**

Contractor shall, through insurance and otherwise, hold harmless the Agency, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor, if any, relating to the care and treatment of students or other actions required to provide services pursuant to this contract.

#### **13. Non Compete Clause**

The contractor understands and agrees that all clients served under this agreement will remain clients of the agency upon termination of this agreement.

#### **14. Waiver of Breach**

No waiver or any breach by any party of terms of this Agreement shall be deemed a waiver of any subsequent breach.

#### **15. Governing Law**

Florida Law shall govern this instrument in reference to interpretation and performance.

#### **16. Communications**

Any official communication between parties will be sent by certified mail to the following addresses:

For the Agency:

Sharon Thomas, Director of ESE  
35 Martin Luther King Blvd  
Quincy, FL 32351

For the Contractor:

Makesha Bush, Occupational Therapist  
P.O. Box 513  
Gretna, FL 32332

#### **17. Amendments**

This agreement makes up the entire agreement between the parties. The said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be enforceable, all other provisions shall remain enforceable.

#### **18. Representations**

The parties represent to each other:

- (a) Each party fully understands the provisions of this agreement and each is signing this Agreement freely and voluntarily intending to be bound by item terms.
- (b) Each party understands and agrees that this agreement constitutes the contract of the parties. There are not warranties or other than those set forth herein.

IN WITNESS WHEREOF, the parties have caused this agreement to be duly executed on the dates hereinafter indicated.

Makesha Bush, OTR/L 6/28/12  
Makesha Bush, OTR/L Occupational Therapist  
Independent Contractor

6/28/12  
Date

**GADSDEN COUNTY SCHOOL BOARD**

\_\_\_\_\_  
Director of ESE

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

SUMMARY SHEET

*R. E. Miller*

AGENDA ITEM NO. 8q

Date of School Board Meeting: **July 31, 2012**

TITLE OF AGENDA ITEM: **CONTRACT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY AND ART THERAPIST, BETH BOSTICK-COX**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

**YES** This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM :  
(Type and Double Space)

**This contract provides for Art Therapy for the students at Gadsden Central Academy two (2) times a week. The Therapist provides individual and group therapy for identified students.**

FUND SOURCE: **IDEA**

AMOUNT: **\$15,500.00**

PREPARED BY: Sharon B. Thomas *SBT*  
POSITION: Director, Exceptional Student Education

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Be sure that the COMPTROLLER has signed the budget page.

This form is to be uplicated on light blue paper.

summary for  
revised 0591

Proof read by: *Margaret D Brunson*

2012 JUL 23 PM 5:25  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT



# GADSDEN COUNTY SCHOOL DISTRICT

## EXCEPTIONAL STUDENT EDUCATION CONTRACT WITH INDEPENDENT CONTRACTOR

2012-2013 Fiscal Year

GADSDEN, State of FLORIDA herein referred to as contractor.

1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor: Beth Bostick-Cox, Art Therapist.
2. Contractor agrees to perform these services for the Board Contract made July 31, 2012, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Beth Bostick-Cox, 60 Oakland Drive, Quincy, Florida, 32351 of QUINCY County of under the terms and conditions set forth in this contract.

### NATURE OF WORK

Contractor will provide art therapy services on behalf of the Board with respect to all matters relating to or affecting the provision of art therapy services to students with disabilities three (3) to twenty-one (21), approved by the Director of Exceptional Student Education. The contractor will render such services according to her professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement. Contractor shall have sole control of the manner and means of performing this contract provided the same is implemented under the direction of the students Individual Education Plan.

### PLACE OF WORK

BOARD will provide adequate space and equipment for contractor to carry out objectives outlined in the individual education plan for art therapy. It is understood that these services will be rendered in Gadsden County Schools, at Gadsden Central Academy City of Quincy, County of Gadsden, State of Florida, as designated by the Director of Exceptional Student Education.

### TIME DEVOTED TO WORK

In the performance of the services, the services and the hours contractor is to work on any given day will be entirely within contractors control and the Board will rely upon contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. However, the contractor will provide services for no less than five (5) hours and no more than twelve (12) hours per school week. The contractor may provide up to twenty (20) additional hours per school year for additional activities as scheduled and approved by the Director of Exceptional Student Education.

### PAYMENT

The Board will pay contractor for all work actually performed by contractor on completion of the same, with masters degree at the rate of \$35.00 per unit of service. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly. The contractor will not be reimbursed for traveling.

### DURATION AND TERMINATION

The parties hereto contemplate that this contract will run for one (1) fiscal school year from August 20, 2012 thru June 30, 2013. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

### STATUS OF CONTRACTOR

This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Board for any purpose.

### PAYMENT OF TAXES AND ASSESSMENTS

This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to his/her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Contractor shall furnish to the Board, upon the request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contributions, taxes, and payroll assessments. Contractor agrees to maintain, at contractors expense, workers compensation insurance, as required by law, to fully protect both contractor and any individual employed by contractor in providing services under this contract.

### CONFIDENTIALITY

Inasmuch as contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Student Education.

### SERVICES BY OTHERS

In the event that the contractor shall at any time be unable to provide the services under this contract, the contractor may employ and temporarily furnish as a substitute to perform such services, another duly qualified and licensed person. Contractor shall be responsible for compensation of individuals employed by her as substitutes.

### MISCELLANEOUS

Contractor shall, through insurance and otherwise, hold harmless the Board, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor or her substitutes or employees, if any, relating to the care and treatment of students, the operation of motor vehicles, or other actions required to provide services pursuant to this contract.



### AMENDMENTS

This agreement and any signed attachments make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.

In witness their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.

\_\_\_\_\_  
BETH BOSTICK-COX, ART THERAPIST

\_\_\_\_\_  
Date

\_\_\_\_\_  
SHARON B. THOMAS, DIRECTOR  
EXCEPTIONAL STUDENT EDUCATION

\_\_\_\_\_  
Date

### **THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: \_\_\_\_\_  
ROGER P. MILTON, CHAIRMAN

\_\_\_\_\_  
Date

ATTEST: \_\_\_\_\_  
REGINALD C. JAMES, SUPERINTENDENT

\_\_\_\_\_  
Date

**Notice to Vendor/Contractor:** By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8r

*R. Smith*

Date of School Board Meeting: **JULY 31, 2012**

TITLE OF AGENDA ITEM : **Contract with Behavior Management Consultants, Inc., & Gadsden County School Board**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

**YES** (amendment) This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM: (Type and Double Space)

***This contract will provide for behavioral assessments and program development for ESE students with severe behavior problems, which require the expertise of a Behavior Analyst.***

FUND SOURCE: **Individuals with Disabilities Education Act (IDEA)**

AMOUNT: **\$50,000.00 (not to exceed)**

PREPARED BY: **Sharon B. Thomas** *SBT*  
POSITION: **Director, Exceptional Student Education**

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4 & 6

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Be sure that the COMPTROLLER has signed the budget page.

This form is to be  duplicated on light blue paper.

summary for  
revised 0591

Proof read by: *Margaret D Bronson*

2012 JUL 23 PM 5:25  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

**GADSDEN COUNTY SCHOOL DISTRICT  
EXCEPTIONAL STUDENT EDUCATION  
CONTRACT WITH INDEPENDENT CONTRACTOR**

***Behavior Management Consultants, Inc.***

**2012-2013 Fiscal Year**

Contract made JULY 31, 2012, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and

Behavior Management Consultants, Inc., of Post Office Box 10827 City of

Tallahassee, County of Leon, State of Florida, 32303 referred to as contractor.

1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor: Behavior Management Consultants.

Contractor agrees to perform these services for the Board under the terms and conditions set forth in this contract.

**NATURE OF WORK**

Contractor will provide Applied Behavior Analysis services on behalf of the Board with respect to all matters relating to or affecting the provision of Behavioral Services to the preschool and school age population as identified by the Board and are approved by the Director of Exceptional Student Education. The contractor will render such services according to his/her professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement. Contractor shall have sole control of the manner and means of performing this contract provided the same is implemented under the direction of the student's Individual Education Plan. The contractor shall provide the following services: See Attachment A.



### PLACE OF WORK

**BOARD** will provide adequate space and equipment for contractor to carry out objectives for identified students. It is understood that these services will be rendered in Gadsden County Schools: largely at George W. Munroe, Chattahoochee Elementary, Havana Elementary & Havana Middle School, County of Gadsden, State of Florida, as designated by the Director of Exceptional Student Education.

### TIME DEVOTED TO WORK

In the performance of the services, the services and the hours contractor is to work on any given day will be entirely within contractor's control and the Board will rely upon contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. However, the contractor will provide services for no less than twenty (20) hours and no more than fifty (50) hours per school week. The contractor may provide up to twenty (20) additional hours per school year for additional activities as scheduled and approved by the Director of Exceptional Student Education.

### PAYMENT

The Board will pay contractor for all work actually performed by contractor, on completion of the same, at the rate of \$50.00 - \$75.00 per hour for Ph.D. level Senior Behavior Analysts; \$25.00 to \$50.00 per hour for Behavior Analysts; and \$15.00 - \$28.00 per hour for Behavior Specialist and \$10.00 - \$18.00 per hour for Behavior Training Specialist. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly. The contractor will not be reimbursed for mileage at the established Gadsden County rate for between schools.

### DURATION AND TERMINATION

The parties here to contemplate that this contract will run for one (1) school year from August 1, 2012 through June 30, 2013. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

### STATUS OF CONTRACTOR

This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Board for any purpose.

## **PAYMENT OF TAXES AND ASSESSMENTS**

This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to his/her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Contractor shall furnish to the Board, upon the request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contributions, taxes, and payroll assessments. Contractor agrees to maintain, at contractor's expense, worker's compensation insurance, as required by law, to fully protect both contractor and any individual employed by contractor in providing services under this contract.

## **CONFIDENTIALITY**

Inasmuch as contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Education.

## **SERVICES BY OTHERS**

In the event that the contractor shall at any time be unable to provide the services under this contract, the contractor may employ and temporarily furnish as a substitute to perform such services, another duly qualified and licensed person. Contractor shall be responsible for compensation of individuals employed by as substitutes.

## **MISCELLANEOUS**

Contractor shall, through insurance and otherwise, hold harmless the Board, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor or substitutes or employees, if any, relating to the care and treatment of students, the operation of motor vehicles, or other actions required to provide services pursuant to this contract.

## **AMENDMENTS**

This agreement and any signed attachments make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.

In witness their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.

Max P. Lee, PhD BEBA-D  
Behavior Management Consultant

6/15/12  
Date

\_\_\_\_\_  
Sharon Thomas, Director  
Exceptional Student Education

\_\_\_\_\_  
Date

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: \_\_\_\_\_  
Roger Milton, CHAIRMAN

\_\_\_\_\_  
Date

ATTEST: \_\_\_\_\_  
REGINALD C. JAMES, SUPERINTENDENT

\_\_\_\_\_  
Date

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.



Fee Schedule: Gadsden County Schools  
8/1/012-6/30/13  
Behavior Management Consultants, Inc.  
PO Box 10827, Tallahassee, Florida 32302  
(850) 521-0242

Consultation Hours are paid according to the following rate structure. BMC has a large number of consultants and can meet negotiated requirements for the amount of consultation time. Consultation is paid on an as used basis only.

Skill Training Specialist:

AA degree staff currently enrolled in university, with 1 undergraduate course in Applied Behavior Analysis and 1 Directed Individual Study course in ABA in the schools.

Rate: \$10.00-\$18.00 per hour (depending on years of experience)

Behavior Specialist 1:

BS level persons who may have undergraduate or graduate level courses in Applied Behavior Analysis with less than 2 years experience working in the schools.

Rate: \$15.00-23.00 per hour (depending on years of experience)

Behavior Specialist 2:

BS level persons who may have undergraduate or graduate level courses in Applied Behavior Analysis with 2 or more years working directly under the supervision of a Behavior Analyst.

Rate: \$23.00-28.00 (depending on years of experience)

Behavior Analyst 1:

BS level persons who may have 1 or 2 undergraduate or graduate level courses in Applied Behavior Analysis with 1 or more years working directly under the supervision of a Behavior Analyst. This person is either board certified or eligible to sit for board certification at the BCABA level.

Rate: \$25.00-35.00 (depending on years of experience)

Behavior Analyst 2:

MS level person (or currently in graduate school program) with either a degree in Applied Behavior Analysis or a minimum of four graduate level courses in Applied Behavior Analysis, with minimum of 1 year of experience of work directly in the schools. This person is either board certified or eligible to sit for board certification at the BCBA level.

Rate: \$35.00-\$50.00 per hour (depending on years of experience)

Senior Behavior Analyst:

PhD or MS level person, with graduate level specialization in Applied Behavior Analysis and certification in ABA (BCBA) with more than 5 years of experience of work directly in the schools.

Rate: \$50.00-\$60.00 per hour (depending on years of experience and degree)

Fee Schedule Addendum: Gadsden County Schools  
8/1/12-6/30/13  
Behavior Management Consultants, Inc.  
PO Box 10827, Tallahassee, Florida 32302  
(850) 521-0242

<u>Senior Behavior Analysts</u>	<u>45-60 per hour</u>
Julie Steward, LCSW, BCBA	48.00 per hour
Meredith McMillan, MS, BCBA	48.00 per hour
<u>Behavior Analyst 1</u>	<u>25-35 per hour</u>
TBA	
<u>Behavior Analyst 2</u>	<u>28-45per hour</u>
<u>Behavior Specialists 1</u>	<u>15-23 per hour</u>
TBA	
<u>Behavior Specialist 2</u>	<u>22-28 per hour</u>
Candace Jakes, BS	25.00
Shannah Frohlich, BS	25.00
Sarah Pierce, BS	25.00

Mileage: At the prescribed school district rate for mileage between schools within the district



Behavior Analytic Services Agreement  
Behavior Management Consultants, Inc. and  
Gadsden County Schools  
8/1/12-6/30/13

Behavior Management Consultants, Inc. (BMC) will provide Behavior Analysts and Behavior Specialists to address the specific areas of consultation identified below.

Procedures:

The ESE Director will request Clinical Behavioral Support for the district's schools by a written Request for Behavioral Services that are faxed to the BMC offices, 850-521.1973.

Additionally BMC will provide onsite Behavioral Services to support George Monroe Elementary school using a team approach integrated with the School Intervention Team.

**1- Clinical Behavioral Support by Referral**

Description: Provide Behavioral services for referrals approved by the Director of ESE services for individual students in schools across the district. Services will be provided directly by the BMC consulting staff with the credentials and rates identified in the attached Fee Schedule.

1. Conducting Functional Behavioral Assessments and Analyses of problem behavior of individually referred students. All of this work is conducted in a manner that is consistent with current best practice and the behavior analytic research base.
2. Developing individual behavioral programs. Programming is based upon the outcome of the Functional Behavioral Assessment. School staff will collaborate on the development of the programming to be sure that implementation is feasible. Data collection procedures will be used to determine effects and to make adjustments to the programming when necessary.
3. Implementing behavior programs. In some cases, BMC will actually be the primary implementor of the behavior plan until reasonable control is established and school staff can be trained on the programming to a reasonable degree of fidelity. In most cases, school staff after training on the protocols will implement behavioral programming for their students.



4. Developing and assisting with implementation of classroom or school-wide behavioral programs. In some situations, classroom behavior management and support plans are a necessary first step in impacting the behavior of students. The Behavior Analyst will work closely with the teacher and administrative staff to address these issues.

## **2-School-based Behavioral Team**

1. This is arranged for George Monroe Elementary to continue Level 2 and 3 RTI assessment and interventions as determined by referrals from the school intervention and RTI team.

## **3-Staff Training: Various Topics**

Description: Workshops (Half or Full Day) On selected topics such as Asperger's: Assessment and Treatment; Functional Behavioral Assessments; or behavioral topics requested by the district

### Staff Clinical Services Rates

See Fee Schedule

### Staff Training Workshop Rate

#### **Senior Behavior Analysts**

Full Day: \$550.00

Half Day: \$300.00

### Mileage Rate

.45 per mile

## **Total Contract Costs**

This contract will not exceed \$50,000.00. However, the money may be shifted between the consultants and projects as needed and with the approval of the ESE Director.

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Maxin L. Reiss, PhD, BCBA  
Senior Behavior Analyst  
CEO/President

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Gadsden County Schools

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8S

*[Signature]*

DATE OF SCHOOL BOARD MEETING: **July 31, 2012**

TITLE OF AGENDA ITEM: AGREEMENT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY AND THE SCHOOL BOARD OF SEMINOLE COUNTY (MEDICAID ADMINISTRATIVE CLAIMING)

DIVISION: EXCEPTIONAL STUDENT EDUCATION

**YES** This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:  
(Type and Double Space)

This is an agreement with SCSB (Seminole County School Board) – a consortium that acts as data manager/processor for Medicaid billing.

FUND SOURCE: **MEDICAID**

AMOUNT: **\$9.00 PER RANDOM SAMPLING FORM**

PREPARED BY: Sharon B. Thomas *[Signature]*  
POSITION: Director of Exceptional Student Education

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 7

CHAIRMAN'S SIGNATURE: page(s) numbered 7

SCHOOL BOARD ATTORNEY: page(s) numbered 7

This form is to be duplicated on light blue paper.

PROOF READ BY: *Margaret D. Bronson*

2012 JUL 23 PM 5:25  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

## **AGREEMENT**

**THIS AGREEMENT** is made and entered into as of this 1st day of July, 2012, by and between

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

(hereinafter referred to as SBGC),  
a body corporate and political subdivision of the State of Florida,  
whose principal place of business is  
35 MLK Jr. Boulevard, Quincy, Florida 32351.

and

**THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA**

(hereinafter referred to as SBSC),  
whose principal place of business is  
400 East Lake Mary Boulevard, Sanford, Florida, 32773.

**WHEREAS**, both School Boards have a common and concurrent interest in providing data and sharing statistics for the purpose of being reimbursed for Medicaid Administrative Claiming activities.

**NOW, THEREFORE**, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree to establish and maintain a process to determine statistically valid time sample results with approved staff as a function of the Medicaid Administrative Claiming reimbursement process. Both School Boards shall be subject to the following terms:

### **ARTICLE 1 - RECITALS**

1.01 **Recitals.** The Parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

### **ARTICLE 2 – SPECIAL CONDITIONS**

2.01 **Term of Agreement.** The term of this Agreement shall commence on July 1, 2012 and conclude on June 30, 2013, unless terminated as provided herein.



## 2.02 **Responsibilities of SBGC.**

- 2.02.1 Provide a pool of employee names who are eligible to be sampled based upon selected job codes whose incumbents have the potential to engage in Administrative Claiming Activities. Only certain staff positions are to be included in the time study process upon mutual concurrence among all parties participating in this agreement and upon the review and approval of AHCA.
- 2.02.2 Distribute and collect random moment sample forms, as provided by SBSC during four fiscal quarters in the school year.
- 2.02.3 Code the status of each observation form to effectively and accurately record the performance of school district personnel activities as delineated in the Medicaid School District Administrative Claiming Guide.
- 2.02.4 Provide periodic training to SBGC employees who will be responsible for coding the quarterly activities of district personnel delineated on the sample forms. Only trained district coders will be authorized to participate in the program.
- 2.02.5 Send quarterly sample forms to SBSC for activity calculations
- 2.02.6 Pay the SBSC prorated actual and reasonable costs among all districts participating based upon the percent of ESE FTE appropriated during the 2010-2011 school year. Your charge for the 2012-2013 fiscal year will be \$ 442.30 which will include the cost of office operations and the cost for clerical and administrative processing, consultation and technical assistance during the contract period. The above reference amount may be payable in equal quarterly installments or in one annual payment. This cost will be reviewed annually.
- 2.02.7 SBGC shall maintain and be able to produce requested records and materials for Agency for Health Care Administration audits.
- 2.02.8 Any recoupment of funds due to an audit exception, deferral or denial deemed appropriate by the Agency for Health Care Administration (AHCA) will be the responsibility of the SBGC, even after withdrawal from the program.

## 2.03 **Responsibilities of SBSC**

- 2.03.1 Pursuant to this agreement, SBSC will be acting solely as a data manager and data processor for SBGC.
- 2.03.2 Annually collect school district calendars and scheduled work hours from SBGC.
- 2.03.3 Quarterly collect personnel rosters from SBGC and perform data entry relative to creating a sample pool of individuals.
- 2.03.4 Quarterly generate, package and mail the prorated share of random moment sample forms to SBGC.

2.03.5 Quarterly review all returned sample forms for completion. One hundred percent of all forms will be reviewed for the purposes of quality control. In instances where there is a disagreement on the coding of a particular sample form by the district coder, AHCA will be contacted to ensure the consistency of activity selection.

2.03.6 Quarterly calculate all the data generated from scanning and return the statistics to all participating districts for individual claim generation.

#### 2.04 **Mutual Agreements**

Independent contractors: SBSC and SBGC are independent contractors. Nothing contained herein shall constitute or designate either party's employees or agents as agents or employees of the other party. Each party remains solely responsible for its own cost report and claim that will be submitted to the Agency for Health Care Administration (AHCA).

2.05 **Indemnification.** Each party agrees to be fully responsible for its acts of negligence, or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

### **ARTICLE 3 – GENERAL CONDITIONS**

3.01 **No Waiver of Sovereign Immunity.** Nothing contained in this Agreement is intended to serve as a waiver of sovereign immunity by any agency to which sovereign immunity may be applicable.

3.02 **No Third Party Beneficiaries.** The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

3.03 **Non-Discrimination.** The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities and obligations under this Agreement because of race, age, religion, color, gender, national origin, marital status, or disability.

3.04 **Termination.** This Agreement may be canceled with or without cause by SBGC during the term hereof one-quarter's prior written notice to the other parties of its desire to terminate this Agreement.



3.05 **Records.** Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law.

3.06 **Entire Agreement.** This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.07 **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.08 **Preparation of Agreement.** The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.09 **Waiver.** The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement. A waiver of any breach of a provision of this Agreement shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Agreement.

3.10 **Compliance with Laws.** Each party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.11 **Governing Law.** This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the Second Judicial Circuit of Gadsden County, Florida.

3.12 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.



3.13 **Assignment.** Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBGC.

3.14 **Force Majeure.** Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.15 **Place of Performance.** All obligations of SBGC under the terms of this Agreement are reasonably susceptible of being performed in Gadsden County, Florida and shall be payable and performable in Gadsden County, Florida.

3.16 **Severability.** In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not effect any other provision and this Agreement shall be considered as if such invalid, illegal, unlawful, unenforceable or void provision had never been included herein.

3.17 **Notice.** When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBGC:	Superintendent of Schools The School Board of Gadsden County, Florida 35 MLK Jr. Boulevard Quincy, Florida 32351
With a Copy to:	Sharon Thomas, ESE Director The School Board of Gadsden County, Florida 35 MLK Jr. Boulevard Quincy, Florida 32351
To SBSC	Superintendent of Schools The School Board of Seminole County, Florida 400 East Lake Mary Boulevard Sanford, Florida 32773
With a Copy to:	Ida Mazar The School Board of Seminole County, Florida 400 East Lake Mary Boulevard Sanford, Florida 32773

3.18 **Captions.** The captions, section numbers, article numbers, title and headings appearing in this Agreement are inserted only as a matter of convenience and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

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

3.20 **Excess Funds.** Any party receiving funds paid by SBGC under this Agreement agrees to promptly notify SBGC of any funds erroneously received from SBGC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBGC with interest calculated from the date of the erroneous payment or overpayment is noticed to the School Board of Seminole County Public Schools subject to confirmation of the overpayment by both parties. Interest shall be calculated using the interest rate for judgments under Section 55.03, Florida Statutes, applicable at the time the erroneous payment or overpayment was made by SBGC.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

**FOR SBGC**

(Corporate Seal)

**THE SCHOOL BOARD OF GADSDEN  
COUNTY, FLORIDA**

ATTEST:

By \_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
Superintendent of Schools

Approved as to Form:

\_\_\_\_\_  
School Board Attorney

**FOR SBSC**

(Corporate Seal)

**THE SCHOOL BOARD OF SEMINOLE  
COUNTY, FLORIDA**

ATTEST:

*Bill Vogel*

By

*Tina Calderone*

\_\_\_\_\_  
Bill Vogel, Superintendent of Schools

\_\_\_\_\_  
Tina Calderone, Chairman

*J. M. [Signature]*  
\_\_\_\_\_  
Witness

*J. S. [Signature]*  
\_\_\_\_\_  
Witness



## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8t

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Contractor for Medical Flex Spending Account

DIVISION: Insurance Committee and Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the recommendation from the Insurance Committee to allow the Medical Flex Spending Account to change from Aflac to their contracted partner "WageWorks, Inc."

This change will not affect the cost or benefits of the current Medical Flex account, only the vendor that handles the claims.

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

# REIMBURSEMENT SERVICES AGREEMENT

Employer: The School Board Of Gadsden County Schools

Federal ID: 59-6000615

AFLAC Client ID: 201031897

Employer selects the following flex benefits checked below:

☒ Medical Care Expense Reimbursement (URM)  
☒ Dependent Day Care (DDC)

☐ Commuter Parking & Transit (CSA)

Employer elects FREE Flex Debit Card Services and agrees to the terms in Appendix E: ☐ Yes ☐ No

Employer elects URM Grace Period services and agrees to the terms in Appendix F: ☐ Yes ☐ No

Employer elects DDC Grace Period services and agrees to the terms in Appendix F: ☐ Yes ☐ No

Employer elects one Benefit Funding Method checked below and agrees to the respective terms in Appendix D:

☒ 1-Daily ACH Debit \*

☐ 2-Daily Client Bank Settlement

☐ 3-Daily ACH Credit

☐ 4-Fast Forward

☐ 5-Self Pay

\*Daily ACH Debit funding is easiest to use for most employers

## Employer Bank Account Information

Payments for FEES and BENEFIT FUNDS are pulled via WageWorks' initiated ACH debit, except for many Public Sector employers (some schools and governmental entities) where electronic access to an employer's bank account by an unrelated third party service provider for the collection of FEES and/or BENEFIT FUNDS is not permitted by law.

	Fee Payments Applies to processing service fees	Benefit Funding Payments Do not complete for Funding Method 3 or 5
Name of Bank		
Routing Number (9 digits)		
Bank Account Number:		
Name of Employer's Bookkeeping/Finance contact		
Email: Bookkeeping/Finance contact		
Phone: Bookkeeping/Finance contact		
Employer is a Public Sector entity	<input type="checkbox"/> Check if ACH debit to pull fees is not permitted by law (and do not complete above)	<input type="checkbox"/> Check if ACH debit to pull benefit funds is not permitted by law (and do not complete above)

## ACKNOWLEDGEMENT, EXECUTION AND AGREEMENT

By signing below, you acknowledge (i) that you have the authority to bind the Employer named above to all terms, conditions and obligations identified or set forth on the following pages in this Reimbursement Services Agreement and in Exhibit A (the "Agreement") as of October 1, 2012 ("Transition Date") for the Plan Year beginning October 1, 2012 ("Initial Plan Year"); and (ii) that you have read and understand the Agreement. Signing binds the Employer named above to all provisions of the Agreement.

Employer

Signature of Employer's Authorized Signatory:

By

Print Signatory's Name:

Print Title of Signatory:

WageWorks, Inc.

By Miles S. Ross

Miles S. Ross

Senior Vice President





**THIS REIMBURSEMENT SERVICES AGREEMENT**, effective upon execution for the Plan Year as set forth herein, by and between The School Board Of Gadsden County Schools (the "Employer") and WageWorks, Inc. ("WageWorks"). WageWorks agrees to provide all services described herein upon acknowledgement and agreement by Employer on the Transition Date (as such term is defined herein).

**WITNESSETH:**

**WHEREAS**, the Employer has adopted a Medical Care Expense Reimbursement ("URM") Plan and/or a Dependent Care Expense Reimbursement ("DDC") Plan for its Employees in conjunction with its Flexible Benefits Plan (collectively referred to, with the commuter benefit program described below, as the "Plan" and attached hereto) to be adopted and administered in accordance with Sections 125 and 129 of the Internal Revenue Code of 1986, as amended (the "Code"); and

**WHEREAS**, the Employer offers a commuter benefit program providing qualified transportation benefits to its Employees to the extent permitted under Code Section 132(f) and existing and applicable laws and regulations; and

**WHEREAS**, the Employer will serve as the Plan Administrator; and

**WHEREAS**, the Employer desires that WageWorks, as its agent, furnish reimbursement services within a framework of policies, interpretations, rules, practices and procedures (the "reimbursement practices and procedures") made and established by the Employer in: (i) receiving and processing requests for benefits under the Plan ("Requests") and (ii) disbursing benefit payments from Employer funds (as provided for in Section II.A.) for eligible expenses under the flexible spending account provisions of the Plan; and

**WHEREAS**, the Employer is to pay all plan benefits owed or established under the Plan to its Participants, and WageWorks is to provide the agreed upon services to the Plan without assuming any such liability;

**NOW, THEREFORE**, in consideration of the mutual promises and covenants contained herein, it is hereby agreed as follows:

**Section I. Enrollment and Determination of Eligibility**

**A. The Employer shall:**

- (1) be responsible for interpreting the Plan and its provisions, its terms, conditions and operation; and
- (2) notify Plan Participants of their ability to apply for reimbursement benefits and supply them with Request forms (to be provided by WageWorks) and Request filing instructions; and
- (3) no later than thirty (30) days prior to the annual renewal date of Plan participation provide WageWorks with the names, addresses, Social Security Numbers or distinct participant ID numbers, and elected amounts of all Participants (and spouse or dependents if applicable) in the Plan; and
- (4) notify WageWorks at least five (5) business days (via means of written communication acceptable to WageWorks) prior to the first payroll date affected as to any new Participants (with elections made after annual enrollment) in any of the reimbursement Plans; and
- (5) notify WageWorks at least five (5) business days (via means of written communication acceptable to WageWorks) prior to the first payroll date affected as to any Change in Status affecting a Participant's election, or any Qualified Beneficiary electing coverage under COBRA and the amount of such election (if COBRA applies to the Employer), or of any other change which will affect WageWorks' responsibilities hereunder.

- B. In determining any person's right to benefits under the Plan, WageWorks shall rely on the eligibility information furnished by the Employer, and any signed statements by Participants regarding the eligibility of their Requests under the respective Plan. It is mutually understood that the effective performance of this Agreement by WageWorks will require that it be advised on a timely basis by the Employer during the continuance of this Agreement of the identity of individuals eligible for benefits under each of the respective reimbursement Plans. Information regarding a Participant's enrollment under either reimbursement Plan shall identify the effective date of enrollment and shall be provided to WageWorks (via means of written communication acceptable to WageWorks) in accordance with the applicable timeframes set forth in Sections I.A.(3) through I.A.(5) above. Any delay shall result in a corresponding delay in WageWorks' ability to make benefit determinations. WageWorks shall not be responsible for delays in paying Requests where the Employer has failed to inform WageWorks (in a form and with such information as may reasonably be required by WageWorks) of a Participant's enrollment information in a timely manner. Similarly, information modifying a Participant's eligibility or status/election under either reimbursement Plan or the Commuter Plan shall identify the effective date of eligibility and the termination date of eligibility and shall be provided to WageWorks (via means of written communication acceptable to WageWorks) at least five (5) business days prior to the effective date of such modification in order to be considered by WageWorks in making benefit determinations hereunder. WageWorks shall not be responsible for Requests paid in error where the Employer has failed to inform WageWorks (in a form and with such information as may reasonably be required by WageWorks) of a Participant's eligibility or status change prior to the release of the benefit payment.**





## **Section II. Funding and Payment of Requests for the Plan Benefits**

- A. Funding of Requests. Employer must choose and agree to one of the five funding methods described in the Funding Options Schedule (attached hereto as Appendix D), which shall be part of and incorporated into this Agreement.
- B. WageWorks, as agent for the Employer, shall provide those services described in Appendix A, B and C and in the Payment Card Services Appendix (attached hereto).

Upon written request submitted to WageWorks, WageWorks may provide limited assistance with certain of the nondiscrimination tests. The terms and conditions (including applicable fees) under which such services are provided are set forth in Appendix B "Nondiscrimination Testing Services". In providing services, WageWorks shall assume that ERISA and COBRA apply to the Employer's Plan unless the Employer gives WageWorks written direction otherwise.

- C. WageWorks shall not be obligated or responsible for any duty with regard to the administration of the Plan (imposed by the Plan or otherwise) except as specifically provided above or in the attached appendices. Without limiting Employer's responsibilities described therein, it shall be the Employer's sole responsibility (as Plan Administrator) and duty to: ensure compliance with COBRA; perform required nondiscrimination testing; amend the Plan as necessary to ensure ongoing compliance with applicable law; file any required tax or governmental returns (including Form 5500 returns to meet ERISA requirements) relating to the Plan; determine if and when a valid election change has occurred; handle Participant claim appeals; allow WageWorks, by and through independent associates, a reasonable opportunity to discuss WageWorks, and DDC, URM and/or Commuter benefits; execute and retain required Plan and claims documentation; and take all other steps necessary to maintain and operate the Plan in compliance with applicable provisions of the Plan, ERISA, the Code and other applicable federal and state laws.
- D. In the event that WageWorks overpays any person entitled to benefits under the Plan or pays benefits to any person who is not entitled to them, WageWorks shall take all reasonable steps to recover the overpayment, except that WageWorks shall not be required to initiate court proceedings to recover an overpayment. WageWorks shall promptly notify the Employer if it is unsuccessful in recovering any overpayment. Additionally, any overpayment occurring as a result of an ineligible Card Transaction will be handled in accordance with the provisions set forth in the Card Services Appendix (attached hereto).
- E. WageWorks will optically scan and maintain electronic copies of all Plan reimbursement Requests and supporting documentation for a period of seven (7) years after the claim is processed. Copies of claim documents can be reproduced upon written request at WageWorks' currently prevailing rate. Any record attributable to Card Transactions will be made available by WageWorks only to the extent made available to WageWorks by any Card Processor or other Card service provider.

## **Section III. Liability and Indemnity**

- A. In performing its obligations under this Agreement, WageWorks neither assumes nor underwrites any liability of the Employer under the Plan, but with respect to the Employer, acts only as provider of those services specifically described in Section II.B. of this Agreement and with respect to Plan Participants, acts only as the agent of the Employer. The services to be performed by WageWorks shall be ministerial in nature and shall be performed within the framework of policies, interpretations, rules, practices, and procedures made or established by the Employer. WageWorks shall have no discretionary authority or discretionary control over any assets of the Employer, the Plan, or Plan Participants.
- B. WageWorks shall have no duty or obligation to defend any legal action or proceeding brought to recover a Request for Plan benefits. WageWorks shall, however, make available to the Employer and its counsel, such evidence relevant to such action or proceeding as WageWorks may have as a result of its processing of the contested benefit determination.
- C. Except as otherwise explicitly provided in this Agreement, the Employer shall retain the liability for all Plan benefit Requests and all expenses incident to the Plan and for any and all violations of the Consolidated Omnibus Budget Reconciliation Act of 1985 ("COBRA"), if applicable, and agrees to indemnify WageWorks for and hold it, its directors, officers, and employees, harmless from all amounts and expenses (including reasonable attorneys' fees and court costs) for which WageWorks may become liable. This indemnity shall survive the termination of this Agreement.
- D. WageWorks shall use ordinary and reasonable care in the performance of its duties, but shall not be liable to the Employer for mistakes of judgment or other actions taken in good faith unless such error results directly from an intentionally wrongful or grossly negligent act of WageWorks, its officers or employees.
- E. WageWorks shall have no duty or obligation with respect to Requests incurred prior to the Transition Date of this Agreement or pertaining to a plan year prior to the Initial Plan Year (hereafter "Prior Reimbursement Requests") and/or Plan Administrator (or other) services arising prior to the Transition Date of this Agreement or pertaining to a plan year prior to the Initial Plan Year (hereafter "Prior Administration"). The Employer specifically acknowledge(s) and agree(s) that: (i) WageWorks has no responsibility or obligation with respect to Prior Reimbursement Requests and/or Prior Administration; (ii) the Employer will be responsible for processing Prior Reimbursement Requests (including any Run-Off Requests or grace period Requests submitted after the Transition Date of this Agreement) and maintaining legally required records of all Prior Reimbursement Requests and Prior Administration sufficient to comply with applicable legal (e.g., IRS substantiation) requirements and (iii) the Employer agrees to indemnify and hold WageWorks harmless for any liability relating to Prior Reimbursement Requests and/or Prior Administration.





- F. Except as otherwise provided in the HIPAA Business Associate Agreement (Exhibit A), the Employer agrees that WageWorks may communicate confidential, protected, privileged or otherwise sensitive information to Employer through the Named Contact (as designated on the applicable plan document request form or as subsequently updated by the Employer and maintained on file by WageWorks) and specifically agrees to indemnify WageWorks and hold it harmless: i) for any such communications directed to the Employer through the Named Contact attempted via telefax, mail, telephone, e-mail or any other media, acknowledging the possibility that such communications may be inadvertently misrouted or intercepted; and ii) from any claim for the improper use or disclosure of any health information by WageWorks where such information is used or disclosed in a manner consistent with its duties and responsibilities under this Agreement.
- G. IN NO EVENT SHALL EMPLOYER OR WAGeworks BE LIABLE TO THE OTHER FOR ANY INCIDENTAL, CONSEQUENTIAL, SPECIAL, OR PUNITIVE DAMAGES (INCLUDING, WITHOUT LIMITATION, LOST PROFITS, LOST BUSINESS, LOSS OF DATA OR COST OF SUBSTITUTE SERVICES) ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES PERFORMED HEREUNDER UNDER ANY THEORY OF LIABILITY (WHETHER IN CONTRACT, TORT, STRICT LIABILITY OR OTHERWISE). IN ADDITION, WAGeworks SHALL ONLY BE LIABLE TO EMPLOYER FOR ANY DIRECT DAMAGES IN AN AMOUNT EQUAL TO ACTUAL DAMAGES OR THE FEES PAID FOR SERVICES GIVING RISE TO THE CLAIM WITHIN THE TWELVE (12) MONTHS PRECEDING THE CLAIM, WHICHEVER IS LESS.
- H. Each party shall indemnify, defend and hold harmless the other party and its officers, directors, shareholders, employees and agents ("Indemnified Parties") from and against claims and proceedings for actual damages or losses (including legal fees and expenses) arising out of any actual or alleged (i) breach by such party of its obligations hereunder (ii) negligence or willful misconduct of such party or its employees, officers or agents (iii) the failure of such party to comply with applicable law (iv) any claims in which one party is named or joined with the other party when such party has not engaged in any wrongful acts or (v) with respect to Employer, it shall indemnify and hold harmless WageWorks' Indemnified Parties for any act or omission taken by WageWorks pursuant to Employer's instructions. The indemnifying party shall assume and have sole control of the defense of such claim; provided, however, that neither party may settle any claim without the prior written consent of the other party if such settlement exposes the other party to any liability. Notwithstanding the foregoing Employer acknowledges and agrees that WageWorks is not responsible for any negligence or willful misconduct of any Aflac agent arising out of or related to this Agreement and the services being provided hereunder.

#### **Section IV. Reimbursement Request Processing Service Fee**

- A. The Employer shall pay WageWorks a fee for services performed under this Agreement (the "Service Fee"). Service Fees are based on a number of factors and are set forth on the Fee Schedule, attached hereto as Appendix C, which shall be part of and incorporated into this Agreement. Failure to pay any applicable monthly Service Fee by the next monthly Request processing cycle shall result in a cessation of Request processing services until such fees are received by WageWorks. If Request processing services are pending for an entire monthly processing cycle, WageWorks may terminate this Agreement in accordance with Section VI.
- B. WageWorks agrees not to raise the fees in Appendix C for a period of 3 years from the Transition Date. WageWorks may revise the Service Fee for services performed under this Agreement effective beginning on the third Anniversary Date (as defined in Section V) of this Agreement by giving the Employer written notice of the revised rate at least thirty (30) days prior to the applicable Anniversary Date.
- C. Notwithstanding any other agreement between the parties (and/or their agents), WageWorks may revise the Service Fee set forth above at any time if revision is deemed necessary by WageWorks by reason of: (i) modification or amendment of the Plan by the Employer; or (ii) a significant suspension, limitation, modification or revocation of the benefits made available to Participants under the Flexible Benefit Plan. WageWorks shall advise the Employer of the revised Service Fee at least thirty (30) days prior to its implementation. If the Employer does not terminate this Agreement (by written notification pursuant to Section VI.A.(3)) within thirty (30) days after the receipt of a notice of such revision, the Employer shall be deemed to have agreed to such revision for the remainder of the Term of the Agreement. Thereafter, the Service Fee on and after the implementation date shall be made on the basis of such revised Service Fee.
- D. WageWorks may revise the Service Fee set forth above at any time if any change in law or regulations imposes on WageWorks greater duties or obligations than contemplated by the Agreement in force at the time of such change.

#### **Section V. Term of Agreement**

The initial term of this Agreement shall commence on the later of the (i) Transition Date or (ii) the first day of the Initial Plan Year and shall end on the last day of the Initial Plan Year (the "Initial Term"); thereafter, this Agreement will automatically renew for successive periods of twelve (12) months each, a "Term" from the first day of the Initial Plan Year (the "Anniversary Date") unless, at least thirty (30) days prior to the end of the then current Term (the "Renewal Date"), the Employer or WageWorks gives written notice to the other of its intention not to renew the Agreement. In the event of a short Plan Year (other than the first Initial Plan Year) this Agreement shall automatically renew for an additional twelve (12)





months unless the Employer or WageWorks gives written notice to the other of its intention not to renew the Agreement within thirty (30) days after the Employer notifies WageWorks of the short Plan Year.

#### **Section VI. Termination of Agreement**

- A. This Agreement shall terminate upon the earliest of the following dates:
- 1) The end of a Term (including the Initial Term) of the Agreement following the delivery of written notice of termination pursuant to Section V.
  - 2) At the option of WageWorks, the date upon which the Employer fails to transfer sufficient funds to WageWorks (upon request by WageWorks): (i) to pay all valid Requests pending under the Plan (as provided in Section II.A.); or (ii) to pay the Service Fee (as provided in Section IV.A. and Appendix C). WageWorks shall promptly communicate its election of this option to the Employer.
  - 3) Upon the implementation date for a proposed Service Fee increase deemed to be unacceptable by the Employer (after delivery of written notice of termination by the Employer) pursuant to Section IV.C.
  - 4) At the option of WageWorks, upon suspension, limitation, modification or revocation of the benefits made available to Participants under the reimbursement Plan or the Flexible Benefit Plan (as determined by WageWorks in its sole discretion), WageWorks shall immediately communicate its election of this option to the Employer.
  - 5) Any other date mutually agreeable to the Employer and WageWorks.
- B. Upon termination of this Agreement, WageWorks shall cease the processing of all Requests then in its possession, return any undistributed funds to the Employer, and make all records relating to Requests in process reasonably available to the Employer. If the termination occurs pursuant to VI.A.(1). (above), WageWorks shall process all Run-Off Requests provided any Service Fee(s) is current. Thereafter, the Employer and/or Plan Administrator shall be responsible for all aspects of reimbursement Request processing and Plan administration.

#### **Section VII. Miscellaneous**

- (1) **Notices.** Any notice required to be given hereunder to WageWorks shall be sufficient if in writing and delivered personally, or by telefax to a number specified by WageWorks upon the Employer's request, or by prepaid first class mail to WageWorks 1100 Park Place, 4<sup>th</sup> Floor, San Mateo, CA 94403, or if to the Employer, at the address of the Employer denoted on the signature page attached hereto, or as subsequently updated by Employer and maintained on file by WageWorks.
- (2) **Applicable Law.** This Agreement shall be governed by, and shall be construed in accordance with the laws of the State of California, to the extent they are not preempted by ERISA, the Code, or any other federal law.
- (3) **Legal and Tax Status.** The Employer acknowledges that neither WageWorks nor its agents are providing legal or tax advice, and that neither WageWorks nor its agents serves as the Plan Administrator or a fiduciary under the Plan. The Employer shall be the sole party responsible for determining the legal and tax status of the Plan under applicable law. WageWorks shall have no power or authority to waive, alter, breach, or modify any terms or conditions of the Plan.
- (4) **Assignment.** This Agreement may be assigned by WageWorks to any other party, including any successor to the business of WageWorks by merger, consolidation, purchase of assets, or otherwise, without the prior consent of the Employer. This Agreement shall be binding upon any corporation into which the Employer may be merged or with which it may be consolidated, or any corporation succeeding to all or substantially all of the business of the Employer.
- (5) **Entire Contract.** This Agreement constitutes the entire contract between the parties and no modification or amendment hereto shall be valid unless in writing and signed by an officer of the Employer and an Officer or duly authorized representative of WageWorks.
- (6) **Tax Reporting and Withholdings.** The Employer has ultimate control over the payment of Plan benefits and shall be the sole party responsible for income and employment tax reporting and withholding obligations imposed as a result of any such payments being included in the gross income of recipients. WageWorks is a mere agent of the Employer for the processing of Benefit Requests.
- (7) **Confidential Information.** The term "Confidential Information" as used in this Agreement means confidential or proprietary information of any party that is not generally known to the public, including, but not limited to compilations, lists of actual or potential customers or suppliers, hardware systems, software, or other documentation of any type, whether in printed or machine readable form, computer databases, forms and form letters, contracts, information regarding specific transactions, and marketing and business plans. For the purposes of this subsection, Confidential Information shall not include the personally identifiable information relating to any of Employer's employees.

The term "Trade Secrets" as used in this Agreement shall mean Confidential Information that: (1) derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (2) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy. The terms "Confidential Information" and "Trade Secrets" do not include information that: (a) is known to the receiving party prior to its disclosure by the disclosing party,





evidenced by the receiving party's written records; (b) is developed by the receiving party independently of any of the Confidential Information or Trade Secrets received in confidence from disclosing party, evidenced by the receiving party's written records; (c) is rightfully received by the receiving party from a third party without restriction and without breach of any obligation of confidentiality running to the disclosing party.

Each party agrees that it shall not disclose to others or use for any purpose other than performance of the Agreement any of the other party's Confidential Information or Trade Secrets any time during or after the term of this Agreement. Each party further agrees that it will disclose Confidential Information or Trade Secrets to its employees only as necessary for the performance of the Agreement, and only to employees with a need to know. Each party to this Agreement agrees that all Confidential Information and Trade Secrets are the property of the party disclosing it, and each agrees to promptly return to the disclosing party, upon demand, any Confidential Information or Trade Secrets furnished under this Agreement which is either received in or reduced to material form, and all copies thereof. The Employer agrees that WageWorks may make lawful references to Employer in its marketing activities.

- (8) Individual Information. Each party acknowledges that performance of the Agreement may involve the use and disclosure of personal information relating to the Employer's employees (including but not limited to names, addresses, benefit elections, claims and health information). WageWorks agrees that it will not use any such information disclosed to it by Employer except as authorized by the individual to whom the information relates or as otherwise permitted by applicable state or federal law or regulation. Employer agrees that it will not use any such information disclosed to it by WageWorks except for the purpose for which it received the information and will not further disclose such information without the written authorization of the individual to whom the information relates. This provision is not intended to create any third party beneficiary rights (in favor of Employer's employees or any other party).
- (9) Massachusetts Data Security Regulations (201 CMR 17.00 et seq). WageWorks certifies that it has in place and shall maintain during the term of the Agreement, a written comprehensive security program that is in compliance with the provisions of 201 CMR 17.00 et seq. (the "Regulations"). WageWorks has implemented and will maintain during the term of this Agreement appropriate technical, organizational and security measures and practices that are intended, in accordance with the Regulations, to (a) ensure the security and confidentiality of "Personal Information," as that term is defined in the Regulations, (b) protect against any reasonably anticipated threats or hazards to the security or integrity of Personal Information, and (c) protect against unauthorized access, use, modification, disclosure or destruction of Personal Information. WageWorks shall, in addition: (x) promptly report to Employer any misappropriation, or unauthorized use or disclosure, of any Personal Information that violates the terms of this Agreement, (y) mitigate, to the extent practicable, any harmful effects of such violation that is known to Employer or its agents or subcontractors (if any), and (z) cooperate with Employer in meeting any notification responsibilities required by the Regulations.
- (10) Subcontractors. WageWorks utilizes subcontractors to perform certain services in connection with this Agreement. WageWorks shall be liable for the acts or omissions of its subcontractors.
- (11) Capitalized Terms shall have the same meaning as in the Plan documents unless otherwise defined herein.



**Appendix A**  
**Schedule of Services to Be Provided By WageWorks**

**In accordance with attached Reimbursement Services Agreement WageWorks shall provide the following services for the Employer:**

**General Plan Services:**

- provide the Employer with a sample amended and restated cafeteria plan document, if requested, including a medical care expense reimbursement ("URM") Plan and a dependent care expense reimbursement ("DDC") Plan to be reviewed by the Employer and its legal counsel; and
- provide the Employer with a sample amended flexible benefits summary plan description, if requested, for distribution to each Plan Participant and employees and where may be required by a Change in Status.

**Additional Services if DDC, URM or Commuter Benefits Are Offered:**

- assist the Employer in explaining the URM and/or DDC features of the cafeteria plan to employees and Commuter benefits to employees; and
- process the Employee-executed Salary Redirection Agreements as they relate to the URM and DDC components of the Employer's flexible spending account and an employee's Commuter account; and
- provide enrollment confirmation information to Participants which directs them to the website to verify their URM, DDC and/or Commuter elections; and
- provide each URM, DDC and/or Commuter Participant with access to the website to verify elections, view account balances and payments, learn about eligible expense, get information about filing claims, etc.
- upon receiving instructions from the Employer on a Change in Status, WageWorks will make the change requested by the Employer; and
- provide each URM, DDC and/or Commuter Participant with a "check stub" account balance statement with each reimbursement Request check issued, and
- make available via the website a current statement of year to date activity downloadable in PDF form; and
- provide each participant with an annual account balance statement (60-day written communication), if 60 days prior to the plan year end there is any remaining balance in the URM and/or DDC; and
- provide the Employer with website access to standard employer-level reports, including transactional summaries and monthly reports on Account activities; and
- receive Requests for URM, DDC and/or Commuter benefits, and expeditiously review such Requests in a non-discretionary manner under reimbursement guidelines established under the requirements of Section 125, 129 and 132(f) of the Internal Revenue Code ("Code"), to determine what amount, if any, is due and payable with respect thereto; and
- disburse the benefit payments it determines to be due (subject to the availability of funds which is the responsibility of the Employer) in accordance with the provisions of the Plan and the following procedures:
  - valid reimbursement for URM and/or DDC benefits shall be paid by WageWorks not later than two (2) business days following the approval of each Request by mailing a check directly to the Participants at their addresses (unless otherwise requested by the Employer as allowed by the terms of the Plan) or by initiating a direct deposit transfer directly to the Participants in their respective bank accounts in the appropriate amount(s); and
  - if the amount of the (otherwise) reimbursable DDC Request exceeds the amount the Participant had withheld for DDC benefits, the excess shall be carried forward (within the same Plan Year) and treated as an Eligible Employment-Related Expense for that month; and
  - if the amount of URM Requests exceeds the amount the Participant has had withheld from URM benefits, the entire amount shall be processed to the extent of the Participant's annual election reduced by previous reimbursements made for expenses during the Plan Year (provided the Employer makes available sufficient funds for WageWorks to satisfy the Request); and
  - unless otherwise specified in writing by the Employer, Requests for URM benefits following a Change in Status impacting the URM election shall be processed using a "blended period of coverage approach" (i.e., the maximum URM benefit for a period of coverage following a Change in Status will be limited to the lesser of: (a) the annual URM maximum set forth in the Plan document less any benefit payments made prior to the Change in Status; and





(b) the sum of the Participant's URM account balance immediately before the Change in Status and any additional contributions made during the remaining period of coverage); and

- notify claimants as to any Requests which are denied because of inadequate Request substantiation or improper Request form submission, and give affected claimants the opportunity to resubmit their Requests; and
- provide to the claimant within five (5) business days following receipt of a Request, written notification as to the disposition of the Request; and
- Claim Appeals. Although WageWorks will process Requests in a non-discretionary manner under reimbursement guidelines established under the requirements of Section 125,129 and 132(f) of the Code, and will further conduct Request review and appeal procedures in a non-discretionary manner, the Employer shall have the ultimate right and responsibility to review contested Request appeals. Any departure specifically requested by the Employer in writing will be implemented by WageWorks, but if WageWorks objects to the departure as inconsistent with the requirements of the Code and WageWorks standard guidelines, implementation will be at the expense and risk of the Employer.





**Appendix B**  
**Nondiscrimination Testing Services and Form 5500 Preparation Services**  
**[Provided Upon Annual Request]**

**Nondiscrimination Testing:**

The Employer, upon submission of an annual Non-discrimination Testing Questionnaire, authorizes WageWorks to compile nondiscrimination testing percentages based upon the employee census data provided. As consideration for this service, the Plan Sponsor/Administrator agrees to release and hold WageWorks, its subsidiaries, affiliates, officers, directors, owners, shareholders, attorneys, successors and assigns harmless from any liability arising as a result of the provisions of, or reliance upon such testing percentages. In addition, the Employer understands and agrees that:

- WageWorks is not in the business of providing legal or tax advice, and the Employer, as the plan sponsor/administrator, will not construe the testing percentages provided by WageWorks to be legal or tax advice. Accordingly, the Employer will seek the advice of its own tax or legal advisor to interpret and verify the testing percentages provided, and ensure compliance with applicable nondiscrimination requirements.
- The Employer bears a sole responsibility for nondiscrimination testing and the continued qualified status of its cafeteria plan under all applicable provisions of the Internal Revenue Code.
- The testing percentages provided by WageWorks are merely an indicator of compliance with three of the applicable nondiscrimination tests – the Cafeteria Plan 25% Key Employee Concentration Test, the Dependent Care 5% Shareholder Test, and the Dependent Care 55% Average Benefits Test. The Employer must also ensure compliance with the Eligibility Test and Contributions and Benefits Test applicable to the Cafeteria Plan, the URM, and the DDC Plan, as well as other tests that may apply to the benefits offered through the Cafeteria Plan. To ensure compliance with applicable provisions of the Internal Revenue Code, additional nondiscrimination testing and result verification must be undertaken by the Employer with the assistance of its tax or legal counsel.
- Discrimination testing should be conducted at least 180 days prior to the end of the Plan Year to which the data relates to ensure adequate time to make any required corrections.. WageWorks will assist with discrimination testing no less frequently than once per year and no more frequently than once every ninety (90) days.

**Form 5500 Preparation:**

Only employers with more than 100 participating employees at the beginning of the plan year are required to file Form 5500.

The employer, upon submission of an annual request for form 5500 Assistance Plan Sponsor and Cafeteria Plan Information Data Sheet, authorizes WageWorks to prepare a "signature-ready" Form 5500 and applicable schedules based upon the information provided regarding the Employer and its cafeteria plan. As consideration for this service, the Plan Sponsor/Administrator agrees to release and hold WageWorks, its subsidiaries, affiliates, officers, directors, owners, shareholders, attorneys, successors and assigns harmless from any liability arising as a result of the provisions of, or reliance upon such "signature-ready" forms. In addition, the Employer understands and agrees that:

- WageWorks is not in the business of providing legal or tax advice, and the Employer, as the plan sponsor/administrator, will not construe the testing percentages provided by WageWorks to be legal or tax advice. Accordingly, the Employer will seek the advice of its own tax or legal advisor to interpret and verify the testing percentages provided, and ensure compliance with applicable nondiscrimination requirements.
- The Employer bears a sole responsibility for nondiscrimination testing and the continued qualified status of its cafeteria plan under all applicable provisions of the Internal Revenue Code.
- Providing WageWorks with the information needed to complete the Form 5500 does not constitute an actual filing with the Internal Revenue Service. The timely submission of the appropriate forms remains the responsibility of the Employer.
- If WageWorks has been asked to prepare sample Form 5500s after the filing deadline has passed, the Employer agrees to hold WageWorks, its subsidiaries, affiliates, officers, directors, owners, shareholders, attorneys, successors and assigns harmless from any liability arising from as a result of late filing.



## Appendix C Fee Schedule

In accordance with the attached Reimbursement Services Agreement, the services provided pursuant to this Agreement are subject to the Service Fee described in this Fee Schedule. To the extent this Appendix conflicts with the Agreement, the Agreement shall control.

### 1. Service Fee.

#### a) The Service Fee shall be based on:

- (1) The Employee Count (defined below) and
- (2) The number of Participants per Plan benefit (DDC, URM and/or Commuter) enrolled at the beginning of the plan year for which services are rendered.

#### b) Employee Count.

- (1) The number of eligible employees (the "Employee Count") is the factor that determines the Employer's monthly fee rate per Participant in the Plan (the "Fee Rate") under this Agreement. For purposes of this Appendix C, the term "eligible employees" includes all the Employer's employees who may participate in the benefits offered under the Employer's Flexible Benefit Plan (including URM and/or DDC Plan benefits).

- (2) The Employee Count on record for the Employer for the Initial Term of this Agreement is 972. By executing this Agreement, the Employer certifies that the Employee Count listed above reflects the approximate number of Employer's eligible employees. If no Employee Count is on record for the Employer, WageWorks will assume the Employer's Employee Count falls within the range of 1-50. Upon each Renewal Date of this Agreement, the Employer agrees to verify and update the Employee Count accordingly. Failure to do so will result in WageWorks assuming the Employee Count range of 1-50 applies and will use the applicable Fee Rate to calculate the monthly Service Fee for the renewal Plan year. WageWorks will adjust the assessed Fee Rate for changes in the Employee Count only upon each subsequent Plan year for which this Agreement is renewed, unless otherwise mutually agreed upon by both WageWorks and the Employer.

- c) Additional Service Fees: (1) For each participant account requiring an adjustment in the event that an eligibility change is NOT received by WageWorks at least five (5) business days prior to the affected payroll date, a fee of \$25 will be charged. (2) Custom reports, research requests, and special reconciliations will be billed at \$50 per hour. A quote will be provided after report requirements are defined.

- d) The Total Monthly Service Fee is calculated as follows: Using the Rate Table below, the total monthly fees for administration will be based on the number of participants enrolled at the beginning of each Plan year times the Monthly Service Fee Per Participant will be invoiced monthly. The Total Monthly Fee will remain constant for the year unless there is a 10% or greater increase in the number of participants. Additional Service Fees will be added to the Total Monthly Service Fee.

### 2. Rate Table. (Includes Flex Debit Card): Monthly Fee Rate Per Participant \$ 4.00 Minimum Fee of \$ 50.00

subject to a Monthly

### 3. Billing and Collection of Fees.

- a) Public Sector\* Employers: Service Fees will be invoiced on the 15<sup>th</sup> of each month and due with 30 days. Except as otherwise agreed to by the parties, WageWorks is not authorized to withdraw the Service Fee from the Account.
- b) Private Employers: Service Fees will be invoiced each month and collected by WageWorks with initiated ACH debit on the 15<sup>th</sup> day of each month.

\* Public Sector Employers include schools, governmental entities and other employers where electronic access to an employer's bank account by an unrelated third party service provider is not permitted by law.





**Appendix D  
Funding Options Schedule**

**Method 1 – Daily ACH Debit**

In accordance with the attached Reimbursement Services Agreement, Employer has designated this funding option. To the extent this Appendix conflicts with the Agreement (with the exception of Section II.C. and Section III: Liability and Indemnity Section of the Agreement), this Appendix shall control. For purposes of the foregoing, an executed Funding Option Change Form shall be valid and in force only if agreed to by WageWorks.

**1. Settlement of Claims**

- a. Benefits under the Employer's Plan will be paid from a WageWorks owned account ("the Account") with funds provided from the general assets of the Employer. Benefits will be remitted from the Account without prior funds confirmation and without Employer preapproval of claims payments to be disbursed. On a daily basis, Employer will reimburse WageWorks for benefits paid on the previous day by allowing an ACH debit on Employer bank account. Employer's bank account may include a zero balance feature, although this is not required.
- b. WageWorks will notify the Employer by email with the amount of the daily reimbursement made by WageWorks through ACH Debit. Review of claims payments disbursed are available daily to the Employer on the WageWorks website. Any identified discrepancy with disbursed payments shall be discussed with Employer account rep. Agreed upon corrections to participant balances shall be adjusted within 2 business days and credited back to Employer account. Credits shall be applied to Employer account weekly and netted against funds requirements
- c. Payment features for participants: Flex debit card, check, direct deposit.
- d. All transactions (card, checks and direct deposit) will settle directly from the WageWorks owned account, which is secured by the Positive Pay Security Feature.

**2. Employer Obligations:**

The Employer shall:

- a. Make sufficient funds from its general assets available an Employer owned account for amounts allocable to eligible reimbursement benefits under its Plan [Note: the Account should not be opened in the Plan's or WageWorks' name]
- b. Grant WageWorks the authority to initiate ACH debits on the Employer owned account sufficient to replenish the Account daily for benefits paid from the Account.
- c. Provide WageWorks with the name, address and contact person at the Employer associated with the Account, and provide timely notice to WageWorks if such information changes
- d. Ensure that any filters, debit blocks, or similar financial restrictions on the Account are removed or modified in such a way as to ensure the successful drafts or electronic transfers for remittance of eligible reimbursement benefits under the Employer's plan
- e. Bear sole responsibility for any fees imposed with respect to Employer owned account
- f. If, at any time, the amount of reimbursement benefits payable under the applicable Plan provisions exceeds the amount deposited by the Employer in the Account, the Employer shall transfer an amount necessary to the Account to fulfill its reimbursement obligations under the applicable Plan before any further reimbursement benefit payment is made. WageWorks is under no obligation to advance funds on behalf of the Employer.
- g. WageWorks will not be responsible for paying claims to the extent sufficient funds are not provided to WageWorks within five (5) business days of the receipt of the request for such funds from WageWorks. Furthermore, WageWorks will immediately cease to provide the services outlined within this Agreement until such time as an amount equal to the aggregate of all Requests payable under the Employer's Plan are received by WageWorks from the Employer. The Employer agrees to indemnify WageWorks for all amounts and expenses resulting from the Employer's failure to provide sufficient funds and shall hold WageWorks, its officers and directors, harmless for any liability for which the Employer or the Plan may become liable.





**Appendix D**  
**Funding Options Schedule**

**Method 2 – Daily Client Bank Settlement**

In accordance with the attached Reimbursement Services Agreement, Employer has designated this funding option. To the extent this Appendix conflicts with the Agreement (with the exception of Section II.C. and Section III: Liability and Indemnity Section of the Agreement), this Appendix shall control. For purposes of the foregoing, an executed Funding Option Change Form shall be valid and in force only if agreed to by WageWorks.

**1. Settlement of Claims**

- a. Benefits under the Employer's Plan will be paid from an Employer-owned and named account (the "Account") in a financial institution selected by the Employer and agreed upon by WageWorks. The Account may include a zero balance feature, although it is not required. Benefits will be remitted from the Account without prior funds confirmation and without Employer preapproval of claims payments to be disbursed. WageWorks shall not be responsible for any delay in remitting such funds for benefits to the extent that such delay is the result of Employer's delay in making sufficient funds available in the Account
- b. Review of claims payments disbursed are available daily to the Employer on the WageWorks website. Any identified discrepancy with disbursed payments shall be discussed with Employer account rep. Agreed upon corrections to participant balances shall be adjusted within 2 business days and credited back to Employer account. Credits shall be applied to Employer account weekly and netted against funds requirements
- c. Payment features for participants: Flex debit card, check, direct deposit
- d. Transactions on the Flex debit card and direct deposit will settle directly from the Account by WageWorks initiating daily ACH debits on the Account. All checks will settle directly from Account which is owned by the Employer.
- e. This funding option does not include the Positive Pay Security Feature.

**2. Employer Obligations**

The Employer shall:

- a. Make sufficient funds from its general assets available in the Account to pay eligible reimbursement benefits under its Plan [Note: the Account should not be opened in the Plan's or WageWorks' name]
- b. Grant WageWorks withdrawal authority over the Account sufficient to enable it to pay benefits under the Employer's Plan in order to:
  - i. draw benefit checks directly on the employer owned Account
  - ii. electronically transfer benefit payments from the employer owned Account
  - iii. electronically access Account Information
  - iv. execute the financial institution's standard Deposit/Account Agreement on the Employer's behalf (subject to the terms and conditions set forth herein and as WageWorks may otherwise establish)
- c. Provide WageWorks with the name, address and contact person at the financial institution associated with the Account, and provide timely notice to WageWorks if such information changes
- d. Provide WageWorks with the name, address and contact person at the Employer associated with the Account, and provide timely notice to WageWorks if such information changes
- e. Upon request by WageWorks, provide copies of all deposit verification receipts, Account statements, and other correspondence from the financial institution
- f. Bear sole responsibility for any fees imposed with respect to the Account by the financial institution, including but not limited to: Account maintenance fees, insufficient funds fees, fees with respect to voided or stopped checks, etc. unless such fees are solely the result of administrative error by WageWorks
- g. Ensure that any filters, debit blocks, or similar financial restrictions on the Account are removed or modified in such a way as to ensure the successful remittance of eligible reimbursement benefits under the Employer's plan
- h. If, at any time, the amount of reimbursement benefits payable under the applicable Plan provisions exceeds the amount deposited by the Employer in the Account, the Employer shall transfer an amount necessary to the Account to fulfill its reimbursement obligations under the applicable Plan before any further reimbursement benefit payment is made. WageWorks is under no obligation to advance funds on behalf of the Employer.
- i. WageWorks will not be responsible for paying claims to the extent sufficient funds are not provided to WageWorks within five (5) business days of the receipt of the request for such funds from WageWorks. Furthermore, WageWorks will immediately cease to provide the services outlined within this Agreement until such time as an amount equal to the aggregate of all Requests payable under the Employer's Plan are received by WageWorks from the Employer. The Employer agrees to indemnify WageWorks for all amounts and expenses resulting from the Employer's failure to provide sufficient funds and shall hold WageWorks, its officers and directors, harmless for any liability for which the Employer or the Plan may become liable.





**Appendix D  
Funding Options Schedule**

**Method 3 – Daily ACH Credit**

In accordance with the attached Reimbursement Services Agreement, Employer has designated this funding option. To the extent this Appendix conflicts with the Agreement (with the exception of Section II.C. and Section III: Liability and Indemnity Section of the Agreement), this Appendix shall control. For purposes of the foregoing, an executed Funding Option Change Form shall be valid and in force only if agreed to by WageWorks.

**1. Settlement of Claims**

- a. Benefits under the Employer's Plan will be paid from a WageWorks owned account ("the Account") with funds provided from the general assets of the Employer. Benefits will be remitted from the Account without prior funds confirmation and without Employer preapproval of claims payments to be disbursed. On a daily basis, Employer will reimburse WageWorks for benefits paid on the previous day by wiring funds to WageWorks via ACH credit.
- b. WageWorks will notify the Employer by email with the amount of the daily reimbursement that the Employer must wire to WageWorks. Review of claims payments disbursed are available daily to the Employer on the WageWorks website. Any identified discrepancy with disbursed payments shall be discussed with Employer account representative. Agreed upon corrections to participant balances shall be adjusted within 2 business days and credited back to Employer account. Credits shall be applied to Employer account weekly and netted against funds requirements.
- c. Payment features for participants: Flex debit card, check, direct deposit.
- d. All transactions (card, checks and direct deposit) will settle directly from the WageWorks owned account, which is secured by the Positive Pay Security Feature.

**2. Employer Obligations:**

The Employer shall

- a. Make sufficient funds available from its general assets for amounts allocable to eligible reimbursement benefits under its Plan
- b. Each day, the Employer will wire funds to WageWorks by Initiating ACH credits from an Employer owned account sufficient to replenish the Account for benefits paid by from the Account.
- c. Provide WageWorks with the name, address and contact person at the Employer associated with the Account, and provide timely notice to WageWorks if such information changes.
- d. Bear sole responsibility for any fees imposed with respect to Employer owned account.
- e. If, at any time, the amount of reimbursement benefits payable under the applicable Plan provisions exceeds the amount deposited by the Employer in the Account, the Employer shall transfer an amount necessary to the Account to fulfill its reimbursement obligations under the applicable Plan before any further reimbursement benefit payment is made. WageWorks is under no obligation to advance funds on behalf of the Employer.
- f. WageWorks will not be responsible for paying claims to the extent sufficient funds are not provided to WageWorks within five (5) business days of the receipt of the request for such funds from WageWorks. Furthermore, WageWorks will immediately cease to provide the services outlined within this Agreement until such time as an amount equal to the aggregate of all Requests payable under the Employer's Plan are received by WageWorks from the Employer. The Employer agrees to indemnify WageWorks for all amounts and expenses resulting from the Employer's failure to provide sufficient funds and shall hold WageWorks, its officers and directors, harmless for any liability for which the Employer or the Plan may become liable.



**Appendix D  
Funding Options Schedule**

**Method 4 – Fast Forward**

In accordance with the attached Reimbursement Services Agreement, Employer has designated this funding option. To the extent this Appendix conflicts with the Agreement (with the exception of Section II.C. and Section III: Liability and Indemnity Section of the Agreement), this Appendix shall control. For purposes of the foregoing, an executed Funding Option Change Form shall be valid and in force only if agreed to by WageWorks.

**1. Settlement of Claims**

- a. Benefits under the Employer's Plan will be paid from a WageWorks owned account ("the Account") with funds provided from the general assets of the Employer. Benefits will be remitted from the Account without prior funds confirmation and without Employer preapproval of claims payments to be disbursed. On a semi-monthly basis, Employer will provide participant payroll deductions to WageWorks
- b. Review of claims payments disbursed are available daily to the Employer on the WageWorks website. Any identified discrepancy with disbursed payments shall be discussed with Employer account rep. Agreed upon corrections to participant balances shall be adjusted within 2 business days and credited back to Employer account. Credits shall be applied to Employer account weekly and netted against funds requirements
- c. Payment features for participants: Flex debit card, check, direct deposit
- d. All transactions (card, checks and direct deposit) will settle directly from the WageWorks owned account, which is secured by the Positive Pay Security Feature.

**2. Employer Obligations:**

The Employer shall:

- a. Make sufficient funds available from its general assets for amounts allocable to eligible reimbursement benefits under its plan:
  - 1) Public Sector\*\* Employers: Employer shall remit entire FSA deduction amounts every pay period to WageWorks to be maintained by WageWorks in a WageWorks owned account (the "Account") to facilitate the timely processing of Requests under the Plan. If permitted by law, Employer shall grant WageWorks the authority to initiate ACH debits on the Employer's account for FSA deductions. Otherwise, employer shall remit FSA deductions via wire or check to WageWorks; or
  - 2) Private Employers: In compliance with ERISA regulations, twice monthly, employers shall Grant WageWorks the authority to initiate ACH debits on an Employer owned account sufficient to remit 1/24<sup>th</sup> of their annual aggregate participant elections to be maintained by WageWorks in a WageWorks owned account (the "Account") to facilitate the timely processing of Requests under the Plan.
    - (a) For Private Employers only, if, at any time, the amount of reimbursement benefits payable under the applicable Plan provisions exceeds the amount deposited by the Employer in the Account, WageWorks is under no obligation to advance funds on behalf of the Employer.
    - (b) WageWorks will not be responsible for paying claims to the extent sufficient funds are not provided to WageWorks within five (5) business days of the receipt of the request for such funds from WageWorks. Furthermore, WageWorks will immediately cease to provide the services outlined within this Agreement until such time as an amount equal to the aggregate of all Requests payable under the Employer's Plan are received by WageWorks from the Employer. The Employer agrees to indemnify WageWorks for all amounts and expenses resulting from the Employer's failure to provide sufficient funds and shall hold WageWorks, its officers and directors, harmless for any liability for which the Employer or the Plan may become liable.
- b. Provide WageWorks with the name, address and contact person at the Employer associated with the Account, and provide timely notice to WageWorks if such information changes.
- c. Bear sole responsibility for any fees imposed with respect to Employer owned account.

**\*\* Public Sector Employers** include schools, governmental entities and other employers where FSA payroll deductions would NOT be considered plan assets by the DOL under ERISA rules.



**Appendix D**  
**Funding Options Schedule**

**Method 5 – Self Pay**

In accordance with the attached Reimbursement Services Agreement, Employer has designated this funding option. To the extent this Appendix conflicts with the Agreement (with the exception of Section II.C. and Section III: Liability and Indemnity Section of the Agreement), this Appendix shall control. For purposes of the foregoing, an executed Funding Option Change Form shall be valid and in force only if agreed to by WageWorks.

**1. Settlement of Claims**

- a. Benefits under the Employer's Plan will be paid from an Employer owned account ("the Account") with funds provided from the general assets of the Employer. On a weekly basis, Employer will remit payments directly to participants.
- b. Review of claims payments disbursed are available daily to the Employer on the WageWorks website. Any identified discrepancy with disbursed payments shall be discussed with Employer account rep. Agreed upon corrections to participant balances shall be adjusted within 2 business days
- c. Payment features for participants: Checks only (written by employer).
- d. No flex debit card or direct deposit.
- e. This funding option does not include the Positive Pay Security Feature.

**2. Employer Obligations:**

The Employer shall:

- a. Make sufficient funds available from its general assets for amounts allocable to eligible reimbursement benefits under its Plan.
- b. Review WageWorks' reimbursement determinations and issue reimbursement checks from its general assets (the "Account") within seven days of the receipt thereof for those Requests which are reimbursable pursuant to the terms of its Plan.
- c. Provide WageWorks with the name, address and contact person at the Employer associated with the Account, and provide timely notice to WageWorks if such information changes
- d. Upon request by WageWorks, provide proof of all timely benefit check disbursements, Account statements, check register, and other correspondence from the financial institution.
- e. Bear sole responsibility for any fees imposed with respect to the Account by the financial institution, including but not limited to: Account maintenance fees, insufficient funds fees, fees with respect to voided and stopped checks, etc



## Appendix E FREE Flex Debit Payment Card Services

The following additional provisions shall apply with respect to Flex Debit Card Payment Services for FSAs and Commuter benefits and the issuance of WageWorks debit cards to Participants. The term, "Card," shall mean a WageWorks' debit card issued to a Participant.

1. Unless otherwise directed by you in writing, each employee that enrolls in the Plan will receive a free flex debit card and be allowed to order additional free cards for their spouse and/or dependents. Cards will be accompanied by and subject to a cardholder agreement between our issuing bank and the cardholder. There is no charge (to you, your employees or their dependents) for the debit cards.
2. WageWorks shall be responsible to provide administrative services to Participants, including updating Participants' records, maintaining accurate account balances and deposit information, activating and deactivating Cards, responding to Participants' inquiries and providing appropriate notices of actions taken.
3. Payment of Card transactions shall be withdrawn against the applicable Participant's Account and shall be reimbursed by the Employer based on the benefit claims funding method chosen by the Employer.
4. WageWorks agrees to reasonably ensure compliance with proper use of the Card and take whatever action is necessary to investigate and resolve errors in Card transactions asserted by Participants.
5. WageWorks agrees to cancel, as soon as is administratively practicable, access to a Participant's Card when a Card is reported as being lost or stolen.
6. The debit card may only be used for the payment of qualified expenses and (as required by the IRS) all transactions are subject to review. Some transactions will be reviewed and adjudicated automatically. For example, (if we have your health plan co-pays in our system) transactions at a doctor's office that are equal to the employee's medical co-pay will be automatically adjudicated, and no further verification will be required. Also, at "certified" drugstores, grocers, and superstores, the debit card separates purchases into flex-eligible and ineligible items and only pays for qualified healthcare items. This eliminates the inconvenience of requesting receipts (for further verification) when employees use the card at 40,000 "certified retail" locations. The employee will be directed to supply receipts for all remaining transactions that were not adjudicated automatically. This requirement applies to payments from FSA and HRA accounts.
7. WageWorks agrees, upon notice from Employer of termination or ineligibility of a Participant to, as soon as is administratively practicable, to deactivate such Participant's Card. If Employer fails to provide this notice in a timely manner causing payment of ineligible expenses, Employer will be responsible for all costs incurred for subsequent Card transactions made by the terminated or ineligible Participant.
8. At the time of each employee's enrollment in the Plan and in the cardholder agreement, the employee agrees to reimburse you for the amount of any card transaction that was not for a qualified expense. For transactions determined to be for non-qualified expenses ("NQE"), the employee will automatically be notified of the amount due on the employee website. The amount due can be repaid at the employee web site. If the any portion of an amount due still remains outstanding, we will offset the amount due against future claim reimbursements under the Plan. If the employee does not repay any remaining amount due, you may, to the extent allowed by applicable law, withhold the amount at issue from the employee's pay or may bill the employee. However, you are responsible for determining whether applicable law will permit you to withhold such amounts and should consult legal counsel concerning such withholding. You must also take action to ensure that further violations do not occur, including denial of access to the card. In the event the amount cannot be collected from the employee, you should include the amount due as income on the employee's W-2 form for the year in which you have exhausted collection efforts and have determined the amount to be uncollectible. This requirement applies to payments from FSA and HRA accounts.
9. Employer acknowledges that any and all data or information necessary to provide a Card will reside on servers owned by or operated on behalf of WageWorks' service providers. Employer hereby grants to WageWorks and its service providers the right to receive process and perform services with all information and data that is submitted to WageWorks in order for WageWorks to provide Cards. Employer further grants to WageWorks and its service providers the right to derive and use aggregate and statistical data from such information and data.
10. Employer hereby grants to WageWorks and its service providers a non-exclusive, non-transferable, royalty-free license to use Employer's trademarks in connection with the Card programs, in the forms and formats approved by Employer on (i) Cards; (ii) periodic statements; and (iii) other communications to Plan Participants with respect to the accounts. Employer agrees that the name of the financial institution which issues the Cards, a web site Uniform Resource Locator, and a customer service phone number will be printed on all Cards.
11. Employer agrees to notify WageWorks immediately upon suspicion or confirmation of inappropriate or fraudulent Card use.
12. As provided in this Appendix, Employer has authorized and instructed WageWorks to implement its standard administrative procedures to provide services in accordance with this Appendix and the Agreement. Such standard administrative procedures may be different for one or more Card transactions or groups or categories of Card transactions, as determined solely by WageWorks.





## **Appendix F**

### **Grace Period Services**

WageWorks will perform grace period administrative services in accordance with the following terms with regard to reimbursement requests received on or after the later of the effective date of the grace period as identified or the date this Agreement is received by WageWorks.

The grace period will begin on the first day of the Plan Year following the Plan Year to which it relates and will end two (2) months and fifteen (15) days later. For example, if the Plan Year ends December 31st, the grace period begins January 1st and ends March 15th.

Eligible Medical Expenses and/or Eligible Employment-Related Expenses incurred during the grace period (as noted above) and approved for reimbursement will be paid first from available amounts that were remaining at the end of the Plan Year to which the grace period relates and then from any amounts that are available to reimburse expenses incurred during the current Plan Year.

Expenses incurred during the grace period (as noted above) must be submitted before the end of the Run-off Period. This is the same Run-off Period for expenses incurred during the Plan Year to which the grace period relates.

The Employer will not amend/change their Run-off Period without first notifying WageWorks at least one (1) month prior to the existing Run-off Period. WageWorks will continue to assume that your current Run-off Period still applies unless notified otherwise prior to the end of the Run-off Period. If your current Run-off Period does not extend past the grace period, WageWorks will assume that there is no Run-off Period for grace period expenses. Failure to timely notify WageWorks of any changes in the Run-off Period may result in an increase in the service fees as set forth in Section IV of the RSA.

Any unused amounts that are not used to reimburse eligible expenses incurred either during the Plan Year to which the grace period (as noted above) relates or during the grace period will be forfeited to the employer if not submitted for reimbursement before the end of the Run-off Period.





## Exhibit A

### HIPAA BUSINESS ASSOCIATE AGREEMENT

**THIS APPENDIX**, effective upon the execution of the Reimbursement Services Agreement attached hereto, by and between WageWorks, Inc. (WageWorks) and the The School Board Of Gadsden County Schools MEDICAL CARE REIMBURSEMENT PLAN (the "URM Plan") is adopted by the {{\_es\_signer\_company}} (the "Employer") on behalf of the URM Plan and is incorporated into and made part of the Reimbursement Services Agreement ("Agreement") between WageWorks and the Employer. This Exhibit A is intended to comply with the business associate agreement provisions set forth in 45 CFR §§ 164.314 and 164.504(e), and any other applicable provisions of 45 CFR parts 160 and 164, issued pursuant to the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 as amended, including by the Health Information Technology for Economic & Clinical Health Act of the American Recovery and Reinvestment Act of 2009 ("ARRA"), (collectively "HIPAA").

WageWorks recognizes that in the performance of services for the URM Plan under the Agreement it will have access to, create, and/or receive from the URM Plan or on its behalf Protected Health Information ("PHI"). For purposes herein, PHI shall have the meaning given to such term in 45 CFR § 1640.103, limited to the information created or received from the URM Plan or on its behalf by WageWorks. Whenever used in this Exhibit A other capitalized terms shall have the respective meaning set forth below, unless a different meaning shall be clearly required by the context. In addition, other capitalized terms used in this Exhibit A but not defined herein, shall have the same meaning as those terms are defined under HIPAA.

#### SECTION 1. WAGeworks RESPONSIBILITIES

- 1.1 WageWorks may use or disclose PHI, provided that such use or disclosure of PHI would not violate HIPAA, as follows: (a) as permitted or required in this Exhibit A and in the Agreement; (b) as Required by law in accordance with 45 CFR § 164.512; (c) for the proper management and administration of WageWorks; (d) to fulfill any present or future legal responsibilities; (e) for Data Aggregation services to the URM Plan (as defined in 45 CFR § 164.501; or (f) any use and disclosure of PHI that has been de-identified within the meaning of 45 CFR § 164.514.
- 1.2 WageWorks agrees to implement commercially reasonable and appropriate safeguards to prevent the use and disclosure of PHI other than as provided for by this Exhibit A.
- 1.3 WageWorks agrees to implement commercially reasonable administrative, physical, and technical safeguards that reasonably and appropriately protect the confidentiality, integrity, and availability of the electronic protected health information that it creates, receives, maintains, or transmits on behalf of the URM Plan.
- 1.4 WageWorks agrees to report to the URM Plan any successful Security Incident that is material or any use or disclosure of PHI of which it becomes aware that is not provided for by this Exhibit A or in the Agreement.
- 1.5 WageWorks agrees to ensure that any agent, including a subcontractor, to whom it provides PHI agrees to similar restrictions and conditions that apply through this Exhibit A to WageWorks with respect to such information.
- 1.6 At the request of the URM Plan, and in a mutually agreeable time and manner, WageWorks agrees to provide access to PHI it holds in a Designated Record Set (as defined in 45 CFR § 164.501), to the URM Plan, or as directed by the URM Plan, to an Individual in order to meet the requirements under 45 CFR § 164.524. WageWorks shall have the right to charge the Individual a reasonable cost-based fee, as permitted by 45 CFR § 164.524. WageWorks assumes no obligation to coordinate the provision of PHI maintained by other business associates of the URM Plan.
- 1.7 At the request of the URM Plan, and in a mutually agreeable time and manner, WageWorks agrees to make any amendment(s) to PHI it holds in a Designated Record Set that the URM Plan directs or agrees to pursuant to 45 CFR § 164.526 at the request of the URM Plan or an Individual.
- 1.8 At the request of the URM Plan, and in a mutually agreeable time and manner, WageWorks agrees to make its internal practices, books and records relating to the use and disclosure of PHI received from, or created or received by WageWorks on behalf of the URM Plan available to the Secretary (as defined in 45 CFR § 160.103), for purposes of the Secretary determining the URM Plan's compliance with the Privacy and Security Rules.
- 1.9 WageWorks agrees to document such disclosures of PHI and information related to such disclosures of PHI and information related to such disclosures as would be required for the URM Plan to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with 45 CFR § 164.528.





- 1.10 WageWorks agrees to provide to URM Plan or an Individual, in the time and manner designated by URM Plan, information collected in accordance with 1.09 to permit the URM Plan to respond to an Individual for an accounting of disclosures of PHI in accordance with 45 CFR § 164.528.
- 1.11 Except as provided for herein, or as required by law, upon termination of the Agreement, WageWorks agrees to return to the URM Plan or destroy PHI and retain no copies in any form, if feasible. In the event WageWorks determines that returning or destroying the PHI is infeasible, WageWorks agrees to extend the protections, limitations and restrictions of this Exhibit A to such PHI and to limit any further uses and/or disclosures of such PHI retained to the purposes that make the return or destruction of the PHI infeasible, for as long as WageWorks maintains such PHI. Both parties agree that this Section 1.11 shall survive the expiration or termination of the Agreement and remain in full force and effect thereafter for so long as WageWorks or any of WageWorks' employees, subcontractors, or agents remain in possession of any PHI, and shall expire thereafter.

## SECTION 2. PLAN AND EMPLOYER RESPONSIBILITIES

- 2.1 Employer acting as the Plan Sponsor agrees to comply with the administrative requirements set forth in 45 CFR §§ 164.530 and 164.504(f), including but not limited to amending the URM Plan to restrict uses and disclosures of PHI.
- 2.2 The Employer acknowledges and agrees that WageWorks shall only disclose PHI in its possession to the Named Contact as designated (and through the modes specified) in Section III.F of the Agreement. The employees who are identified on the applicable plan document request form (and in the Plan documents) shall be the Designated Persons in accordance with 45 CFR § 164.504(f), and disclosures to such persons by WageWorks are solely for purposes of carrying out plan administration functions that the Employer performs for the URM Plan.
- 2.3 Employer shall timely notify WageWorks in writing of any changes to the names or positions of employees listed in subsection 2.2 as Designated Persons. WageWorks shall have no duty to inquire whether the list of Designated Persons is accurate.
- 2.4 Employer acknowledges and agrees that under the HIPAA Privacy Rules Designated Persons may only request the minimum amount of PHI necessary to accomplish the purpose of the request, use or disclosure. WageWorks shall have no duty to ensure that the amount of PHI requested by the Designated Persons is the minimum amount necessary.
- 2.5 WageWorks shall have no liability for uses or disclosures contemplated in the Agreement. Employer shall indemnify and hold harmless WageWorks (and its employees) for any and all liability WageWorks may incur as a result of any improper use or disclosure of PHI by the URM Plan, Employer or a Designated Person(s).
- 2.6 URM Plan shall not request WageWorks to use or disclose PHI in any manner that would not be permissible under the Privacy and Security Rules if done by the URM Plan, except that WageWorks may use or disclose PHI as provided in Section 1.1.
- 2.7 URM Plan shall provide URM Plan participants and beneficiaries with adequate notice of the uses and disclosures of PHI that may be made by the URM Plan, and of the individual's rights and the URM Plan's responsibilities with respect to PHI as required in 45 CFR § 164.520. The URM Plan further agrees to forward a copy of such notice to WageWorks, as well as any changes to such notices.
- 2.8 URM Plan shall provide WageWorks with any changes to, or revocation of, permission by a Participant or Beneficiary to use or disclose PHI, if such changes affect WageWorks' permitted or required uses or disclosures.
- 2.9 URM Plan shall not agree to any special privacy restrictions requested by an individual without WageWorks' written approval, including those provided for 45 CFR § 164.522.
- 2.10 Notwithstanding any other provision of this Agreement, WageWorks recognizes that the URM Plan may have other business associates and its sharing of PHI with such other business associates of the URM Plan will be reasonable and necessary to facilitate URM Plan administration. WageWorks agrees to disclose PHI in its possession to such other entities as directed by the URM Plan, provided that such other business associates agree to comply with the Privacy and Security Rules with respect to the use and disclosure of such PHI. The URM Plan shall be solely responsible for ensuring that it has entered into appropriate business associate agreements with its other business associates in accordance with 45 C.F.R. § 164.504(e).

## SECTION 3. MISCELLANEOUS

- 3.1 Both parties agree that nothing expressed or implied in this Exhibit A is intended to confer, nor shall anything herein confer, upon any person other than WageWorks, the URM Plan, the Employer, and their respective successors, or assigns, any rights, remedies, obligations, or liabilities whatsoever.



- 3.2 This Exhibit A shall be interpreted as broadly as necessary to implement and comply with HIPAA and the Privacy and Security Rules, and any ambiguity in this Exhibit A shall be resolved in favor of a meaning that complies and is consistent with HIPAA and the Privacy and Security Rules. Both parties agree that the provisions of this Exhibit A shall prevail over any provisions in the Agreement that may conflict or appear inconsistent with any provisions of this Exhibit A.
- 3.3 Both parties acknowledge that future changes to the requirements of HIPAA, the Privacy and Security Rules, and other applicable laws relating to the security and confidentiality of PHI may require amendment to this Exhibit A. Upon the written request of either party, the other party agrees to promptly enter into negotiations concerning the terms of an amendment to this Exhibit A. If either party disagrees with any such amendment, it shall so notify the other party in writing within 30 days of notice. If the parties are unable to agree on an amendment within 30 days thereafter, then any of the parties may terminate the Agreement in accordance with the termination section of the Agreement.
- 3.4 Notwithstanding Section 3.3 above and without limiting the rights of the parties under the Agreement, upon written notice of the existence of an alleged material breach of the terms of this Exhibit A, the URM Plan shall afford WageWorks an opportunity to cure said breach upon mutually agreeable terms. Failure to cure within 30 days shall be immediate grounds for termination of the Agreement.
- 3.5 Section 1.11 shall survive the termination or expiration of the Agreement for the reasons stated therein. The other provisions of this Exhibit A shall survive the termination of the Agreement and remain in full force and effect thereafter for so long as WageWorks or any of its employees, agents or subcontractors remains in possession of PHI in accordance with Section 1.11 of this Exhibit A and shall expire thereafter.





## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8u

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Tracking Student Assessment Data

DIVISION: General/Federal

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from the General Fund:

<u>Vendor</u>	<u>PO #</u>	<u>Fund</u>	<u>Amount</u>
Write Score	183188	110	\$ 62,348.00

FUND SOURCE: General Fund (3327.50) and Federal (59,020.50)

AMOUNT \$ 62,348.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

07/01/12

PURCHASE ORDER NO.

183188

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

PHONE (850) 627-9651

FAX (850) 627-2760

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

## VENDOR

VW13250000

WRITE SCORE, LLC.  
350 ENGLENOOK DR,  
DEBARY

FL 32713

## SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: ROSE RAYNAK/DM

1

SOLE SOURCE (LETTER ATTACHED)  
TRACKING OF STDNT ASSMT DATA &  
SCAND ESSAYS. THIS WILL ALLOW  
TEACHERS THE ABILITY TO TRACK  
A STUDENT'S PERFORMANCE FROM  
YEAR TO YEAR AS WELL AS REVIEW  
PAST WRITTEN ESSAYS. ADJUSTS  
TO STATE SCORING GUIDELINES TO  
THE COMMON CORE STANDARDS  
SHIPPING & HANDLING

57200.00 57200.00

1

5148.00 5148.00

**TOTAL 62,348.00**

PAY TERMS: NET 30

- All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
- Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	62,348.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6400	390	0231	4221235		4918.38	
420	6400	390	0151	4221235		4918.38	
420	6400	390	0071	4221235		4918.39	
420	6400	390	0041	4221235		4918.38	
420	6400	390	0171	4221235		4918.37	
420	6400	390	0091	4221235		4918.37	
420	6400	390	0061	4221235		4918.37	
420	6400	390	0211	4221235		4918.38	
420	6400	390	0191	4221235		4918.37	
420	6400	390	0201	4221235		4918.37	
420	6400	390	0051	4221235		4918.37	
420	6400	390	0141	4221235		4918.37	
110	6100	390	9001	1104220		3327.50	

**VENDOR**

## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8v

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Purchase of Textbooks/E-Book Download Subscription

DIVISION: General

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase orders to be paid from the General Fund:

<u>Vendor</u>	<u>PO #</u>	<u>Fund</u>	<u>Amount</u>
Florida School Book Depository	183182	110	\$ 4,965.35
Overdrive, Inc.	183211	110	\$ 6,000.00

FUND SOURCE: General Fund

AMOUNT \$ 10,965.35

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services



PURCHASE ORDER NO.

07/01/12

183182

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VF10400000

## SHIP TO THIS ADDRESS

FLORIDA SCHOOL BOOK DEPOSITORY  
P O BOX 6578  
JACKSONVILLE FL 32236

GADSDEN ELEMENTARY MAGNET  
500 WEST KING STREET  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ERICA STARLING

**1**

MATH & SCIENCE TEXTBOOKS  
SEE ATTACHED DOCUMENT

4965.35 4965.35

PAY TERMS: NET 30

TOTAL	4,965.35
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]**VENDOR**

# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE  
07/01/12

PURCHASE ORDER NO.  
183211

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VD03300000  OVERDRIVE, INC. 8555 SWEET VALLEY DR. SUITE N CLEVELAND                      OH 44125	<b>SHIP TO THIS ADDRESS</b>  MEDIA/TECH GADSDEN CO SCHL BRD 35 MARTIN LUTHER KING JR BLVD QUINCY                              FL 32351
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PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
------------------------	-------------	----------------

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
<b>ATTN: SONJA BRIDGES</b>				
1		E-BOOK DOWNLOAD LIBRARY 1 YEAR SUBSCRIPTION	6000.00	6000.00

PAY TERMS: NET 30

**TOTAL              6,000.00**

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	6,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	6200	360	0041	1104420		461.54	
110	6200	360	0051	1104420		461.54	
110	6200	360	0061	1104420		461.54	
110	6200	360	0071	1104420		461.54	
110	6200	360	0091	1104420		461.54	
110	6200	360	0101	1104420		461.53	
110	6200	360	0141	1104420		461.54	
110	6200	360	0151	1104420		461.53	
110	6200	360	0171	1104420		461.54	
110	6200	360	0191	1104420		461.54	
110	6200	360	0201	1104420		461.54	
110	6200	360	0211	1104420		461.54	
110	6200	360	0231	1104420		461.54	



## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8w

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Purchase of Textbooks & E-Book Download Subscription

DIVISION: General

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from the General Fund:

<u>Vendor</u>	<u>PO #</u>	<u>Fund</u>	<u>Amount</u>
Educational Data Resources Inc.	183207	110	\$ 41,525.00
Better Builders of Tallahassee	183195	110	\$ 6,400.00
Network Cabling Services Inc.	183194	110	\$ 17,500.00
Intratech Alliance Corp.	183193	110	\$ 80,640.00
Applied Communication Tech	183191	110	\$ 38,400.00
Applied Communication Tech	183192	110	\$ 20,000.00

FUND SOURCE: General Fund

AMOUNT \$ 204,465.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services













PURCHASE ORDER NO.

07/01/12

183193

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VI03220000

INTRATECH ALLIANCE CORP  
215 WEST JEFFERSON ST.  
SUITE C  
QUINCY FL 3

## SHIP TO THIS ADDRESS

MEDIA/TECH GADSDEN CO SCHL BRD  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: SONJA BRIDGES

12

## BASIC MAINTENANCE ON SERVER

6720.00 80640.00

## CLIENT SERVICES AND OTHER

## NETWORK SERVICES

E-RATE

2012-2013

TO BE PAID MONTHLY 6720.00

TECHNOLOGY PLAN BOARD APPROVED

1-25-11 FOR 2011 - 2013

PAY TERMS: NET 30

TOTAL	80,640.00
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]

VENDOR

**VENDOR**



## PURCHASE ORDER NO.

183192

0770171E

FEDERAL ID # 59-6000615

SHIP TO THIS ADDRESS

MEDIA/TECH GADSDEN CO SCHL BRD  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

ATTN: SONJA BRIDGES

4

BASIC MAINTENANCE FOR DISTRICT  
WIDE VIDEO SYSTEMS  
E-RATE  
2012-2013  
TO BE PAID MONTHLY  
TECHNOLOGY PLAN BOARD APPROVED  
01-25-2011 FOR 2011-2013

5000.00    20000.00

PAY TERMS: NET 30

TOTAL	20,000.00
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1. All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]

VENDOR



## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8x

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Purchase of Textbooks/Academic Software Subscription

DIVISION: General/Federal Fund

### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from the General Fund:

<u>Vendor</u>	<u>PO #</u>	<u>Fund</u>	<u>Amount</u>
Florida School Book Depository	183109	110	\$ 44,191.98
Florida School Book Depository	183110	110	\$ 11,073.41
Florida School Book Depository	183017	110	\$ 22,935.00
Explore Learning Services	182989	420	\$ 7,200.00
Florida School Book Depository	182963	110	\$127,528.38
Florida School Book Depository	182952	110	\$ 26,020.18
Florida School Book Depository	182951	110	\$ 13,913.45
Florida School Book Depository	182948	110	\$ 22,353.07
Florida School Book Depository	182947	110	\$ 15,351.85
Florida School Book Depository	182946	110	\$ 16,340.11
Florida School Book Depository	182945	110	\$ 26,084.41
Florida School Book Depository	182944	110	\$ 8,790.91
Florida School Book Depository	182943	110	\$ 10,270.07

FUND SOURCE: General Fund (\$ 344,852.82) and Federal ( \$ 7,200.00)

AMOUNT \$ 352,052.82

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

DATE  
07/01/12

**PURCHASE ORDER NO.**  
**183109**

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR      VF10400000  
FLORIDA SCHOOL BOOK DEPOSITORY  
P O BOX 6578  
JACKSONVILLE      FL 32236

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

## COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: DR. SYLVIA R. JACKSON

1	GOVERNMENT, AP GOVERNMENT, PSYCHOLOGY, & AP PSYCHOLOGY TEXTBOOKS SEE ATTACHED ORDER#120392	44191.98	44191.98
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PAY TERMS: NET 30

TOTAL	44,191.98
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]

VENDOR



## PURCHASE ORDER NO.

183110

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

**PHONE (850) 627-9651**

**FAX (850) 627-2760**

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

FEDERAL ID # 59-6000615

SHIP TO THIS ADDRESS

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: DR. SYLVIA R. JACKSON

11073.41    11073.41

SEE ATTACHED ORDER # 120402

TOTAL	11,073.41
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]

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PURCHASE ORDER NO.

07/01/12

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

183017

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR**

VF10400000

## SHIP TO THIS ADDRESS

FLORIDA SCHOOL BOOK DEPOSITORY  
P O BOX 6578  
JACKSONVILLE FL 32236

GADSDEN COUNTY PUBLIC SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

Bonnie Abel

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

preferred Vendor-  
School Bd Rute

ATTN: DR. SYLVIA R. JACKSON

1

## AP AMERICAN HISTORY TEXTBOOKS

7335.00

7335.00

1

## AP TRADITIONS & ENCOUNTERS

6900.00

6900.00

1

AP ECONOMICS TEXTBOOKS

8700.00

8700.00

SEE ATTACHED ORDERS

PAY TERMS: NET 30

TOTAL	22,935.00
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1. All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]

VENDOR

PURCHASE ORDER NO.

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

182989

FEDERAL ID # 59-6000615

SHIP TO THIS ADDRESS

FEDERAL PROGRAMS-GADSDEN CO SCHOOLS  
35 MARTIN LUTHER KING JR BLVD  
QUINCY, FL 32351

SUPERINTENDENT

Bd Apvd:           /          /          

ATTN: ROSE RAYNAK/DM

GIZMO SUBSCRIPTION FOR EGH AND WGH STUDENTS  
AND TEACHERS. ONLINE SIMULATIONS-SCIENCE AND MATH  
STUDENTS

6.00

7,200.00

Sole Source developer/distribution

TOTAL: 7,200.00

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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[illegible]



PURCHASE ORDER NO.

182963

FEDERAL ID # 59-6000615

## SHIP TO THIS ADDRESS

Dr. Sylvia R. Jackson  
Gadsden County School Board  
35 Martin Luther King, Jr. Blvd.  
Quincy, LF 32351

~~SUPERINTENDENT~~

Apvd Vendor -  
Bd Policy for  
Classroom books.

Social Studies Textbooks	
See Attached Orders	
Discovering Our Past-World History	29,091.75
Civics, Economics, Geography	22,288.80
Discovering Our Past: US History	23,403.75
World History & Geography	21,652.38
United States History	19,494.00
Economics: Principles & Practices	11,597.70

Total	127,528.38
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR							FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	5100	520	0211	1101840	100	41,499.21	
110	5100	520	0061	1101840	100	13,689.87	
110	5100	520	0101	1101840	100	1,303.50	
110	5100	520	0051	1101840	100	27,335.79	
110	5100	520	0071	1101840	100	35,223.39	
110	5100	520	0231	1101840	100	7,246.65	
110	5100	520	9106	1101840	100	1,229.97	
/	/	/	/	/	/		



## PURCHASE ORDER NO.

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

182952

FEDERAL ID # 59-6000615

## SHIP TO THIS ADDRESS

Valencia Denson  
Stewart Street Elementary School  
749 South Stewart St.  
Quincy, FL 32351

COMPTROLLER

SUPERINTENDENT

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

Reading, Math & Science Textbooks  
See Attached Order #119352  
See Attached Order #119368

25,592.18  
428.00

Total

26,020.18

PAY TERMS: NET 30

- PAY TERMS: NET 30**
1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
  2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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[illegible]**VENDOR**

**VENDOR**



Page 237 of 811



PURCHASE ORDER NO.

182947

FEDERAL ID # 59-6000615

SHIP TO THIS ADDRESS

Delshuana Jackson  
Gretna Elementary School  
706 Martin Luther King, Jr. Blvd.  
Gretna, FL 32332

~~SUPERINTENDENT~~

TOTAL

15,088.34  
263.51

15,351.85

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or subgrantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

VENDOR

## PURCHASE ORDER NO.

07-01-12

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

182946

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR F 1040

SHIP TO THIS ADDRESS

Florida School Book Depository  
P.O. Box 6578  
Jacksonville, FL 32236

Abbye Dixon  
Greensboro Elementary School  
559 Greensboro Hwy.  
Quincy, FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

~~SUPERINTENDENT~~

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

Reading, Math, & Science Textbooks  
See Attached Order #119348  
See Attached Order #119362

16,052.65  
287.46

Total

16,340.11

PAY TERMS: NET 30

- PAY TERMS: NET 30**
1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]**VENDOR**



PURCHASE ORDER NO.

182945

FEDERAL ID # 59-6000615

SHIP TO THIS ADDRESS

Parish Williams  
George W. Munroe Elementary School  
1830 W. King St.  
Quincy, FL 32351

SUPERINTENDENT

Reading, Math & Science Textbooks  
See Attached Order #119347  
See Attached Order #119361

25,621.28  
463.13

26,084.41

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]**VENDOR**



## PURCHASE ORDER NO.

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FEDERAL ID # 59-6000615

## SHIP TO THIS ADDRESS

Erica Starling  
Gadsden Elementary Magnet School  
500 West King St.  
Quincy, FL 32351

~~SUPERINTENDENT~~

TOTAL

8,623.22  
167.69

8,790.91

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or si grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

VENDOR

## PURCHASE ORDER NO.

DATE \_\_\_\_\_

67-01-12

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

182943

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR F1040

SHIP TO THIS ADDRESS

Florida School Book Depository  
P.O. Box 6578  
Jacksonville, FL 32236

Elijah Key  
Chattahoochee Elementary School  
335 Maple St.  
Chattahoochee, FL 32324

PRINCIPAL / ~~SUPERVISOR~~

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

Reading, Math & Science Textbooks  
See Attached Order # 119346  
See Attached Order #119359

10,096.00  
174.07

Total

10,270.07

PAY TERMS: NET 30

- PAY TERMS: NET 30**
1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. **[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked.** This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sponsor including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]

VENDOR

## SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8y

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Updates to School Board Policies

DIVISION: General

### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders to be paid from the General Fund:

<u>Vendor</u>	<u>PO #</u>	<u>Fund</u>	<u>Amount</u>
NEOLA, Inc	183173	110	\$ 7,600.00
NEOLA, Inc	183174	110	\$ 9,220.00

FUND SOURCE: General Fund

AMOUNT \$ 16,820.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services









## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8z

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Health Insurance Contracts for 2012-2013

DIVISION: Insurance Committee and Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

The Insurance Committee received and reviewed the renewals of the contracts for Health Insurance for 2012-2013. The blended rates from Blue Cross Blue Shield of Florida and Capital Health Plan were analyzed.

The renewal rate increase of 4.9% for health insurance premiums include the \$50,000 credit from Florida Combined Life. The recommended employee/employer contribution are as follows:

Type of Coverage	CAPITAL HEALTH PLAN			BLUE CROSS BLUE SHIELD		
	Employee Monthly Contribution	Board Monthly Contribution	Total Monthly Premium	Employee Monthly Contribution	Board Monthly Contribution	Total Monthly Premium
Employee	\$118.39	\$355.19	\$473.58	\$189.43	\$355.19	\$544.62
Employee & Spouse	\$544.63	\$355.19	\$899.82	\$679.61	\$355.19	\$1,034.80
Employee & Child	\$449.92	\$355.19	\$805.11	\$570.69	\$355.19	\$925.88
Family	\$970.87	\$355.19	\$1,326.06	\$1,169.77	\$355.19	\$1,524.96

The Insurance Committee approved the plans wherein benefits for employees and retirees will remain the same as the current coverage.

FUND SOURCE: All Funds with Payroll

AMOUNT: Varies by Type of Coverage

Employees: For "Employee Only" with CHP – decrease \$.25 per month  
Board: For "Employee Only" with CHP – increase of \$21.93 per month  
Employees: For "Employee Only" with BCBS – increase of \$38.50 per month  
Board: For "Employee Only" with BCBS – decrease \$31.28 per month

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services



# Gadsden School Board Premium and Participation History

Tier	2009-2010				2010-2011				2011-2012				2012-2013			
	BC/BS		CHP		BC/BS		CHP		BC/BS		CHP		BC/BS		CHP	
Emp	461.95	8.7%	401.70	8.7%	493.49	6.8%	429.12	6.8%	519.40	5.3%	451.65	5.3%	544.62	4.9%	473.58	4.9%
Emp+Sp	877.72	8.7%	763.24	8.7%	937.64	6.8%	815.34	6.8%	986.88	5.3%	858.15	5.3%	1,034.80	4.9%	899.82	4.9%
Emp+Ch	785.34	8.7%	682.90	8.7%	828.96	5.6%	729.53	6.8%	883.01	6.5%	767.83	5.2%	925.88	4.9%	805.11	4.9%
Emp+Fam	1,293.48	8.7%	1,124.76	8.7%	1,381.79	6.8%	1,201.56	6.8%	1,454.35	5.3%	1,264.65	5.3%	1,524.96	4.9%	1,326.06	4.9%
CHP Only				CHP Only				CHP Only				CHP Only				
Emp	372.20	4.5%			390.21	4.8%			405.82	4.0%			426.11	5.0%		
Emp+Sp	744.70	4.5%			780.73	4.8%			811.97	4.0%			852.56	5.0%		
Emp+Ch	632.80	4.5%			663.42	4.8%			689.96	4.0%			724.45	5.0%		
Emp+Fam	1,079.50	4.5%			1,131.73	4.8%			1,177.01	4.0%			1,235.85	5.0%		
BC/BS		CHP		BC/BS		CHP		BC/BS		CHP		BC/BS		CHP		
Emp	112		755		88		645		62		652		53		662	
Emp+Sp	7		40		7		47		8		47		1		44	
Emp+Ch	8		66		8		65		4		54		3		57	
Emp+Fam	0		11		1		6		0		9		0		11	
Totals	127		872		104		763		74		762		57		774	



## CHOOSING A HEALTH PLAN

A number of factors should be considered before selecting a health plan. One plan is not necessarily "better" than another. Each plan has different characteristics that should be taken into consideration to determine which plan meets an individual's need. Review the material provided in this publication to help you determine which plan best meets your needs. You may change from one carrier to the other at open enrollment. This is the time to consider any changes to your health care coverages.

Capital Health Plan is a Health Maintenance Organization (HMO). HMO's are available only to those employees who live or work in the HMO service area. The enrollee must use an exclusive network of providers to obtain services and generally, there is no option to use non-network physicians or providers.

Blue Cross and Blue Shield of Florida is a Preferred Provider Organization (PPO). Blue Cross and Blue Shield of Florida uses a statewide network of physicians and providers, but has arranged for out-of-state coverage through the Blue Cross and Blue Shield of Florida BlueCard Program. The enrollee may use out-of-network providers as long as the enrollee is willing to pay the additional costs incurred when services are received from non-network providers. Questions regarding the BlueCard Program should be directed to Blue Cross and Blue Shield of Florida Customer Services Representatives at 1-800-825-BLUE (2583). Enrollees may also visit the web site at [www.bluecares.com](http://www.bluecares.com).

**Note: The Board Contributions and Employee Costs are based on negotiated contracts and School Board Policy and are subject to change. Any changes in information will be provided as soon as it is available.**

	CAPITAL HEALTH PLAN	CAPITAL HEALTH PLAN	BLUE CROSS BLUE SHIELD	BLUE CROSS BLUE SHIELD
Types of Coverage	Employee Contribution	Board Contribution	Employee Contribution	Board Contribution
Employee	118.64	333.01	150.93	368.47
Employee & Spouse	525.14	333.01	618.41	368.47
Employee & Child	434.82	333.01	514.54	368.47
Family	931.64	333.01	1085.88	368.47

All deductions are made on a twelve-deduction basis (July -June)

For continuing current employees, enrollment in the Healthcare Program occurs once each year in August for an October effective date.

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8aa

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Insurance – General Liability, Auto, Property and Workers  
Compensation for 2012-2013

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for insurance premiums for payment of General Liability, Auto Liability, Auto Physical Damage, Property and Workers Compensation from the Florida Municipal Insurance Trust for the 2012-2013 insurance year.

FUND SOURCE: General Fund for General Liability, Auto Liability, Auto Physical Damage, and Property. Workers Compensation premiums are tied to employee's funding source by individual.

AMOUNT: \$836,387.00 based on 2012-2013

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services





## Florida Municipal Insurance Trust (FMIT) Fourth Installment Billing - 11/12 Fund Year

**FMIT # 0857**

**Invoice Date: 6/1/2012**

**Due Date: 7/1/2012**

ATTN: Reginald James

Gadsden County School Board

35 Martin Luther King, Jr. Boulevard

Quincy, FL 32351

**Please make check payable to:**

Florida Municipal Insurance Trust

P.O. Box 1757

Tallahassee, FL 32302-1757

### Policy Summary

	General Liability	Auto Liability	Auto Physical Damage	Property	Workers Compensation	Total
Gross Premium	\$92,707.00	\$40,647.00	\$12,226.00	\$301,980.00	\$417,096.00	\$864,656.00
Incentive Credit	\$0.00	\$0.00	\$0.00	\$0.00	(\$75,632.00)	(\$75,632.00)
Service Fee	\$5,562.00	\$2,456.00	\$738.00	\$18,119.00	\$20,488.00	\$47,363.00
<b>Total Net Premium</b>	<b>\$98,269.00</b>	<b>\$43,103.00</b>	<b>\$12,964.00</b>	<b>\$320,099.00</b>	<b>\$361,952.00</b>	<b>\$836,387.00</b>

### Previous Activity

Previous Invoices	\$627,320.42
Payment Received On 9/27/2011	(\$209,187.25)
Payment Received On 12/21/2011	(\$117,044.58)
Payment Received On 4/2/2012	(\$209,066.59)
Return of Premium 12/1/2011 - Return of Premium for the 2009/2010 Property Premium	(\$92,022.00)
<b>Total Balance Forward</b>	<b>\$0.00</b>

### Current Installment

Coverage	Premium	Service Fee	Incentive Credit	Total Net Premium
General Liability Coverage	\$23,176.75	\$1,390.50	\$0.00	\$24,567.25
Auto Liability Coverage	\$10,138.25	\$614.00	\$0.00	\$10,752.25
Auto Physical Damage Coverage	\$3,049.83	\$184.50	\$0.00	\$3,234.33
Property Coverage	\$75,495.00	\$4,529.75	\$0.00	\$80,024.75
Workers Compensation Coverage	\$104,274.00	\$5,122.00	(\$18,908.00)	\$90,488.00
<b>Total Installment Amount</b>				<b>\$209,066.58</b>

**Total Due by 7/1/2012**

**\$209,066.58**

NOTE: Any change in premium from the previous installment is due to endorsement(s) to your policy. These endorsements are available to you on the FMIT website: <http://insurance.flcities.com>

Please see reverse side for a copy of our Premium Installment Plan and Penalty Policy.

**Florida Municipal Insurance Trust - Renewal Worksheet**  
**Exposures to use for 10/01/2012 - 9/30/2013 Renewal**  
**Gadsden County School Board**  
**FMIT #0857**

Number of employees: Full-Time: \_\_\_\_\_ Part-Time: \_\_\_\_\_

Number of employees who handle, have custody of, or maintain records of money or securities: \_\_\_\_\_

**Workers' Compensation**

Class Code	Description	10/11 Audited Payroll	11/12 Renewal Payroll	12/13 Projected Payroll
7383	COLLEGE OR SCHOOL: SCHOOL BUS DRIVERS	\$1,600,647	\$1,550,607	_____
7720	POLICE OFFICERS & Drivers	\$317,245	\$66,929	_____
8868	COLLEGE OR SCHOOL: PROFESSIONAL EMPLOYEES & Clerical	\$28,183,877	\$26,325,654	_____
9101	COLLEGE OR SCHOOL: ALL OTHER EMPLOYEES	\$3,069,820	\$3,489,320	_____
<b>Total</b>		<b>\$33,171,589</b>	<b>\$31,432,510</b>	_____

**General Liability** (If General Liability is based on students)

Class Code	Description	Exposure Basis	10/11 Audited Exposure	11/12 Renewal Exposure	12/13 Projected Exposure
31000	Miscellaneous	Students	5,782	6,233	_____

**Additional Information**

Number of Police: (Note: This section applies to Police personnel only)	10/11 Audited Exposure	11/12 Renewal Exposure	12/13 Projected Exposure
Full time with arrest powers:	1	1	_____
Part time with arrest powers: (Including Auxiliary)	0	0	_____
Full time or Part time without arrest powers: (Including Auxiliary and Crossing Guards - do not include clerical in this group)	0	0	_____
Volunteers (Including Explorer Scouts)	0	0	_____
Clerical: (Police Clerical Only) (Full and Part Time including Dispatchers)	0	0	_____
Dogs: (Excluding Bloodhounds)	0	0	_____
Horses:	0	0	_____

(N)

1 of 2

**Florida Municipal Insurance Trust - Renewal Worksheet**  
**Exposures to use for 10/01/2012 - 9/30/2013 Renewal**  
**Gadsden County School Board**  
**FMIT #0857**

**Before School Program:**    Do Not Operate (   )

Max. Weekly Attendance: \_\_\_\_\_ Avg. Weekly Attendance: \_\_\_\_\_ No. of Staff: \_\_\_\_\_

**After School Program:**    Do Not Operate (   )

Max. Weekly Attendance: \_\_\_\_\_ Avg. Weekly Attendance: \_\_\_\_\_ No. of Staff: \_\_\_\_\_

**DUE DATE JUNE 1, 2012**

Please respond by June 1, 2012 as this information is needed to process your 2012/2013 renewal.

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone # with area code: \_\_\_\_\_

E-mail: \_\_\_\_\_



## INSTRUCTIONS FOR RENEWAL WORKSHEET

### REFER TO CORRESPONDING NUMBERS LISTED BELOW AND ON ATTACHED SAMPLE WORKSHEET FOR THE COVERAGES THAT APPLY TO YOUR ACCOUNT – FMIT # 0857

1. Provide number of full-time and part-time employees. If your entity has crime coverage, provide the number of employees who handle, have custody of, or maintain records of money or securities. **(See line with corresponding #1 on the attached sample sheet.)**
2. The National Council on Compensation Insurance (NCCI) develops all class codes and the rules that govern how various job descriptions are assigned to the different class codes. NCCI is the governing body for Workers' Compensation in the State of Florida. As such, we are obligated to adhere to their rulemaking determinations. If your entity is adding/deleting a department or you are going to hire employees to perform a short-term project that is different than your normal operations, contact our underwriting department for help in making the proper class code assignment for any projected payrolls. Otherwise, in most cases, public entities have stable workflows from year to year and, therefore, the class code assignments are also fairly stable from one year to the next. **(See corresponding #2 on the attached sample sheet.)** A list of commonly asked questions related to class code assignments is included in the "Frequently Asked Questions" attachment.
3. The Workers' Compensation section presents two areas of interest. First, there is a complete roster of the NCCI class codes, along with their descriptions, that have been assigned to your policy. Second, you will find the payroll assignment that is reflected on your 2010-2011 audit as well as the current 2011-2012 policy period. **(See corresponding #3 on the attached sample sheet.)**
4. The 2010-2011 audited payroll totals and the 2011-2012 estimated payroll totals are provided in order to provide a basis of comparison for the projected 2012-2013 payrolls that are being requested. **(See columns with corresponding #4 on the attached sample sheet.)**
5. Note the information being requested is for the 2012-2013 policy period. As such, some method of projecting future payrolls/data must be selected to estimate the requested information. Note however the estimates given, in most cases, will be used to calculate next year's estimated premiums so careful consideration should be exercised in this response. **(See column with corresponding #5 on the attached sample sheet.)**

Commonly used methods are as follows:

Straight Percentage Method - This method is used in stable environments where increases in payroll year over year are the result of an applied constant to reflect cost of living increases. Generally, this constant is set at 3-5% and is applied to all employees across all job description types.

Combination Percentage Method - This method is used to accommodate a constant based increase for cost of living as in the Straight Percentage Method. It also includes an additional adjustment for known specific departmental changes. Example: Staff received a 3% cost of living adjustment, but the police department budget allows for an additional 10 officers to be hired over the next year.

Budget Driven Method - This method is used when the coming year's budgets have largely been determined and valid changes to payroll are readily available.

## INSTRUCTIONS FOR RENEWAL WORKSHEET – PAGE 2

Other Method – This method is used in environments where a lot of growth is anticipated and budgets for the coming year are not developed to the point where valid payroll information is available.

6. The preferred process in completing the “12/13 Projected Payroll” column is to select one of the projection methods indicated above in number 5, apply that method and insert the results in the blanks provided. Once the 12/13 payrolls have been projected, they should be compared to the previous two years results for reasonableness. Most Florida governmental entities experience an increase in payroll from one year to the next. It is normal to see a small trending increase over the three year snapshot once the projected payroll column has been completed. While small decreases or large increases/decreases are certainly legitimate, these changes may signal an issue that warrants further review. Material spikes up or down without any obvious reason should be investigated further. In many cases, this reflects an improper class code assignment. This is especially true when the total payroll reflects a normal increase, yet the individual class codes have varying amounts. If this occurs in your projection, you may want to review the “Frequently Asked Questions” attachment or contact our underwriting department. **(See column with corresponding #6 on the attached sample sheet.)**
7. The payroll for crossing guards should be listed separately from police officers. **(See corresponding #7 on the attached sample sheet.)**
8. It is very helpful to double check to see that the “total” payroll figure accurately reflects the addition of the individual class code totals. **(See corresponding #8 on the attached sample sheet.)**
9. If your entity has a fire department, please provide an accurate estimate of both the number of firemen that are on a salary basis and the number of firemen that work on a volunteer basis. Be sure to provide the total paid for each as well. **(See corresponding #9 on the attached sample sheet.)**
10. If you have General Liability coverage, the General Liability section will appear along with your entity’s General Liability assigned class code, description, exposure basis, 10/11 audited exposure, 11/12 renewal exposure, and the 12/13 projected exposure columns. The 12/13 projected exposure column is to be completed by the member. **(See corresponding #10 on the attached sample sheet.)**

**Please note: If General Liability is based on payroll the projected exposure is total payroll less police payroll.**

11. The Additional Information section requests data that is related to Liability coverages that may or may not apply to your selected coverage options. **(See corresponding #11 on the attached sample sheet.)**
12. If you have Law Enforcement coverage, then a count of the officers included for each of the Law Enforcement categories is needed, i.e. full-time, part-time, etc. **A new category for Volunteers has been added. Volunteers and Explorer Scouts have been removed from the Part-Time Categories. (See corresponding #12 on the attached sample sheet.)**
13. If you have General Liability coverage, our reinsurers require that we provide information regarding “Before and After School Programs”. If you have General Liability coverage, but do not provide these day care related programs, simply place a check in the parenthesis after Do Not Operate ( ). **(See corresponding #13 on the attached sample sheet.)**



**Florida Municipal Insurance Trust - Renewal Worksheet**  
**Exposures to use for 10/01/2012 - 9/30/2013 Renewal**  
**City of**  
**FMIT #0000**

1 Number of employees: Full-Time: \_\_\_\_\_ Part-Time: \_\_\_\_\_  
 Number of employees who handle, have custody of, or maintain records of money or securities: \_\_\_\_\_  
 (DO NOT include employees who only sign checks)

Workers' Compensation

Class Code	Description	10/11 Audited Payroll	11/12 Renewal Payroll	12/13 Projected Payroll
2 & 3	5501 STREET or Road MAINTENANCE OR BEAUTIFICATION & Drivers	\$1,705,976	\$1,423,886	
	7520 WATERWORKS OPERATION & Drivers	\$2,839,574	\$2,690,684	
	7580 SEWAGE DISPOSAL PLANT OPERATION & Drivers	\$3,945,530	\$3,509,751	
7	7720 CROSSING GUARDS	\$20,000	\$22,000	
7	7720 POLICE OFFICERS & Drivers	\$15,609,619	\$15,250,400	
	8390 AUTOMOBILE SERVICE OR REPAIR CENTER & Drivers	\$734,984	\$787,850	
	8742 SALESPERSONS, Collectors or Messengers - OUTSIDE	\$137,817	\$0	
	8810 CLERICAL OFFICE EMPLOYEES NOC	\$15,606,999	\$15,094,778	
	9015 Buildings - Operation by Owner or Lessee	\$538,649	\$605,999	
	9102 PARK NOC - ALL EMPLOYEES & Drivers	\$5,418,473	\$4,804,722	
	9403 ADHES, Garbage or Refuse COLLECTION & Drivers	\$1,355,527	\$1,180,889	
	9410 MUNICIPAL, TOWNSHIP, COUNTY OR STATE EMPLOYEE NOC	\$2,038,410	\$2,154,078	
8	Total	\$49,818,560	\$47,525,030	

9 Number of Firefighters:

Full-time: \_\_\_\_\_ Total paid: \_\_\_\_\_  
 Volunteer: \_\_\_\_\_ Total paid: \_\_\_\_\_

10 General Liability: (If General Liability is based on payroll the projected exposure is total payroll less police payroll)

Class Code	Description	Exposure Basis	10/11 Audited Exposure	11/12 Renewal Exposure	12/13 Projected Exposure
15110	Municipality - Town, City, Village	Payroll	34,789,141	32,252,630	

11 Additional Information

12 Number of Police (Note: This section applies to Police personnel only)	10/11 Audited Exposure	11/12 Renewal Exposure	12/13 Projected Exposure
Full time with arrest powers:	55	100	
Part time with arrest powers: (Including Auxiliary)	Changed	3	
Full time or part time without arrest powers: (Including Auxiliary and Crossing Guards - do not include clerical/other group)	Changed	0	
Volunteers (Including Explorer Scouts)	New	63	
Clerical (Police Clerical Only) (Full and Part Time including Dispatchers)	20	23	
Dogs (Excluding Bloodhounds)	1	1	
Horses	0	0	

13 Before School Program: Do Not Operate ( )

Max. Weekly Attendance: \_\_\_\_\_ Avg. Weekly Attendance: \_\_\_\_\_ No. of Staff: \_\_\_\_\_

13 After School Program: Do Not Operate ( )

Max. Weekly Attendance: \_\_\_\_\_ Avg. Weekly Attendance: \_\_\_\_\_ No. of Staff: \_\_\_\_\_

**DUE DATE JUNE 1, 2012**

Please respond by June 1, 2012 as this information is needed to process your 2012/2013 renewal

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_  
 Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Phone # with area code: \_\_\_\_\_ E-mail: \_\_\_\_\_

0857



## **FREQUENTLY ASKED QUESTIONS**

**Q: "Who needs Workers' Compensation coverage?"**

A: If you are a state or local government, you are required to carry Workers' Compensation coverage.

**Q: "Volunteer Firemen and Volunteer Policemen do not receive a salary so why does a payroll apply?"**

A: There is a minimum payroll charge for each volunteer firefighter and volunteer police for Workers' Compensation coverage. Volunteer firefighters and volunteer police are covered for medical payments. If they have other employment for which they are covered for Workers' Compensation, they will be eligible for lost time payments in the event of an injury.

**Q: "Are volunteers covered for Workers' Compensation coverage?"**

A: Volunteers are covered for medical payments. If they have other employment for which they are covered for Workers' Compensation, they will be eligible for lost time payments in the event of an injury. There is no extra charge for the Workers' Compensation coverage for volunteers except for Volunteer Firefighters and Volunteer Police, as described above. Records should be maintained for claim purposes for the volunteers. The volunteers should be required to sign in and out each day they are on duty.

**Q: "Why does all payroll for Housing Authorities go under code 9033?"**

A: Code 9033 was established as an all-inclusive classification applicable to public housing authorities by the National Council on Compensation Insurance. It encompasses all functional operations of a housing authority such as management, inspection, maintenance and repairs which would include minor structural alterations. Janitorial service, building and grounds maintenance, as well as security personnel are included in code 9033. Any recreational facilities operated by the housing authority at the same location would also fall within code 9033. Clerical office employees of the housing authority, whether at the site or elsewhere, would be classified as code 9033.

## **FREQUENTLY ASKED QUESTIONS**

**Q: "Why is a building inspector payroll under class code 9410 Municipal, Township, County or State Employee NOC?"**

A: National Council of Compensation Insurance established code 9410 to include employees engaged in laboratory work, inspectors of the Board of Health, electrical inspectors, building inspectors, fire inspectors or similar inspectors. This classification contemplates governmental occupations as tax assessors, directors of public works, engineers not in direct charge of work and welfare workers.

**Q: "What does NOC mean when it is in the description of the class code?"**

A: NOC means Not Otherwise Classified. If the classification wording uses the term NOC, that classification applies only if no other classification more specifically describes the insured's business.

**Q: "What class code does the payroll go under for a person that does Automobile Maintenance/Service or Repairs only on Fire Department vehicles?"**

A: Payroll goes in governing class code 7704 Firefighters & Drivers.

**Q: "What class code does the payroll go under for a person that does Automobile Maintenance/Service or Repairs only on Police Department vehicles?"**

A: Payroll goes under governing class code 7720 Police Officers & Drivers.

**Q: "What class code does the payroll go under for a person that does Automobile Maintenance/Service or Repairs on both Fire Department and Police Department vehicles?"**

A: Payroll goes under class code 8380 Automobile Service or Repair Center & Drivers.

## DRUG-FREE WORKPLACE PROGRAM INFORMATION

Please find in this packet your 2012-2013 Application for the Drug-Free Program. In order to maintain the 5% workers' compensation premium credit this program offers, **the application must be recertified on an annual basis**. In addition to completing and returning the application there are a number of other requirements that must be maintained in order to be compliant.

A written Drug-Free Policy must be developed and maintained. Some of the key points that must be addressed in any formal Drug-Free Policy are as follows:

1. A general statement of policy.
2. Describe the type of testing that is required.
3. Outline the repercussions of a positive confirmed result or refusal to comply.
4. Reference the drug testing statute and rules.
5. Advise that test results are to be kept confidential.
6. A procedure for the employee to report the use of drugs, which may affect the result of a drug test.
7. A list of the most common drugs or medications that can alter a drug test.
8. Name, address, and telephone number of local rehabilitation programs.
9. Outline the individual's right to explain the test results and their rights to contest the results with the Judge of Compensation claims.
10. A statement advising the applicant of their responsibility to notify the laboratory in question if any legal action is taken.
11. A list of all drugs that will be tested for, by brand name, common name and chemical name.
12. Define any rights the individual has under a collective bargaining agreement or other laws or contracts.
13. Notification – the individual has the right to consult a testing laboratory for information about medications that could affect a drug test.
14. Notice of a Drug-Free workplace on any help wanted advertisements.
15. Entire policy must be posted on premises where it can be inspected by the public during regular business hours.

All newly hired employees must be tested and employees that are required to have an annual physical examination, as part of their employment, should be tested at that time as well. Other current employees are to be tested when circumstances warrant. The employer is required to maintain and make available for inspection all supporting documentation. For additional information, please contact your Loss Control Representative.

You may also refer to 440-102 F.S. for additional information on the Drug-Free program.



# AGENCY FOR HEALTH CARE ADMINISTRATION

## LICENSED LABORATORIES

Licensed Laboratories Authorized to Perform Drug Free Workplace Testing Under Chapter 112, Florida Statutes

*\*Note: Qualified labs can obtain the specimen, but the testing is required to be sent to one of these labs.*

### **ADVANCED TOXICOLOGY NETWORK – MEMPHIS**

**(888) 290-1150**

3560 AIR CENTER COVE, SUITE 101

MEMPHIS TN 38118

DR. STUART C BOGEMA PHD

### **ALERE TOXICOLOGY SERVICES, INC.**

**(504) 361-8989**

1111 NEWTON STREET

GRETN, LA 70053

DAVID A GREEN PHD

### **CLINICAL REFERENCE LABORATORY**

**(913) 492-3652**

8433 QUIVIRA RD

LENEXA, KS 66215

WILLIAM D HEMPHILL PHD

### **DOCTORS LABORATORY**

**(229) 671-2225**

PO BOX 4750

VALDOSTA, GA 31602

DR DAVID WILLIAMS PHD

### **DRUGSCAN INC**

**(215) 674-9310**

1119 MEARNES RD

WARMINSTER, PA 18974

ANTHONY COSTANTINO CEO

### **QUEST DIAGNOSTICS INC**

**(913) 982-2940**

10101 RENNER BLVD

LENEXA, KS 66219

DR. LANCE C PRESLEY PHD

### **QUEST DIAGNOSTICS**

**(678) 406-1100**

1777 MONTREAL CIR

TUCKER, GA 30084

DR LENOX B ABBOTT PHD

### **LABORATORY CORPORATION OF AMERICA HOLDINGS**

**(919) 572-6900**

1904 ALEXANDER DR

RESEARCH TRIANGLE PK, NC 27709

WILLIAM R LYNN PHD

### **LABORATORY CORPORATION OF AMERICA**

**(662) 342-1286**

1120 STATE LINE ROAD

SOUTHAVEN, MS 38671

DR. MICHAEL V STEVENS

### **MEDTOX LABORATORIES INC**

**(651) 636-7466**

402 W COUNTY RD D

SAINT PAUL, MN 55112

JENNIFER A COLLINS PHD

### **MERCY HOSPITAL FORENSIC TOXICOLOGY LAB**

**(305) 285-2731**

3663 S MIAMI AVE

MIAMI, FL 33133

DR. HOWELL R SPENCER MD

### **PSYCHEMEDICS CORPORATION**

**(800) 522-7424**

5832 UPLANDER WAY

CULVER CITY, CA 90230

DR MICHAEL I SCHAFER PHD

### **TOXICOLOGY TESTING SERVICE, INC**

**(305) 593-2260**

5426 NW 79 AVE

DORAL, FL 33166

TERRY D HALL

Revised 2012  
FMIT# 0857

FLORIDA MUNICIPAL INSURANCE TRUST  
APPLICATION FOR DRUG-FREE WORKPLACE PREMIUM CREDIT PROGRAM

FLC 09-1  
(Revised 10/05)

Name of Member: Gadsden County School Board (FMIT #0857)

Date Program Implemented: \_\_\_\_\_

2012/2013

I. TESTING:

Procedures for drug testing have been established and/or drug testing has been conducted in the following areas:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Job applications     | <input checked="" type="checkbox"/> Routine fitness for duty                 |
| <input checked="" type="checkbox"/> Reasonable suspicion | <input checked="" type="checkbox"/> Follow-up to Employee Assistance Program |

II. NOTICE OF MEMBER'S DRUG TESTING POLICY:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Copy to all employees prior to testing        | <input checked="" type="checkbox"/> Show notice of drug testing on vacancy announcements                                   |
| <input checked="" type="checkbox"/> Posted on employer's premises                 | <input checked="" type="checkbox"/> Copies available in personnel office or other suitable locations.                      |
| <input checked="" type="checkbox"/> Copy to job applicants prior to testing       | <input type="checkbox"/> No notice required because the employer had a drug testing program in place prior to July 1, 1990 |
| <input checked="" type="checkbox"/> General notice given 60 days prior to testing |  |

III. EDUCATION:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Resource file on Providers  | <input checked="" type="checkbox"/> Education |
| <input checked="" type="checkbox"/> Employee Assistance Program |   |

IV. NAME OF MEDICAL REVIEW OFFICER: Natalie Hartanbaum, M.R.O.

A. Name of approved Agency for Health Care Administration Lab or United States Department of Health and Human Services Certified Laboratory: Labcorp Occupational Testing Services

B. Phone #: ( 919 ) 572-6900

C. Address: 1904 Alexander Drive  
Research Triangle Park, NC 27709

SPECIAL NOTE: ALL ITEMS MUST BE COMPLIED WITH IN ORDER TO BE ELIGIBLE FOR THE CREDIT.

Your certification is subject to physical verification by the insurer. Your policy is subject to additional premium for reimbursement of premium credit, and cancellation provisions of the policy if it is determined that you misrepresented your compliance with Florida law. Any person who knowingly and with intent to injure, defraud, or deceive any insurer files a statement of claim or an application containing any false, incomplete, or misleading information is guilty of a felony of the third degree.

Gadsden County School  
Board

Member Name

Date

\* Elected Official or Other Official

Title

THE ABOVE SIGNED CERTIFIES THAT THIS INFORMATION IS A TRUE AND FACTUAL DEPICTION OF THEIR CURRENT PROGRAM.

\*Application must be signed by an elected official or other official.

Notary Public's Signature

Date

Exp. of Commission

N

**CERTIFICATION OF EMPLOYER WORKPLACE  
SAFETY PROGRAM PREMIUM CREDIT**

Employer Name: Gadsden County School Board

Name of Contact Person: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Policy #: FMIT# 0857 Effective Date of Policy: October 1, 2012

I am submitting a copy of my workplace safety program that meets the requirements of Section 440.1025, Florida Statutes. I certify that this safety program has been implemented in my workplace and is being maintained as submitted to my carrier.

This is to certify that my workplace safety program meets or exceeds the following provisions as provided for in Section 440.1025, Florida Statutes:

- |   |                             |
|---|-----------------------------|
| 1) Written safety policy and safety rules | 5) First aid                |
| 2) Safety inspections                     | 6) Accident investigation   |
| 3) Preventative maintenance               | 7) Necessary Record Keeping |
| 4) Safety training                        |                             |

The workplace safety program and application I am submitting for the purpose of obtaining a premium credit do not contain any misleading or untrue information. I am aware that I may be subject to an on-site inspection by my carrier, for the purpose of validating the accuracy of this information.

I am aware that if I knowingly and willfully falsify or conceal a material fact, make a false, fictitious or fraudulent statement or representation; or make or use any false document knowing the document to contain any false, fictitious or fraudulent entry or statement to my carrier of workers compensation insurance under Section 442, Florida Statutes, I will be guilty of a misdemeanor of the second degree, punishable as provided in sections 775.082 or 775.083, Florida Statutes, and will be subject further to a penalty in the amount of \$500 a day, not to exceed \$50,000 for each occurrence; and

I am also aware that if I, in any matter within the jurisdiction of the division, knowingly and willfully falsify or conceal a material fact, make any false, fictitious, or fraudulent statement or representation, or make or use any false document, knowing the same to contain any false, fictitious, or fraudulent entry, that I commit a misdemeanor of the second degree, punishable as provided in sections 775.082 or 775.083, Florida Statutes. Moreover, I understand that an employer who commits such an act will be subject further to a penalty in the amount of \$500 a day, not to exceed \$50,000 for each occurrence.

Any person who knowingly and with intent to injure, defraud, or deceive any insurer files a statement of claim or an application containing any false, incomplete, or misleading information is guilty of a felony of the third degree.

State of Florida  
County of \_\_\_\_\_

Sworn to, or affirmed, and subscribed before me

this \_\_\_\_\_ day of \_\_\_\_\_  
20 \_\_\_\_\_, by \_\_\_\_\_

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name and Title)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Notary)

\_\_\_\_\_  
(Expiration Date and Number)

(NC3011)

Form SAFETY 09-3

0857



## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8bb

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: School Food Service Membership in POWER Buying Group

DIVISION: School Food Service

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested to approve membership by the School Food Service Program in the POWER Buying Group. The mission of the POWER Buying Group is to cooperatively procure high quality, reasonably priced products and services for child nutrition programs to enhance learning in member school district.

FUND SOURCE: School Food Service

AMOUNT \$3,400.00 in dues

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services



## 2012-2013 LETTER OF AGREEMENT

TO PURCHASE FROM THE MAIN-LINE FOOD AND SUPPLY  
CONTRACT ISSUED BY THE MARTIN COUNTY SCHOOL DISTRICT  
AND TO PARTICIPATE AS A MEMBER IN THE POWER BUYING GROUP (PBG)

\_\_\_\_\_  
Name of Member/District Applicant

Applicant agrees to purchase Main-line Food and Supplies as needed from the Bid Contract administered by the Martin County School District (Administering District) and the PBG purchasing cooperative. Prior to award, all food and supplies will be tested and pre-approved by a majority vote of the PBG members.

Applicant will issue blanket purchase orders to the approved distributor to cover purchases of the food and supply items on the contract from July 1 to June 30 of each fiscal year. Additional purchase orders must be issued for the procurement of additional items for special functions and catered events in keeping with district purchasing procedures.

Applicant agrees to actively participate in the development of each multi-year Main-line bid and to identify, evaluate and test new food and supply items, develop bid specifications and estimate quantities for bi-annual bids.

This agreement will require annual renewal during the life of the contract with the successful bidder. This agreement may be terminated without cause as follows: a) by the District with ninety (90) day written notice given prior to the next 6 month bid cycle or b) by the PBG with sixty (60) days prior written notice. Additionally, either party may give written notice to terminate for cause at any time, ***followed by a 30-day period to resolve any breach.***

Each MEMBER DISTRICT in good faith, agrees to:

1. purchase bid items from the successful bidder(s) in strict adherence with the terms, conditions, and unit prices of the Martin County Main-line RFP 5001-0-2006 JK Food Distribution and all related addenda, as well as all applicable federal, state and local statutes, regulations, and ordinances and district purchasing policies and procedures;
2. provide the successful bidder with the District's multi-week Menu Cycles for Breakfast, Lunch and Afterschool Snacks, as applicable and provide an advance forecast of food and supply items to be delivered to member sites;
3. adhere to the Mission, Bylaws and Code of Ethics of the Power Buying Group;
4. provide timely and accurate information as requested to the PBG Chair, Division Chair or appropriate Committee Chair;
5. review and respond to PBG reports and documents in a timely manner to assure that they are accurate, complete and in accordance with member district purchasing policies and procedures;
6. participate in at least **two of the four quarterly PBG meetings** and at least **two of the Division Meetings**. Product decisions are made at Division Level meetings and require **"in person"** approval by majority vote.
7. make payment of invoices to awarded distributor **within 60 days of delivery** for all food and supplies received. Failure to pay invoices within 60 days of delivery will constitute grounds for termination for cause and assessment of an additional penalty of 1.5% per week of the total amount due on unpaid invoices;
8. **"actively participate" in committee assignments** as assigned and provide assistance for the development and evaluation of the Main-line Food and Supplies Contract. An **"Active Participant"** is defined by the **documented time donated to complete the assigned tasks set forth by committee and division chairs;**
9. agree to remit by **August 31<sup>st</sup>** the allocated portion of PBG expenses as included in the approved annual budget, total to be established and notification sent to all districts prior to July 15 each year. **Failure to pay annual fees by the deadline stated will result in an additional 5% per month of the amount due and will constitute grounds for termination for cause.**

The MEMBER DISTRICT acknowledges that active participation and actual attendance to all meetings is critical to the success of the PBG. Just as in any successful partnership, it is imperative that all Districts work cooperatively to achieve maximum benefit both individually and collectively. It is understood that failure to attend meetings and/or participate in the above activities are grounds for termination from the PBG.

\_\_\_\_\_  
District Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Purchasing

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, POWER Buying Group

\_\_\_\_\_  
Date

Letter of agreement and check for amount of annual dues MUST be received by the PBG no later than the stated deadline date above.  
Failure to remit payment in a timely manner may result in termination of Member Status and access to the use of the PBG Bid.





Working Together to  
Feed Florida's  
Children

**Executive Director**  
Linda Wiley

**Member Districts**

Broward  
Calhoun  
Charlotte  
Citrus  
Collier  
DeSoto  
Flagler  
Franklin  
Gadsden  
Glades  
Hardee  
Hendry  
Hernando  
Highlands  
Indian River  
Jackson  
Lake  
Lee  
Leon  
Levy  
Marion  
Martin  
Miami-Dade  
Monroe  
Nassau  
Okaloosa  
Okeechobee  
Orange  
Osceola  
Pasco  
St. Johns  
St. Lucie  
Santa Rosa  
Sarasota  
Seminole  
Sumter  
The Villages  
Volusia  
Walton

# The **P.O.W.E.R. Buying Group**

## 2012-2013 SY Committee Assignment Commitment

I, \_\_\_\_\_, of \_\_\_\_\_ County,

agree to "Actively Participate" in PBG committee assignments as assigned and provide assistance for the development and evaluation of the PBG Main-line Food and Supplies Contract.

An "Active Participant" is defined by the documented time donated to complete the assigned tasks set forth by PBG Committee and Division Chairs.

For the 2012-2013 SY, I wish to "Actively Participate" in the following PBG committee: *(Please place an "X" in the box of your choice. ALL member districts MUST sign up for a committee.)*

**Note: The PBG Executive Board reserves the right to make all adjustments necessary to committee assignments to provide enough assistance to each committee.**

\*\*\*\*\*

- ☐ **Bid Spec Committee** *(consists of Nutrition Information and Product Testing)*
- ☐ **Bylaws Committee** *(Please note that due to a minimal amount of work that might be needed for this committee at this time, this committee will assist the Bid Spec Committee for the 2012-2013 SY)*
- ☐ **Membership/Procedures Committee** *(Please note that this committee will help in mentoring NEW PBG Members as well as assist the Bid Spec Committee for the 2012-2013 SY)*
- ☐ **Marketing/Technology Committee** *(This committee will be responsible for providing content for the PBG website. This will include the development of new or revised documents/forms needed for the usage of all PBG Members)*

**\*Note:** There will no longer be a Budget/Finance committee. Those duties will be the sole responsibility of the PBG Executive Board.

The MEMBER DISTRICT acknowledges that "Active Participation" and attendance to all meetings is critical to the success of the POWER Buying Group (PBG). Just as in any successful partnership, it is imperative that all Districts work cooperatively to achieve the goals of the PBG. This will provide a maximum benefit both individually and collectively.

**My signature below indicates my full understanding of being an "Active Participant" in the committee I selected. In addition, I understand that failure on my part to be an "Active Participant", as defined above, may result in my school district's termination from the POWER Buying Group.**

\_\_\_\_\_  
PBG Member Signature

\_\_\_\_\_  
Date

### Purchasing Organization With Educational Results

Chair – Michelle Perkins; Chair-Elect – Roy Pistone;  
US Foodservice – Distributor – Eddie Hart, Dan Cooper  
Port Orange Division Chair – Angela Torres; South Florida Division Chair – Darren Frymoyer;  
Tampa Division Chair – Lori Drenth; Lakeland Division Chair – Diane Santoro;  
Montgomery Division Chair – Open; RFP Administration – Martin County School District



# **The Bylaws of the POWER Buying Group Purchasing Organization With Educational Results**

## **1. Name of Organization**

The name of this organization shall be "The P.O.W.E.R. Buying Group" hereinafter referred as the "PBG".

## **2. Mission Statement**

The mission of the P.O.W.E.R. Buying Group is to cooperatively procure high quality, reasonably priced products and services for child nutrition programs to enhance learning in member school districts.

## **3. Shared Beliefs**

- ✓ We believe in procuring high quality items at a low cost.
- ✓ We believe we need to be flexible to accommodate the uniqueness of each member school district.
- ✓ We believe we are a grass roots effort that has lead to a cooperative venture among the member school districts.
- ✓ We believe all member school districts to have an equitable voice in decisions.

## **4. Vision**

Participation in the P.O.W.E.R. Buying Group will maximize each member school district's ability to provide high quality, cost-effective meals at reasonable prices to enhance the student's ability to learn.

## **5. History of the PBG**

### **5.1. The Heartland Purchasing Consortium**

The Heartland Purchasing Consortium and was formed in Florida in 1990. There were five school districts in the original consortium. Those districts were DeSoto, Highlands, Hardee, Hendry and Glades. The group originally issued three cooperative bids for bread, milk and food and supplies.

### **5.2 The Treasure Coast Purchasing Consortium**

In 1998, Indian River, Martin, Okeechobee and St. Lucie counties formed the Treasure Coast Purchasing Consortium. The group used the Martin County School District Mainline food and supply bid from US Foodservice.

### **5.3 The POWER Buying Group Consortium**

In 2000 both purchasing consortiums merged to form the POWER Buying Group, using the Highlands County Food and Supply bid from US Foodservice. POWER stands for Purchasing Organization With Educational Results. For its first solicitation, the PBG agreed on several principles, including the following:

- ✓ one simultaneous competitive solicitation would be issued for all participating agencies,
- ✓ one agency would independently advertise, receive, review and award the solicitation,

- ✓ the solicitation would be available to all districts that were members of the group,
- ✓ all questions regarding the solicitation would be answered by one person,
- ✓ solicitations would be approved or rejected by the members of the PBG,
- ✓ there would be a five-year contract with three possible 1 year extensions,
- ✓ and after the PBG approval, each member agency would purchase from the solicitation, obtaining approval to purchase as required by their district Board procedures.

Since the first solicitation, several school districts/agencies have become PBG members by completing a Letter of Agreement, and additional competitive solicitations have been prepared, advertised, distributed, and approved in a method similar to the initial models. The current solicitation is a Request for Proposal (RFP) with a fixed delivery fee for the distribution of food and supplies.

## **6. Governance**

The Board of Directors of the PBG (Board) shall oversee the operations and management of the group. The Board shall be composed of one representative per school district and shall be empowered to direct all PBG affairs, to do all things necessary or convenient on behalf of the PBG to further its purposes, and to dissolve the PBG at its discretion. **Each school district shall have one vote.**

## **7. Fiscal Year**

The fiscal year of the PBG shall be from July 1 each year through June 30 of the succeeding year.

## **8. Scope of the Bylaws**

PBG bylaws are intended to include items that are necessary for the operation of the PBG activities. School district members are required to comply with the established bylaws. Amendments to the bylaws shall be by a majority vote of the total membership of districts as defined herein.

## **9. Definitions**

### **9.1. Quorum**

A quorum (one more than half) of members is required at each meeting to conduct business. At each meeting a roll call of member districts shall be taken to determine if a quorum is present, either in person or via telephone/computer conferencing.

### **9.2. Approved Purchasing Agreement**

The PBG will approve a purchasing agreement which may be in the form of a contract, formal bid agreement or RFP for goods and/or services. The terms and conditions of the purchasing agreement will then be extended to PBG members. Individual school districts will award the agreement in their district in compliance with their locally approved purchasing procedures.

### **9.3 Approved Distributor**

Food and supply distributor who was awarded the multi-year purchasing agreement.

### **9.4 House/Division**

The food and supply distributor receiving the award for the multi-year purchasing agreement may have one or a number of warehouses that distribute to specific geographic locations throughout the State of Florida. Each of these warehouses will be referred to as a house or division by its geographical name.



## **9.5. Members of the PBG**

### **9.5.1 School District Members**

To apply for membership, a school district must complete a Letter of Agreement, a PBG Application for Membership and receive approval by a majority of the members. After approval is received, school districts must complete a Letter of Agreement, agreeing to participate in PBG activities. **Each school district shall have one vote during meetings.**

### **9.5.2 Associate Members**

Individual schools (i.e. private, charter, residential) may join, using the same process as for School District Members in 9.5.1. They will pay an annual fee which shall be approved and invoiced annually. **Associate Members will have no voting privileges in the PBG.**

## **10. Organizational Structure**

### **10.1. General Meetings**

The PBG will normally hold four general membership meetings per year. One of the membership meetings will be held in conjunction with the Florida School Nutrition Association (FSNA) annual State Conference. The other general membership meetings will be held quarterly each year. Additional meetings may be called by a majority vote of the members. The meetings of the PBG shall be governed by *Robert's Rules of Order* (most recent edition). Meetings may be offered in the form of webinars, telephone conferences or other forms of current technology.

### **10.2 House/Division Meetings**

House/Division meetings will be scheduled as needed. The members (school districts in the geographical delivery area) of each House/Division shall work cooperatively to maximize purchasing power.

### **10.3. Voting**

**10.3.1. Each school district member is granted one vote.** Split votes are not acceptable.

**10.3.2.** Proxy voting is not allowed.

### **10.4. Schedules**

Significant PBG dates such as membership meetings and bid schedules shall be maintained a year in advance and be made available on the PBG Website, [www.thepowerbuyinggroup.com](http://www.thepowerbuyinggroup.com).

### **10.5 Minutes**

The minutes of the meetings will be placed on the PBG Website within 30 days of each meeting.

### **10.6. Election of Officers**

Election of officers shall be held every two years at the spring meeting. Nominations for officers shall be solicited by a nominating committee of three (3) member representatives appointed by the PBG Chair in advance of the meeting and from the floor prior to the vote. A person shall be elected to an office upon receipt of a majority vote.

### **10.5. Resignation of Officers**

Any officer of the PBG may resign at any time by giving written notice to the Board. Such resignation shall take effect at the time specified by the resigning officer and approved by the Board. If the resigning officer does not specify a timeline, the acceptance of such resignation



shall not be necessary to make it effective. The Board may appoint a replacement to fulfill the term of any resigning officer.

### **10.6. Removal of Officers**

Any one or more of the officers may be removed for cause by a majority vote of the total membership.

### **10.7. Officers of the PBG shall be as follows:**

#### **10.7.1 Chair**

The Chair of the PBG is elected for a two-year term and will serve at the direction of the Board. Elections shall occur before May 1<sup>st</sup> and duty year shall begin in July. The Chair of the PBG shall be responsible for general operations of the association including, but not limited to:

Responsibilities:

1. Directs the affairs of the PBG in accordance with the mission, vision, shared beliefs and Bylaws and shall take no action which conflicts with the Bylaws of the PBG.
2. Facilitates all meetings.
3. Considers general and specific recommendations made by members
4. Assures that there is follow through on all items voted on by members

#### **10.7.2. House/Division Chairs and Chair Elect of the PBG**

The House/Division Chairs of the PBG will be elected for a two-year term (alternating years Tampa/Ormond and Pompano/Montgomery) by the members of each House/Division and will serve at the direction of the Chair of the PBG. The Chair Elect will be elected from a member of the House/Division Chairs and will assume the duties of the Chair of the PBG if the Chair of the PBG is unable to fulfill his or her duties.

Responsibilities:

1. Chair-Elect will serve as Chair in the absence of the Chair.
2. Assist with the development of the annual calendar.
3. Assist with the development of the annual Plan of Work.
4. Assist with the development of the annual budget.
5. Assist the Chair with follow through on all items voted on by members.
6. Chair Elect will assume the duties of the Chair beginning July 1 following the 2 year term of the Chair.

#### **10.7.3 Secretary/Treasurer**

The Secretary/Treasurer will act as the Fiscal Agent for the PBG. The Secretary/Treasurer will be elected for a two-year term in alternate years from the Chair to assure continuity for the PBG.

Responsibilities:

1. Collects annual fees; supervises and monitors funds, and notifies members of budgeted funds.
2. Submits a quarterly financial report to members.

3. Drafts a proposed annual budget in cooperation with the Chair, House/Division Chairs and Consultant.
4. Submits budget to members for adoption.
5. Takes minutes of general meetings and posts on website within 30 days.

#### **10.7.4 Parliamentarian**

The Parliamentarian will act as the facilitator of rules at all PBG regular meetings. The Parliamentarian will be elected for a two year term in the same years as the Secretary/Treasurer.

Responsibilities:

1. Facilitates the orderly progress of regular PBG meetings as a non-interventionist and assists and supports the Chair in maintaining order and adhering to time schedules.
2. Establishes the "Ground Rules" for meetings.
3. Ensures "Robert's Rules of Order are followed.
4. Assist with the coordination of motions and resolutions as requested.
5. Assist with voting and election procedures.

#### **10.7.5 Executive Board**

The Executive Board of the PBG will consist of the Chair, House/Division Chairs, Secretary/Treasurer and the Parliamentarian.

### **11. Consultant**

A Consultant will be contracted by the PBG on an annual (with up to (4) 1 year renewals) basis to assist and advise the PBG. The Consultant will be a fee based position and will serve at the direction of the Chair and Board of the PBG. The Consultant will also act in an advisory capacity to the Bid Committee. The Consultant will work to protect the interests of all district and associate members of the PBG and will receive no compensation from members other than the PBG fee during his tenure that directly relates to the competitive solicitation.

A draft copy of the Consultant's contract for the July to June Fiscal year will be prepared annually by the PBG officers for review and comment by all members prior to the spring meeting. Changes and revisions will be discussed at the spring meeting and a majority vote (of a quorum) will be needed to approve the contract. After Board approval, the contract will be signed by the Chair and Consultant annually by May 1<sup>st</sup>.

The Consultant must be able to demonstrate expertise in the Child Nutrition Programs and in cooperative procurement for the Child Nutrition Programs in accordance with state and federal regulations. A list of duties and time lines will be outlined in the consultant's annual contract. Annually all members of the PBG will complete a survey to identify needs and make suggestions of duties to be added to or removed from the contract.

### **12. Committees**

Unless otherwise noted, the Chair of the PBG appoints all committees. At the discretion of the Chair of the PBG, committees may be added or dissolved as needed for the efficient operation of the PBG. All committees shall be composed of members from at least two member agencies. Each committee shall elect a chair.

#### **12.1 Standing Committees**



The following standing committees shall be appointed by the Chair:

- (1) **Nutrition Standards Committee.** Responsibilities:
  - (a) Evaluates and interprets nutrition trends and developments.
  - (b) Recommends nutrition standards for the PBG.
  - (c) Assists consultant with writing food specifications for bids
- (2) **Product Testing Committee.** Responsibilities:
  - (a) Determines categories of products to be tested annually.
  - (b) Develops testing procedures for products.
  - (c) Identifies evaluation sites for products.
  - (d) Develops product testing forms and compiles testing data.
  - (e) Presents testing data and recommendations to the PBG.
- (3) **Bylaws Committee.** Responsibilities:
  - (a) Reviews the Bylaws annually to ensure they are consistent with current philosophy and recommends changes as needed.
  - (b) Reviews *Bylaw* amendments requested for consideration by PBG members.
  - (c) Prepares proposed Bylaw revisions for review and vote by PBG members
- (4) **New Member and Partnership Committee.** Responsibilities:
  - (a) Recommends to the PBG policies and procedures pertaining to the acceptance of new members and partners.
  - (b) Evaluates membership and partnership requests and reports recommendations to the PBG.
  - (c) The committee members will assist new members during their first year of affiliation with the PBG.
- (5) **Technology Committee** Responsibilities:

The Committee maintains the PBG website to be used both by the members and general public. The website will be used to post information such as bids, meeting information, minutes, and other items related to the PBG.
- (6) **Nominating Committee.** Responsibilities:
  - (a) Selects no more than two candidates for each office, to be placed on the



ballot in accordance with the *Bylaws*.

- (b) Verifies eligibility of candidates.
  - (c) Surveys the membership for potential candidates
  - (d) Advertise, interview and recommend a minimum of two (2) candidates for the consultant position for Board approval.
- (7) **Bid Committee** Responsibilities:
- (a) Work with the Consultant to ensure the bid/RFP is developed, published, and monitored during the bidding process and awarded in a timely manner.
  - (b) Bid Committee members shall be from at least two different school districts/agencies.

### **13. Membership**

It is the responsibility of each the member district to actively participate in the PBG in keeping with the Annual Letter of Agreement.

#### **13.1. Termination of Membership**

Any member who does not attend 3 of the 4 required meetings annually or participate in PBG activities may be terminated at the request of the other members. Membership in the PBG may be terminated at the request of the member agencies or at any time by a two-thirds vote of the majority of the total membership.

#### **13.2 Dissolution of PBG**

In the event that the PBG dissolves as an association, after all liabilities have been paid, any remaining funds will be dispersed equally among the member. Should liabilities exceed funds available, each agency will be assessed equally.

### **EFFECTIVE DATE/IMPLEMENTATION**

*These Bylaws were approved on 07-01-2008*

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8CC

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Contract for School Food Service with Mathematica in response to requirement of USDA

DIVISION: School Food Service Department

#### PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested to contract with a firm named Mathematica to conduct a survey of 34 students participating in the district's school food service program. The contract was reviewed by Board Attorney Minnis and her comments are included. The survey is entirely optional by the families of the 34 students.

FUND SOURCE: School Food Service

AMOUNT: No cost

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

**Subject:** USDA Request  
**From:** Deborah Minnis <dminnis@ausley.com>  
**Date:** 6/22/2012 3:34 PM  
**To:** Bonnie Wood <woodb@mail.gcps.k12.fl.us>

Bonnie,

I have had a chance to review the request and MOU from USDA. I have attached a memo discussing my concerns about some of the information requested. It appears based on the federal laws we have to comply with under the NSLP and the SBP, we have to provide the information but I wanted you to be aware a potential issue with providing information to allow Mathematica to contact the parents to conduct a survey. I can imagine that some parents may not understand why they are being called and why we released the information. Please review the attached memo and let me know if you have any questions. On the plus side, Mathematica has agreed to keep all the information provided to the confidential. The attached privacy provision also provides some protection to the district relating to any inadvertent disclosure of the information provided to Mathematica.

Thank you,

Deborah S. Minnis

Ausley & McMullen, P.A.

P. O. Box 391

Tallahassee, FL 32302

850/425-5467

1. The foregoing is not intended to be a legally binding or legally effective electronic signature.

2. This message is being sent by or on behalf of a lawyer. It is intended exclusively for the individual(s) or entity(ies) to which it is addressed. This message may contain information that is privileged, proprietary, confidential, or otherwise legally exempt from disclosure. If you are not the named addressee, you are not authorized to read, print, retain, copy or disseminate this message or any part of it, electronically, verbally or in writing. If you have received this message in error, please notify the sender immediately by email and delete all copies of the message. I apologize for any inconvenience this may have caused. Thank you.



To: Bonnie Wood  
From: Deborah S. Minnis  
Date: June 22, 2012  
Re: Memorandum of Understanding from US Department of Agriculture

### **RELEASE OF STUDENT DATA TO MATHEMATICA**

Pursuant to 42 U.S.C. §1758(b)(6), school districts are authorized to disclose information contained in an application for free and reduced lunch to, among other entities, "a person directly connected with the administration or enforcement of this chapter (the National School Lunch Program (NSLP)) or the Child Nutrition Act of 1966. Because the USDA is the federal agency responsible for administering and enforcing the National School Lunch Program, it is entitled to access to the student information requested. Because, USDA had contracted with Mathematica as its agent, generally release of the information contained in the applications to Mathematica is also authorized by this federal law.

The information that I am not clear about is the request for release of contact information to allow contact with the parents to conduct a survey. I have no knowledge of whether or not the contact information is a part of the application. If it is part of the application, the argument can be made that it falls within the authorization for release set out in 42 U.S.C. §1758(b)(6). If is not part of the application, there may be a concern about our releasing this information.

Notwithstanding whether the contact information is contained in the application, such information would usually be considered "directory information". Under the provisions of the Family Education Rights and Privacy Act (FERPA) "directory information" can be released if certain conditions are met. Those conditions are:

1. The district has to have a policy identifying the information as directory information,
2. The district provides annual notice to parents about what information it considers to be directory information, and
3. The district provides a form with which the parent can opt to not have his/her child's directory information released.

In its letter to the Superintendent, USDA acknowledges that Mathematica may require the release of some "directory information". GCSB has a policy identifying what data is considered "directory information". See GCSB Policy 5.71. In that policy, the student's name, address, and telephone number, if listed, are all considered "directory information". Therefore, GCSB has satisfied the first FERPA requirement. Within policy 5.71, it states that annual notice of the list of "directory information" will be given to parents via the Code of Student Conduct. There are two problems with providing notice of directory information in this manner.

The most fundamental problem is that under the FERPA regulations, this type of notice is not adequate. There should be a separate notice form sent to parents which contains an option they can check to request that "directory information" on their child not be released. The other problem is that GCSB's student code of conduct does not seem to contain a reference to "directory information". Based on the information I have to date, it does not appear that GCSB has provided notice to parents about "directory information" or given them the option to not have their child's information released. However, please note that I have not had an opportunity to specifically ask anyone about this issue. If sufficient notice about "directory information" has not been provided to parents, generally we should not release directory information without the consent of the parents.

The reason I mention the "directory information" issue with regard to this matter, is that even if the contact information requested is not a part of the free and reduced lunch application, we could arguably release it as "directory information" provided we have complied with the FERPA requirements. If we have not complied with FERPA, releasing the information may be a technical violation of those requirements. However, given the legal obligation we have under 42 U.S.C. §1769i(c) to cooperate with USDA or its contractor in its evaluation of NSLP and under 42 U.S.C. §1785 to allow reasonable review and inspection of our records, it would appear that to comply with our legal obligation under the NSLP and School Breakfast Program (SBP) we have little option but to release the information requested. In reauthorizing FERPA on December 2, 2011, the US Department of Education indicated that it is working in conjunction with the USDA to come up with guidance for school districts on the use and release of student information under the NSLP and the SBP. It would appear that both agencies are aware of the potential dilemma school districts are in by responding the USDA's requests. However, to my knowledge such guidance has not yet been released.



## **Memorandum of Understanding Regarding Participation in the APEC-II Study**

May 21, 2012

Reginald C. James  
Superintendent of Schools  
35 Martin Luther King, Jr. Blvd.  
Quincy, FL 32351

Dear Mr. James,

Thank you for agreeing to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) Access, Participation, Eligibility, and Certification (APEC-II) Study. The purpose of this memorandum of understanding (MOU) is to summarize the requirements concerning the logistics of your district's participation in the study and to describe the responsibilities and roles of the Mathematica study team and of your district and participating schools over the course of the study.

### **BACKGROUND**

APEC-II is a follow-up study of the original APEC study conducted in 2005-06 by the U.S. Department of Agriculture (USDA) Food and Nutrition Services (FNS). USDA/FNS has contracted with Mathematica to conduct the APEC-II study for school year 2012-2013. APEC-II will examine participation, eligibility, and certification in the NSLP and the SBP to derive amounts and sources of erroneous reimbursements due to certification error (administrative errors versus household misreporting) and meal counting and claiming errors and will also include the recently introduced provision, the Community Eligibility Option (CEO), where applicable.

The Mathematica study team consists of Mathematica Policy Research, Inc. (Mathematica) and its subcontractors, Westat and Decision Information Resources (DIR).

### **UNDERSTANDING**

Entities participating in the APEC-II study from the Gadsden County Schools include the school food authority (SFA) and the following schools: (1) Havana Elementary, (2) West Gadsden High School, and (3) James A. Shanks Middle School.

### **About the Study Process and Information Needed to Conduct the Study**

APEC-II is a one year study that will occur during the 2012-2013 school year. Members of the Mathematica study team will visit the district and participating schools once or twice in a target week, agreed in advance with you, at some point during the school year. Depending on when these visits are scheduled, we may have to schedule one other short visit earlier in the school year to get the study started.



During the visits, we will need access to school breakfast and lunch records that you already have readily available. For example, we will need access to lists of meal program applicants. During the first visit, we will use the lists of applicants to the school meal programs to select a sample for the study. We will need contact information for the sampled students so that we can ask parents to complete a survey for the study.

The Mathematica study team will also need access to sampled students' applications so we can abstract some information from the forms. Our researchers have been specially trained to abstract the data themselves, so your school and district staff does not have to take time to do so.

We will need access to records of meal counts and claims to the SFA for sampled schools and SFA's claims to the state child nutrition agency for a target week and month. Finally, sometime between January and March 2013, we will ask each SFA food service director to complete a self administered survey.

The study does not include any classroom visits, it does not include any teacher interviews or student interviews, and it does not impact your curriculum.

### **Legal Authority to Collect Information**

Under the Improper Payment Information Act of 2002 (Public Law 107-300), the USDA is required to identify and reduce erroneous payments including overpayments and underpayments in various programs including the NSLP and the SBP. The APEC-II study is part of the administrative compliance program required by the Improper Payments Information Act's designation of the NSLP and SBP as high priority programs.

Under 42 U.S.C.A. § 1769(i)(6) of the National School Lunch Act, Mathematica is authorized to access information from NSLP and SBP applications without parental consent as Mathematica and its subcontractors are directly connected to the USDA's administrative compliance requirements under the NSLP and SBP through USDA contract no. AG-3198-D-12-0010.

The Mathematica study team will also require additional information not found on the applications, including directory information or similar directory-type education records. Authority for access to these additional records may be found at 42 U.S.C. Section 1785, which requires States, State educational agencies, schools, and nonprofit institutions participating in the NSLP and SBP to keep such accounts and records necessary to enable the USDA to determine whether there has been compliance with the requirements of the Child Nutrition Act and its regulations and to make such accounts and records available for inspection by representatives of the USDA. Further support for your disclosure of this information to Mathematica without parental consent may also be found at 34 C.F.R. 99.31(a), implementing the Family Education Rights and Privacy Act (FERPA).

### **Privacy Protection Provisions**

The privacy of the information collected will be protected in accordance Exhibit A to this Memorandum of Understanding, which is an integral part hereof. The provisions of Exhibit A

meet or exceed the privacy protection requirements and other required terms of nondisclosure agreements under FERPA and the Privacy Act.

### **OMB and IRB Approval**

The collection of information for APEC-II will have approval by the Office of Management and the Budget (OMB) and an Institutional Review Board (IRB) as required by research regulations that apply to federally funded research that qualifies as human subject research. Additional information regarding receipt of these approvals will be made available to you upon your request.

### **Availability of Final Report**

The USDA will make the study's final report available on its website. At this time the estimated time of release is November 2014.

### **Responsibilities of the Study Team**

For the study, Laura Castner will be your main contact person representing the study team. Ms. Castner's contact information is provided below. Feel free to contact Ms. Castner if you need more information about the study or have any concerns in conducting study activities.

Laura Castner	
Mathematica Policy Research	Phone: (202) 484-3282
1100 1st Street NE, 12th Floor	Fax: (202) 863-1763
Washington, DC 20002	Email: LCastner@mathematica-mpr.com

Eric Zeidman, the study's survey director from Mathematica, will be responsible for overseeing field teams, scheduling onsite visits, and coordinating data collection with you and participating schools. His contact information is:

Eric Zeidman	
Mathematica Policy Research	Phone: (609) 936-2784
P.O. Box 2393	Fax: (609) 799-0005
Princeton, NJ 08543-2393	Email: EZeidman@mathematica-mpr.com

If the plan described in this memorandum of understanding is acceptable and consistent with your understanding of our plan, please sign at the bottom and return a signed copy to Mathematica by email at [KKadlec@mathematica-mpr.com](mailto:KKadlec@mathematica-mpr.com) or by fax to (202) 863-1763.

Within a few weeks of receiving a signed copy of this memorandum of understanding from you, a member of Mathematica's study team will be calling you to ask you for some additional information (such as where applications are stored, procedures for counting and claiming reimbursements) to help us plan for the logistics of the visits to your district. We will also consult with you at this time about a schedule for these visits.

We appreciate your assistance with this important study, and we look forward to working with you.

Sincerely,

Laura Castner,  
APEC-II Project Director

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For signature by the participating SFA and School District.

This plan described in this MOU, including Exhibit A, accurately describes the plan for including Gadsden County Schools in the APEC-II Study

Signature:  
SFA Contact Name:  
Title:  
District Name:

Signature:  
District Contact Name:  
Title:  
District Name:

Address for Notifications to the District:



## Exhibit A

### APEC-II Memorandum of Understanding

#### Privacy Provisions and Other Terms and Conditions

This Exhibit A is an integral part of the Memorandum of Understanding (MOU) to which it is attached, entered into by the District and Mathematica Policy Research, Inc. (Mathematica) for the purpose of the Mathematica study team to obtain access to the information required to complete the APEC-II study as summarized in the Memorandum of Understanding.

To obtain access to the student meal applications, directory information type records and other personally identifiable information (Student Information) described in the MOU, Mathematica and the District agree to the following.

1. Mathematica agrees to in all respects comply with all relevant provisions of law, including the provisions of the Family Education Rights and Privacy Act (FERPA). For purposes of this agreement, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations. Nothing in this agreement may be construed to allow any party to maintain, use, disclose or share Student Information in a manner not allowed by federal law or regulation.
2. Mathematica agrees to use the Student Information obtained under the MOU for no purpose other than for the purpose described therein. Mathematica further agrees that access to Student Information provided under this MOU will be shared within the APEC-II study team on a "need to know" basis.
3. Mathematica agrees to require all employees, contractors and agents of any kind working on or providing services relating to the APEC-II study to comply with all applicable provisions of FERPA and other federal and state laws with respect to the Student Information shared pursuant to the MOU.
4. Mathematica agrees to require and maintain an appropriate confidentiality agreement from each Mathematica study team employee, contractor or agent with access to Student Information.
5. Mathematica agrees to maintain all Student Information in a secure physical or digital environment and not copy, reproduce or transmit Student Information except as necessary. All copies of data of any type, including any modifications or additions to data from any source that contains Student Information, are subject to the provisions of the MOU in the same manner as the original information.
6. Mathematica agrees to not disclose any Student Information in a manner that could identify an individual student to any other entity in published results of the APEC-II study.

7. Mathematica agrees to destroy all Student Information when it is no longer needed for the purpose of the study, which date is anticipated to be December 31, 2014. Upon the District's request, Mathematica will promptly certify in writing that this destruction has occurred. Nothing in the MOU authorizes Mathematica to maintain Student Information beyond this time period without the consent of the District.
8. Mathematica understands that the District may cancel the MOU upon discovery of non-compliance with any applicable federal or state laws, rules or regulations or upon determination that Student Information has been released in a manner inconsistent with the MOU or has not been maintained in a secure manner.
9. The MOU may be modified or amended provided that any such modification or amendment is in writing and is signed by all parties. It is agreed, however, that any amendments to laws, rules, or regulations cited herein will result in the correlative modification of this agreement, without the necessity for executing written amendment.
10. Neither this agreement, nor any rights, duties or obligations described herein shall be assigned by Mathematica without the prior express written consent of the District.
11. All terms and conditions of this agreement are embodied herein. No other terms and conditions will be considered a part of this agreement unless expressly agreed upon in writing and signed by all parties.
12. In the unlikely event that Mathematica is required by subpoena or other court order to disclose any Student Information, Mathematica will provide immediate notice of the request to the District and will use reasonable efforts to resist disclosure until an appropriate protective order may be sought, or a waiver of compliance with the relevant provisions of the MOU granted.

The District shall not have any liability or responsibility for errors or omissions in, or any decisions made by Mathematica in reliance upon any information provided by the District.

13. Mathematica agrees that the Student Information is of a special character, such that money damages would not be sufficient to avoid or compensate the District, its employees, agents and students for any unauthorized use or disclosure thereof, and that injunctive and other equitable relief would be appropriate to prevent any actual or threatened unauthorized use or disclosure. This remedy may be pursued in addition to any other remedies available at law or in equity, and Mathematica agrees to waive any requirement for the securing or posting of any bond.
14. Mathematica agrees to indemnify and hold harmless the District, its officials and employees, agents and subcontractors, from, and defend the District against, any liability or expenses (including reasonable attorneys' fees and costs) arising out of or relating to (a) any unauthorized or unlawful disclosure of Student Information obtained hereunder; or (b) any breach of the MOU by Mathematica or any member of the APEC-II study team.



15. Mathematica shall notify the District promptly upon discovery of any unauthorized use or disclosure of Student Information and will cooperate with the District in every reasonable way to regain control of such Student Information and mitigate the consequences of its disclosure, and preventing its further unauthorized use.
16. The law of the State in which the District is located will govern the interpretation of this MOU without reference to rules regarding conflicts of law.
17. All notices required or permitted to be given hereunder shall be in writing and shall be deemed given when delivered by hand, sent by courier or other express mail service, postage prepaid, or transmitted by facsimile, addressed to a party at the address identified in the MOU.
18. If any provision of this MOU is determined by any court of competent jurisdiction to be invalid or unenforceable, such provision shall be interpreted to the maximum extent to which it is valid and enforceable, all as determined by such court in such action, and the remaining provisions of MOU will continue in full force and effect without being impaired or invalidated in any way.
19. This MOU constitutes the parties' entire agreement with respect to the subject matter hereof and supersedes any and all prior statements or agreements, both written and oral.



## ***The National School Lunch and School Breakfast Programs: Access, Participation, Eligibility, and Certification Study (APEC-II)***

### **About the Study**

The National School Lunch Program (NSLP) and School Breakfast Program (SBP) play a critical role in America's strategy to ensure that children have access to nutritious meals. These programs, which provide free and reduced-price meals for students from low-income families, must balance competing objectives: (1) ensuring that children and families who receive benefits are eligible; (2) maintaining ease of access for those who are eligible; and (3) keeping the costs and burden of determining eligibility reasonable both for Local Education Agencies (LEAs) and families. Meeting the first objective can sometimes increase administrative costs and make it more difficult for eligible children to participate. Simplifying access or streamlining procedures, however, can sometimes result in more benefits going to people who do not qualify, increasing costs of the program.

The U.S. Department of Agriculture, Food and Nutrition Service, has contracted with Mathematica Policy Research and its research partners Westat, Inc. and Decision Information Resources, to conduct the APEC-II Study (also known as the National School Meals Study) for SY 2012-2013. The study is authorized by the Improper Payments Information Act of 2002, and participation by selected states, districts, and schools is required under Section 305 of the Healthy, Hunger-Free Kids Act of 2010.

The study will include nationally representative samples of school districts, schools, and students within sampled schools. It is designed to provide information about children's access, participation, eligibility, and certification in the NSLP and SBP to help Congress and the U.S. Department of Agriculture improve the programs and ensure that intended recipients have access to them. The study will look at families certified for free and reduced-price meals and those whose applications were denied. It will estimate amounts and sources of erroneous reimbursements due to certification errors (administrative error versus household misreporting) and meal counting and claiming errors. The findings will help the Food and Nutrition Service provide guidance to school districts and schools on how to enhance program administration and target benefits effectively.

### **Participating in the Study**

Mathematica is selecting a nationally representative sample of 175 school districts nationwide and about 3 to 6 schools per district. School district offices and schools will be requested to provide us with a minimal amount of data and assistance. During SY 2012-2013, SFAs and schools will be asked to:

- **Complete an SFA survey.** The survey will collect information about the district's participation in school nutrition programs.
- **Help field interviewers collect data on meal counting and claiming activities.** Field interviewers will visit each sampled school once to collect information on meal counts for a target week and month. SFAs will be asked to provide information on meal counts submitted by sampled schools and the claims SFAs submit to their state agency for reimbursement. Field staff will also observe a random sample of breakfast and lunch cashier transactions. Field staff will be specially trained to ensure they observe breakfast and lunch transactions without being intrusive to school food service personnel or students.



- **Provide access to sampled students' applications and other data.** SFAs and/or schools, as appropriate, will be asked to provide field interviewers with access to applicant information, including directly certified students. This information will be used to select representative samples of students certified for free or reduced-price meals and denied applicants. After selecting the student samples, we will abstract information from sampled students' applications or direct certification documents. We will send a letter to sampled households asking to interview parents on their participation in the school food program during SY 2012-2013. In addition, we will ask SFAs for the sampled students' meal participation records and for information on any changes during the school year in certification status or enrollment.

**Information from Other Sources**

**Information on district characteristics.** At the end of SY 2012-2013 Mathematica will contact each State Child Nutrition Agency to request the following information for each sampled district in the state: the number of reimbursable lunches and breakfasts claimed, and number of schools and enrolled students by Provision 2 and 3 status and Community Eligibility Option. This information will be used to enhance models that FNS uses to produce annual estimates of certification errors and amounts of erroneous payments in the NSLP and SBP to meet federal reporting requirements to Congress.

**Protecting Privacy**

All information gathered from school districts, schools, and households is for research purposes only and is private to the full extent allowed by law. Your responses will be grouped with those of other participants, and no individual schools, districts, or students will be identified. We will inform parents of the study and our privacy procedures. We are not conducting audits or monitoring visits. Participation in the study will not affect meal benefits received by participating students or household, nor alter meal reimbursements made to participating districts or schools.

**Disseminating the Findings**

A final report on the research findings will be produced in Fall 2014.

**About the APEC-II Research Team**

Mathematica, Westat, and Decision Information Resources are among the nation's leading research organizations. Each firm has over 25 years of experience conducting research for government agencies and studying child nutrition programs.

**For More Information**

For more information about the study, please contact:

Renee Arroyo-Lee Sing    Office of Analysis, Nutrition, and Evaluation  
Federal Project Officer    Food and Nutrition Service, U.S. Department of Agriculture  
   [Renee.Arroyo-LeeSing@fns.usda.gov](mailto:Renee.Arroyo-LeeSing@fns.usda.gov)  
   (703) 305-2126

Laura Castner                Mathematica Policy Research  
Project Director             [LCastner@mathematica-mpr.com](mailto:LCastner@mathematica-mpr.com)  
   (202) 484-3282



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# NATIONAL SCHOOL LUNCH AND SCHOOL BREAKFAST PROGRAM ACCESS, PARTICIPATION, ELIGIBILITY, AND CERTIFICATION STUDY (APEC-II)

## HOUSEHOLD QUESTIONNAIRE

*April 23, 2012*

CASE ID NUMBER:

DATE:   /   /      
MONTH DAY YEAR

INTERVIEWER ID NUMBER:

TIME INTERVIEW BEGAN:   :   AM .....1  
HOUR MINUTE PM .....2

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0530. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.



## SECTION A: INTRODUCTION

- A1. **INTRODUCTION WHEN CALLING TO MAKE AN APPOINTMENT:** Hello, my name is INTERVIEWER'S FULL NAME and I am calling on behalf of the U.S. Department of Agriculture's National School Meals Study. We recently sent (you/PARENT FROM APPLICATION FORM) a letter describing the study. I would like to schedule an appointment with (you/PARENT FROM APPLICATION FORM/the parent of TARGET CHILD) to come to (your/his/her) home and interview (you/him/her) about (your/his/her) experience with the school meal programs. May I speak with (him/her)?

**INTERVIEWER: ATTEMPT APPOINTMENT. MENTION \$25.00 GIFT CARD TO PARENT.**

IF APPOINTMENT MADE—RECORD ON CONTACT SHEET AND POLITELY THANK RESPONDENT AND TERMINATE CALL ..... (RECORD ON CONTACT SHEET) ..... 1  
WANTS TO KNOW MORE ABOUT THE STUDY .... (GO TO A2) .... 2  
DID NOT GET LETTER—VERIFY ADDRESS AND OFFER TO BRING OR SEND LETTER ..... (RECORD OUTCOME ON CONTACT SHEET) ..... 3  
HOW DID YOU GET MY NAME OR NUMBER ..... (GO TO A3) .... 4  
DO INTERVIEW NOW (TELEPHONE ONLY) ..... (GO TO B1) .... 5  
TARGET CHILD DECEASED ..... (GO TO B7) .... 6  
PARENT FROM APPLICATION FORM DECEASED ..... (GO TO B7) .... 7  
NOT INTERESTED—RECORD ON CONTACT SHEET AND TERMINATE CALL ..... (RECORD ON CONTACT SHEET) ..... 8

- A2. The U.S. Department of Agriculture is interested in learning about parents' participation in the school meal program. In order to do this we have selected a sample of students who participate in, or whose parents applied for, the school meal program, and we would like to talk to the parents of those students to find out about their experiences with the meal program and their children's participation. TARGET CHILD was randomly selected. The interview usually takes about 45 minutes, and we give you a \$25.00 gift card when it has been completed. When would be a good time to schedule the interview in your home?

IF APPOINTMENT MADE—RECORD  
ON CONTACT SHEET AND POLITELY  
THANK RESPONDENT AND  
TERMINATE CALL..... 1

NOT INTERESTED—RECORD  
SITUATION ON CONTACT SHEET  
AND POLITELY TERMINATE CALL.....2

- A3. We got your name from lists of parents who applied to the school meal program for this school year. We randomly selected TARGET CHILD and would like to interview (her/his) parents about their experiences with the meal program. The interview usually takes about 45 minutes and we will give you a \$25.00 gift card when it has been completed. When would be a good time to schedule the interview at your home?

IF APPOINTMENT MADE—RECORD  
ON CONTACT SHEET AND POLITELY  
THANK RESPONDENT AND  
TERMINATE CALL..... 1

NOT INTERESTED—RECORD  
SITUATION ON CONTACT SHEET  
AND POLITELY TERMINATE CALL.....2

A4. **INTRODUCTION WHEN AT RESPONDENT'S HOME:** Hello, may I speak to PARENT FROM APPLICATION FORM? My name is INTERVIEWER'S FULL NAME and I am here on behalf of the U.S. Department of Agriculture's National School Meals Study. The study will help the USDA understand people's experiences with the programs and their children's participation in school meal programs.

**WHEN PARENT ON APPLICATION FORM PRESENT:** We are interviewing parents of children who attend school in the DISTRICT school district. You were selected at random to participate in this survey because you participate in or applied for school lunch or breakfast for TARGET CHILD. You will be given a \$25.00 gift card for completing the survey.

Participation in this study is voluntary and will not affect any benefits you may be receiving. All information is private and will not be used in any way that could identify you or your child. I would like to begin the interview now.

YES ..... (GO TO B1)..... 1

NOT A GOOD TIME, SCHEDULE REVISIT .....2

REFUSED OR NOT INTERESTED—  
RECORD SITUATION ON CONTACT  
AND TERMINATE INTERVIEW .....3

NOT SURE ABOUT DOING  
THE SURVEY OR HAS  
QUESTIONS ..... (GO TO A5) ..... 4

NAMED PERSON NOT AVAILABLE  
OR NOT CORRECT—RECORD  
SITUATION ON CONTACT SHEET  
AND TERMINATE INTERVIEW .....5

NO LONGER HAS CUSTODY  
OF FOSTER CHILD—ATTEMPT  
INTERVIEW .....6

STUDENT RESIDES IN GROUP HOME—  
ATTEMPT INTERVIEW ..... 7

SAMPLED CHILD NOW LIVES WITH  
ANOTHER PARENT OR GUARDIAN—  
ATTEMPT INTERVIEW .....8

TARGET CHILD DECEASED .. (GO TO B7) .....n



**A5. INFORMATION SCREEN FOR NSLP AND SBP APEC-II STUDY**

**WHAT IS THE PURPOSE OF THE STUDY?**

The U.S. Department of Agriculture is interested in learning about children's participation in school food programs and perceptions of meal program quality.

**MY CHILD DOES NOT EAT SCHOOL MEALS**

Even if your child has never eaten a school breakfast or lunch, we need information on why you do not participate. This will help us understand how the school breakfast and lunch programs are working in your school district.

**HOW DID YOU GET MY NAME? WHY SHOULD I PARTICIPATE?**

Families with children enrolled in your child's school district were randomly selected from a list provided by your child's school who receive or applied for meal benefits. The information you provide will help provide an accurate picture of households' experiences with the school meal program.

**AM I REQUIRED TO PARTICIPATE?**

Your participation in the survey is entirely voluntary and it will not affect you or your child's eligibility for school meals or any other programs. You may refuse to answer any question during the interview. However, your experiences and opinions are very important for the study and for the program's success. I will give you a gift card worth \$25.00 when the interview has been completed.

**I HAVE OTHER CHILDREN WHO ATTEND SCHOOL IN THE DISTRICT, BUT YOU DID NOT NAME THEM**

We have only identified one enrolled child to ask questions about for each household that we are contacting in the district. For the purposes of this survey, all the questions we ask you refer to TARGET CHILD.

**I DO NOT HAVE THE TIME FOR THE SURVEY**

I understand how valuable your time is. This survey will only take about 45 minutes, we can try to do it now or if this time is not convenient, I can arrange to come back at a better time for you.

**I AM NOT SATISFIED WITH THE SCHOOL MEAL PROGRAM**

That is a good reason to do the survey. Your comments will be especially important because the U.S. Department of Agriculture is interested in the different perspectives of people who use or have used the school meal program in the past.

## **IS THE SURVEY PRIVATE?**

Yes. All of the information we collect in the survey is completely private to the full extent allowed by law and will be used for research purposes only. Your answers will be combined with the answers of other survey participants and will never be linked to your name or your child's name in any reports.

## **HOW LONG WILL THE SURVEY TAKE?**

The length of the interview is different for different people, but it usually takes about 40 to 45 minutes.

## **WHY CAN'T YOU DO THE INTERVIEW BY TELEPHONE OR WHY DO YOU HAVE TO COME TO MY HOME?**

Some of the survey questions may require you to look up information, which would take too much time over the telephone. The interviewer will also need to look at some documents as part of the survey.

## **WHAT IS THE INTERVIEW ABOUT?**

The person who interviews you may ask you about participation in the school breakfast and school lunch programs, perceptions of school meals, and household size and income. Remember, all information is completely private. The information you provide will not affect the meal reimbursements your school receives or your child's eligibility to receive school meal benefits.

## **WHY ARE YOU ASKING ABOUT INCOME?**

Income information will help document how accurately school districts run the school meal programs. We will be asking you for your permission to examine income and eligibility records. Your permission is important to the success of this study. Remember, all information is completely private. The information you provide will not affect the meal reimbursements your school receives or your child's eligibility to receive school meal benefits.

## **WHO WILL COME TO MY HOME?**

An interviewer who works for (Mathematica)(DIR) will come to your home on the date and time you agreed to. The interviewer will have an identification badge stating that she or he works for (Mathematica)(DIR).

## **WHEN WILL I RECEIVE MY PAYMENT?**

The (Mathematica)(DIR) interviewer will give you your gift card after the completion of the interview.

## SECTION B: ENROLLMENT STATUS

B1. **CODE WITHOUT ASKING IF KNOWN OR ASK:** Is TARGET CHILD male or female?

MALE ..... 1  
FEMALE ..... 2  
DOES NOT KNOW ..... d  
REFUSED ..... r

B2. Does TARGET CHILD currently attend TARGET SCHOOL?

YES ..... (GO TO B5)..... 1  
NO ..... 0  
DOES NOT KNOW ..... (GO TO D0) ..... d  
REFUSED ..... (GO TO D0) ..... r

B3. What school does (she/he) attend now?

SCHOOL NAME AND ADDRESS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHILD DROPPED OUT OF SCHOOL ..... 1  
CHILD DECEASED ..... (GO TO B7)..... 2  
DOES NOT KNOW ..... d  
REFUSED ..... r



B4. When did (she/he) stop attending TARGET SCHOOL?

|\_|\_| / |\_|\_| / |\_|\_|  
MONTH DAY YEAR

DOES NOT KNOW .....d

REFUSED .....r

B5. When did (she/he) begin attending TARGET SCHOOL this school year?

**PROBE:** By “this school year” I mean the current school year 2012-2013.

**PROBE:** Was that in the beginning, middle, or the end of the month? **IF BEGINNING ENTER 5, IF MIDDLE ENTER 15, IF END ENTER 25.**

|\_|\_| / |\_|\_| / |\_|\_| ..... (GO TO D0)  
MONTH DAY YEAR

FIRST DAY OF SCHOOL ..... (GO TO D0) .....f

NEVER ATTENDED THIS YEAR.....n

DOES NOT KNOW ..... (GO TO D0) .....d

REFUSED ..... (GO TO D0) .....r

B6. **INTERVIEWER: IF B5 EQUALS “NEVER ATTENDED THIS YEAR” THEN TERMINATE INTERVIEW AND REPORT DISPOSITION TO YOUR SUPERVISOR. FOR ALL OTHER SITUATIONS, PROCEED TO D1 AND CONDUCT INTERVIEW.**

B7. I am very sorry to hear about your loss. Thank you for your time. We will not do an interview. **INTERVIEWER TERMINATE CALL.**

**NO SECTION C IN THIS DOCUMENT**

## SECTION D: PARTICIPATION IN SCHOOL LUNCH AND BREAKFAST PROGRAMS

D0. INTERVIEWER: CHECK B2. HAS TARGET CHILD LEFT TARGET SCHOOL?  
DOES B2 EQUAL "0"?

YES ..... (GO TO D71) ..... 1

NO ..... 0

D1. The next questions are about the meals TARGET CHILD eats at school.

I am going to ask you whether your child had a school breakfast or lunch (yesterday/Friday) and then ask about each day during the previous week. By school breakfast or lunch, I mean the meals your child's school provides to students under the School Breakfast and School Lunch Program. School meals are meals that are on the menu for (free/a single price), as opposed to individual foods, such as salads, meats, and desserts, that are priced and bought separately.

Did (she/he) attend school (yesterday/last Friday)?

YES ..... 1

NO ..... (GO TO D9a) ..... 0

DOES NOT KNOW ..... (GO TO D9a) ..... d

REFUSED ..... (GO TO D9a) ..... r

D2. INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL  
HAVE A SCHOOL BREAKFAST PROGRAM (SBP)?

YES ..... 1

NO ..... (GO TO D5) ..... 0

DOES NOT KNOW ..... (GO TO D5) ..... d

REFUSED ..... (GO TO D5) ..... r

D3. Did TARGET CHILD eat breakfast at school (yesterday/Friday)? Include breakfast served on the school bus.

YES ..... 1

NO ..... (GO TO D5) ..... 0

DOES NOT KNOW ..... (GO TO D5) ..... d

REFUSED ..... (GO TO D5) ..... r

D4. Was that the school breakfast, or did your child get breakfast in some other way?

**PROBE:** By school breakfast we mean the meal received from the School Breakfast Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL BREAKFAST ... (GO TO D5) ..... 1

HAD SOMETHING ELSE ..... 0

DOES NOT KNOW ..... d

REFUSED ..... r

D5. **INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL LUNCH PROGRAM (SLP)?**

YES ..... 1

NO ..... (GO TO D9a) ..... 0

DOES NOT KNOW ..... (GO TO D9a) ..... d

REFUSED ..... (GO TO D9a) ..... r

NO D6 IN THIS DOCUMENT

D7. Did (she/he) eat lunch at school (yesterday/last Friday)?

YES ..... 1

NO ..... (GO TO D9a) ..... 0

DOES NOT KNOW ..... (GO TO D9a) ..... d

REFUSED ..... (GO TO D9a) ..... r

D8. Was that the school lunch, or did your child get lunch in some other way?

**PROBE:** By school lunch we mean the meal received from the School Lunch Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL LUNCH ..... 1

HAD SOMETHING ELSE ... ..... 0

DOES NOT KNOW ..... d

REFUSED ..... r



D9a. **CODE WITHOUT ASKING IF KNOWN:**  
When was the last full week of school?

LAST WEEK..... 1

FROM |\_\_| |\_\_| |\_\_| |\_\_| TO |\_\_| |\_\_| |\_\_| |\_\_|  
DAY MONTH DAY MONTH

DOES NOT KNOW .....d

REFUSED .....r

D9b. Now please think about the last full week of school—that would be (Monday through Friday last week/from Monday—DATE to Friday—DATE). I will ask you about whether TARGET CHILD ate (breakfast/lunch/breakfast or lunch) at school each day and what was eaten. (Here is a menu of the food offered in school to help you recall what (she/he) may have had.)

Did (she/he) attend school (last Monday/on Monday, DATE)?

YES ..... 1

NO ..... (GO TO D17) ..... 0

DOES NOT KNOW ..... (GO TO D17) .....d

REFUSED ..... (GO TO D17) .....r

D10. **INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL BREAKFAST PROGRAM (SBP)?**

YES ..... 1

NO ..... (GO TO D13) ..... 0

DOES NOT KNOW ..... (GO TO D13) .....d

REFUSED ..... (GO TO D13) .....r

D11. Did TARGET CHILD eat breakfast at school (last Monday/on Monday, DATE)?

YES ..... 1

NO ..... (GO TO D13) ..... 0

DOES NOT KNOW ..... (GO TO D13) .....d

REFUSED ..... (GO TO D13) .....r

D12. Was that the school breakfast, or did your child get breakfast in some other way?

**PROBE:** By school breakfast we mean the meal received from the School Breakfast Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL BREAKFAST ... (GO TO D13) ..... 1

HAD SOMETHING ELSE ..... 0

DOES NOT KNOW ..... d

REFUSED ..... r

D13. **INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL LUNCH PROGRAM (SLP)?**

YES ..... 1

NO ..... (GO TO D17) ..... 0

DOES NOT KNOW ..... (GO TO D17) ..... d

REFUSED ..... (GO TO D17) ..... r

NO D14 IN THIS DOCUMENT

D15. Did (she/he) eat lunch at school (last Monday/on Monday, DATE)?

YES ..... 1

NO ..... (GO TO D17) ..... 0

DOES NOT KNOW ..... (GO TO D17) ..... d

REFUSED ..... (GO TO D17) ..... r

D16. Was that the school lunch, or did your child get lunch in some other way?

**PROBE:** By school lunch we mean the meal received from the School Lunch Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL LUNCH ..... (GO TO D18) ..... 1

HAD SOMETHING ELSE ... ..... 0

DOES NOT KNOW ..... d

REFUSED ..... r

D17. Did (she/he) attend school (last Tuesday/on Tuesday, DATE)?

YES ..... 1  
NO ..... (GO TO D25) ..... 0  
DOES NOT KNOW ..... (GO TO D25) ..... d  
REFUSED ..... (GO TO D25) ..... r

D18. **INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL BREAKFAST PROGRAM (SBP)?**

YES ..... 1  
NO ..... (GO TO D21) ..... 0  
DOES NOT KNOW ..... (GO TO D21) ..... d  
REFUSED ..... (GO TO D21) ..... r

D19. Did (she/he) eat breakfast at school (last Tuesday/on Tuesday, DATE)?

YES ..... 1  
NO ..... (GO TO D21) ..... 0  
DOES NOT KNOW ..... (GO TO D21) ..... d  
REFUSED ..... (GO TO D21) ..... r

D20. Was that the school breakfast, or did your child get breakfast in some other way?

**PROBE:** By school breakfast we mean the meal received from the School Breakfast Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL BREAKFAST ... (GO TO D21) ..... 1  
HAD SOMETHING ELSE ..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r



D21. INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL LUNCH PROGRAM (SLP)?

YES ..... 1  
NO ..... (GO TO D25) ..... 0  
DOES NOT KNOW ..... (GO TO D25) ..... d  
REFUSED ..... (GO TO D25) ..... r

NO D22 IN THIS DOCUMENT

D23. Did (she/he) eat lunch at school (last Tuesday/on Tuesday, DATE)?

YES ..... 1  
NO ..... (GO TO D25) ..... 0  
DOES NOT KNOW ..... (GO TO D25) ..... d  
REFUSED ..... (GO TO D25) ..... r

D24a. Was that the school lunch, or did your child get lunch in some other way?

**PROBE:** By school lunch we mean the meal received from the School Lunch Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL LUNCH ..... (GO TO D26) ..... 1  
HAD SOMETHING ELSE ... ..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r

D25. Did (she/he) attend school (last Wednesday/on Wednesday, DATE)?

YES ..... 1  
NO ..... (GO TO D33) ..... 0  
DOES NOT KNOW ..... (GO TO D33) ..... d  
REFUSED ..... (GO TO D33) ..... r

D26. INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL BREAKFAST PROGRAM (SBP)?

YES ..... 1  
NO ..... (GO TO D29) ..... 0  
DOES NOT KNOW ..... (GO TO D29) ..... d  
REFUSED ..... (GO TO D29) ..... r

D27. Did (she/he) eat breakfast at school (last Wednesday/on Wednesday, DATE)?

YES ..... 1  
NO ..... (GO TO D29) ..... 0  
DOES NOT KNOW ..... (GO TO D29) ..... d  
REFUSED ..... (GO TO D29) ..... r

D28a. Was that the school breakfast, or did your child get breakfast in some other way?

**PROBE:** By school breakfast we mean the meal received from the School Breakfast Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL BREAKFAST .... (GO TO D29) ..... 1  
HAD SOMETHING ELSE ..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r

D29. INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL LUNCH PROGRAM (SLP)?

YES ..... 1  
NO ..... (GO TO D33) ..... 0  
DOES NOT KNOW ..... (GO TO D33) ..... d  
REFUSED ..... (GO TO D33) ..... r

NO D30 IN THIS DOCUMENT

D31. Did (she/he) eat lunch at school (last Wednesday/on Wednesday, DATE)?

YES ..... 1  
NO ..... (GO TO D33) ..... 0  
DOES NOT KNOW ..... (GO TO D33) ..... d  
REFUSED ..... (GO TO D33) ..... r

D32a. Was that the school lunch, or did your child get lunch in some other way?

**PROBE:** By school lunch we mean the meal received from the School Lunch Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL LUNCH ..... (GO TO D34) ..... 1  
HAD SOMETHING ELSE ... ..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r

D33. Did (she/he) attend school (last Thursday/on Thursday, DATE)?

YES ..... 1  
NO ..... (GO TO D41) ..... 0  
DOES NOT KNOW ..... (GO TO D41) ..... d  
REFUSED ..... (GO TO D41) ..... r

D34. **INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL BREAKFAST PROGRAM (SBP)?**

YES ..... 1  
NO ..... (GO TO D37) ..... 0  
DOES NOT KNOW ..... (GO TO D37) ..... d  
REFUSED ..... (GO TO D37) ..... r



D35. Did (she/he) eat breakfast at school (last Thursday/on Thursday, DATE)?

YES ..... 1

NO ..... (GO TO D37) ..... 0

DOES NOT KNOW ..... (GO TO D37) ..... d

REFUSED ..... (GO TO D37) ..... r

D36a. Was that the school breakfast, or did your child get breakfast in some other way?

**PROBE:** By school breakfast we mean the meal received from the School Breakfast Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL BREAKFAST ... (GO TO D37) ..... 1

HAD SOMETHING ELSE ..... 0

DOES NOT KNOW ..... d

REFUSED ..... r

D37. **INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL LUNCH PROGRAM (SLP)?**

YES ..... 1

NO ..... (GO TO D41) ..... 0

DOES NOT KNOW ..... (GO TO D41) ..... d

REFUSED ..... (GO TO D41) ..... r

NO D38 IN THIS DOCUMENT

D39. Did (she/he) eat lunch at school (last Thursday/on Thursday, DATE)?

YES ..... 1

NO ..... (GO TO D41) ..... 0

DOES NOT KNOW ..... (GO TO D41) ..... d

REFUSED ..... (GO TO D41) ..... r

D40a. Was that the school lunch, or did your child get lunch in some other way?

**PROBE:** By school lunch we mean the meal received from the School Lunch Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL LUNCH ..... (GO TO D41) ..... 1

HAD SOMETHING ELSE ... ..... 0

DOES NOT KNOW ..... d

REFUSED ..... r

D41. **INTERVIEWER: IS THE INTERVIEW BEING ADMINISTERED ON A MONDAY OR ON THE WEEKEND? DID WE ALREADY ASK ABOUT FRIDAY AT QUESTIONS D1 THROUGH D8?**

YES ..... (GO TO D50) ..... 1

NO ..... 0

D42. Did (she/he) attend school (last Friday/on Friday, DATE)?

YES ..... 1

NO ..... (GO TO D50) ..... 0

DOES NOT KNOW ..... (GO TO D50) ..... d

REFUSED ..... (GO TO D50) ..... r

D43. **INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL BREAKFAST PROGRAM (SBP)?**

YES ..... 1

NO ..... (GO TO D46) ..... 0

DOES NOT KNOW ..... (GO TO D46) ..... d

REFUSED ..... (GO TO D46) ..... r

D44. Did (she/he) eat breakfast at school (last Friday/on Friday, DATE)?

YES ..... 1

NO ..... (GO TO D46) ..... 0

DOES NOT KNOW ..... (GO TO D46) ..... d

REFUSED ..... (GO TO D46) ..... r

D45a. Was that the school breakfast, or did your child get breakfast in some other way?

**PROBE:** By school breakfast we mean the meal received from the School Breakfast Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL BREAKFAST ... (GO TO D46) ..... 1

HAD SOMETHING ELSE ..... 0

DOES NOT KNOW ..... d

REFUSED ..... r

D46. **INTERVIEWER: CHECK CONTACT SHEET. DOES TARGET CHILD'S SCHOOL HAVE A SCHOOL LUNCH PROGRAM (SLP)?**

YES ..... 1

NO ..... (GO TO D50) ..... 0

DOES NOT KNOW ..... (GO TO D50) ..... d

REFUSED ..... (GO TO D50) ..... r

NO D47 IN THIS DOCUMENT

D48. Did (she/he) eat lunch at school (last Friday/on Friday, DATE)?

YES ..... 1

NO ..... (GO TO D50) ..... 0

DOES NOT KNOW ..... (GO TO D50) ..... d

REFUSED ..... (GO TO D50) ..... r

D49a. Was that the school lunch, or did your child get lunch in some other way?

**PROBE:** By school lunch we mean the meal received from the School Lunch Program which consists of a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods that are priced and bought separately.

HAD SCHOOL LUNCH ..... (GO TO D50) ..... 1

HAD SOMETHING ELSE ... ..... 0

DOES NOT KNOW ..... d

REFUSED ..... r



D50. INTERVIEWER: CHECK CONTACT SHEET. DOES THE TARGET CHILD'S SCHOOL HAVE A SCHOOL BREAKFAST PROGRAM (SBP)?

YES ..... 1

NO ..... (GO TO D60) ..... 0

DOES NOT KNOW ..... (GO TO D60) ..... d

REFUSED ..... (GO TO D60) ..... r

D51. INTERVIEWER: DID THE TARGET CHILD PARTICIPATE IN THE SBP ON ANY DAY IN THE TARGET WEEK? ARE ANY QUESTIONS D4, D12, D20, D28, D36, AND D45 EQUAL TO "1"?

YES ..... (GO TO D55) ..... 1

NO ..... 0

D52. You just mentioned that TARGET CHILD did not get the school breakfast on any day (she/he) attended school (last week/during the last week (she/he) went to school). Why didn't (she/he) get the school breakfast (last week/during that week)?

**AFTER RESPONSE, SAY:** Were there other reasons why (she/he) did not eat the school breakfast (last week/that week)?

**PROBE:** The complete school breakfast.

CIRCLE ALL  
THAT APPLY

- EATS BREAKFAST AT HOME ..... 1
- BRINGS BREAKFAST FROM HOME ..... 2
- DOES NOT LIKE THE FOOD AT SCHOOL ..... 3
- NOT ENOUGH TIME TO EAT AT SCHOOL ..... 4
- CHILD DOES NOT EAT BREAKFAST ..... 5
- ON A DIET ..... 6
- DOES NOT LIKE WAITING IN LINE ..... 7
- CHILD THINKS ONLY NEEDY CHILDREN  
EAT SCHOOL BREAKFASTS ..... 8
- CHILD DOES NOT EAT SCHOOL BREAKFAST  
BECAUSE FRIENDS DO NOT EAT IT ..... 9
- NOT IN SCHOOL THAT WEEK/  
OUT SICK ALL WEEK ..... 10
- LATE FOR SCHOOL EVERY DAY  
THAT WEEK ..... 11
- HAD EARLY MORNING CLASSES  
THAT WEEK ..... 12
- CHILD OR PARENT TOO EMBARRASSED  
TO PARTICIPATE ..... 13
- OTHER (SPECIFY) ..... 14
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- DOES NOT KNOW ..... d
- REFUSED ..... r

D53. INTERVIEWER: IS THERE MORE THAN ONE ANSWER TO D52?

YES ..... 1

NO ..... (GO TO D59) ..... 0

D54. What is the most important reason (she/he) did not get the school breakfast (last/that week)?

EATS BREAKFAST AT HOME ..... 1

BRINGS BREAKFAST FROM HOME ..... 2

DOES NOT LIKE THE FOOD AT SCHOOL ..... 3

NOT ENOUGH TIME TO EAT AT SCHOOL ..... 4

CHILD DOES NOT EAT BREAKFAST ..... 5

ON A DIET ..... 6

DOES NOT LIKE WAITING IN LINE ..... 7

CHILD THINKS ONLY NEEDY CHILDREN  
EAT SCHOOL BREAKFASTS ..... 8

CHILD DOES NOT EAT SCHOOL BREAKFAST  
BECAUSE FRIENDS DO NOT EAT IT ..... 9

NOT IN SCHOOL THAT WEEK/  
OUT SICK ALL WEEK ..... 10

LATE FOR SCHOOL EVERY DAY  
THAT WEEK ..... 11

HAD EARLY MORNING CLASSES  
THAT WEEK ..... 12

CHILD OR PARENT TOO EMBARRASSED  
TO PARTICIPATE ..... 13

OTHER (SPECIFY) ..... 14

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DOES NOT KNOW ..... d

REFUSED ..... r

**GO TO D59**



D55. INTERVIEWER: DID THE TARGET CHILD GET THE SCHOOL BREAKFAST ON EVERY DAY (SHE/HE) ATTENDED SCHOOL IN THE TARGET WEEK? WHEN D9b EQUALS "1" DOES D12 EQUAL "1" AND WHEN D17 EQUALS "1" DOES D20 EQUAL "1" AND WHEN D25 EQUALS "1" DOES D28 EQUAL "1" AND WHEN D33 EQUALS "1" DOES D36 EQUAL "1" AND WHEN D42 EQUALS "1" DOES D45 EQUAL "1"?

YES ..... (GO TO D60) ..... 1  
NO ..... 0

D56. You mentioned that TARGET CHILD did not get the school breakfast every day (she/he) attended school (last week/during (her/his) last week in school). Why didn't (she/he) get the school breakfast every day (she/he) went to school that week?

**AFTER RESPONSE, SAY:** Were there any other reasons?

CIRCLE ALL  
THAT APPLY

ATE BREAKFAST AT HOME ..... 1  
BROUGHT BREAKFAST FROM HOME ..... 2  
DOES NOT ALWAYS LIKE THE  
FOOD SERVED ..... 3  
WAS NOT IN SCHOOL ON THAT  
OR THOSE DAYS/OUT SICK ..... 4  
WAS LATE FOR SCHOOL ..... 5  
HAD EARLY MORNING CLASSES  
OR PROGRAMS ..... 6  
EARLY DISMISSAL OR STUDENT LEFT  
SCHOOL EARLY ..... 7  
SCHOOL CLOSED ALL DAY ..... 8  
OTHER (SPECIFY) ..... 9  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
DOES NOT KNOW ..... d  
REFUSED ..... r

D57. INTERVIEWER: IS THERE MORE THAN ONE ANSWER TO D56?

YES ..... 1  
NO ..... (GO TO D59) ..... 0

D58. What is the most important reason (she/he) did not get the school breakfast on those days?

ATE BREAKFAST AT HOME ..... 1  
BROUGHT BREAKFAST FROM HOME ..... 2  
DOES NOT ALWAYS LIKE THE  
FOOD SERVED ..... 3  
WAS NOT IN SCHOOL ON THAT  
OR THOSE DAYS/OUT SICK ..... 4  
WAS LATE FOR SCHOOL ..... 5  
HAD EARLY MORNING CLASSES  
OR PROGRAMS ..... 6  
EARLY DISMISSAL OR STUDENT LEFT  
SCHOOL EARLY ..... 7  
SCHOOL CLOSED ALL DAY ..... 8  
OTHER (SPECIFY) ..... 9  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
DOES NOT KNOW ..... d  
REFUSED ..... r

NO D59 IN THIS DOCUMENT

D60.      **INTERVIEWER: CHECK CONTACT SHEET. DOES THE TARGET CHILD'S SCHOOL HAVE A NATIONAL SCHOOL LUNCH PROGRAM (NSLP)?**

YES ..... 1

NO ..... (GO TO D70) ..... 0

DOES NOT KNOW ... (GO TO D70) ..... d

REFUSED ..... (GO TO D70) ..... r

D61.      **INTERVIEWER: DID THE TARGET CHILD PARTICIPATE IN THE NSLP ON ANY DAYS IN THE TARGET WEEK? ARE ANY QUESTIONS D8, D16, D24, D32, D40, AND D49 EQUAL TO "1"?**

YES ..... (GO TO D65) ..... 1

NO ..... 0



D62. You mentioned that TARGET CHILD did not get the school lunch on any day (she/he) attended school. Why didn't (she/he) get the school lunch (last week/during that week)?

**AFTER RESPONSE, SAY:** Were there any other reasons why (she/he) did not eat the school lunch (last week/that week)?

**PROBE:** The complete school lunch.

CIRCLE ALL  
THAT APPLY

- PREFERS TO BRING LUNCH FROM HOME ..... 1
- EATS LUNCH AT HOME ..... 2
- DOES NOT LIKE THE FOOD AT SCHOOL ..... 3
- NOT ENOUGH TIME TO EAT AT SCHOOL ..... 4
- CHILD DOES NOT EAT LUNCH ..... 5
- ON A DIET ..... 6
- DOES NOT LIKE WAITING IN LINE ..... 7
- CHILD THINKS ONLY NEEDY CHILDREN  
EAT SCHOOL LUNCHES ..... 8
- CHILD DOES NOT EAT SCHOOL LUNCH  
BECAUSE FRIENDS DO NOT EAT IT ..... 9
- NOT IN SCHOOL THAT WEEK/  
SICK ALL WEEK ..... 10
- LATE FOR SCHOOL EVERY DAY THAT WEEK 11
- HAD CLASSES DURING LUNCH PERIOD  
THAT WEEK ..... 12
- CHILD OR PARENT TOO EMBARRASSED  
TO PARTICIPATE ..... 13
- OTHER (SPECIFY) ..... 14
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- DOES NOT KNOW ..... d
- REFUSED ..... r

D63. INTERVIEWER: IS THERE MORE THAN ONE ANSWER IN D62?

YES ..... 1

NO ..... (GO TO D69) ..... 0

D64. What is the most important reason (she/he) did not get the school lunch (last/that) week?

PREFERS TO BRING LUNCH FROM HOME ..... 1

EATS LUNCH AT HOME ..... 2

DOES NOT LIKE THE FOOD AT SCHOOL ..... 3

NOT ENOUGH TIME TO EAT AT SCHOOL ..... 4

CHILD DOES NOT EAT LUNCH ..... 5

ON A DIET ..... 6

DOES NOT LIKE WAITING IN LINE ..... 7

CHILD THINKS ONLY NEEDY CHILDREN  
EAT SCHOOL LUNCHES ..... 8

CHILD DOES NOT EAT SCHOOL LUNCH  
BECAUSE FRIENDS DO NOT EAT IT ..... 9

NOT IN SCHOOL THAT WEEK/  
OUT SICK ALL WEEK ..... 10

LATE FOR SCHOOL EVERY DAY THAT WEEK 11

HAD CLASSES DURING LUNCH PERIOD  
THAT WEEK ..... 12

CHILD OR PARENT TOO EMBARRASSED  
TO PARTICIPATE ..... 13

OTHER (SPECIFY) ..... 14

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DOES NOT KNOW ..... d

REFUSED ..... r

**GO TO D69**

D65. INTERVIEWER: DID THE TARGET CHILD GET THE SCHOOL LUNCH ON EVERY DAY (SHE/HE) ATTENDED SCHOOL IN TARGET WEEK? WHEN D9b EQUALS "1" DOES D16 EQUAL "1" AND WHEN D17 EQUALS "1" DOES D24 EQUAL "1" AND WHEN D25 EQUALS "1" DOES D32 EQUAL "1" AND WHEN D33 EQUALS "1" DOES D40 EQUAL "1" AND WHEN D42 EQUALS "1" DOES D49 EQUAL "1"?

YES ..... 1  
NO ..... 0

D66. You mentioned that TARGET CHILD did not get the school lunch every day (she/he) attended school (last week/during (her/his) last week in school). Why did (she/he) not get the school lunch every day (she/he) went to school (last/that) week?

**AFTER RESPONSE, SAY:** Were there any other reasons?

CIRCLE ALL  
THAT APPLY

ATE LUNCH AT HOME..... 1  
BROUGHT LUNCH FROM HOME..... 2  
DOES NOT ALWAYS LIKE THE  
FOOD SERVED ..... 3  
WAS NOT IN SCHOOL ON THAT  
OR THOSE DAYS/OUT SICK..... 4  
WAS LATE FOR SCHOOL ..... 5  
HAD EARLY MORNING CLASSES  
OR PROGRAMS ..... 6  
EARLY DISMISSAL OR STUDENT LEFT  
SCHOOL EARLY ..... 7  
SCHOOL CLOSED ALL DAY..... 8  
OTHER (SPECIFY) ..... 9  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
DOES NOT KNOW ..... d  
REFUSED ..... r



D67. **INTERVIEWER: IS THERE MORE THAN ONE ANSWER TO D66?**

YES ..... 1

NO ..... (GO TO D69) ..... 0

D68. What is the most important reason (she/he) did not get the school lunch on those days?

ATE LUNCH AT HOME ..... 1

BROUGHT LUNCH FROM HOME ..... 2

DOES NOT ALWAYS LIKE THE FOOD SERVED ..... 3

WAS NOT IN SCHOOL ON THAT  
OR THOSE DAYS/OUT SICK ..... 4

WAS LATE FOR SCHOOL ..... 5

HAD EARLY MORNING CLASSES OR PROGRAMS ..... 6

EARLY DISMISSAL OR STUDENT LEFT  
SCHOOL EARLY ..... 7

SCHOOL CLOSED ALL DAY ..... 8

OTHER (SPECIFY) ..... 9

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DOES NOT KNOW ..... d

REFUSED ..... r

NO D69 IN THIS DOCUMENT

D70. **INTERVIEWER: DID THE TARGET CHILD HELP THE RESPONDENT WITH THE QUESTIONS ON MEALS EATEN AT SCHOOL?**

YES ..... (GO TO E1) ..... 1

NO ..... (GO TO E1) ..... 0

D71. I am going to ask you how often your child usually had school breakfast or lunch each week when TARGET CHILD was going to TARGET SCHOOL. By school breakfast or lunch, I mean the meals your child's school provides to students under the School Breakfast and School Lunch Program. School meals are meals that include a set of food items from the menu that were either free or, if paid for, was purchased for a single price, as opposed to individual foods (such as salads, meats, or desserts) that are priced and bought separately.

When TARGET CHILD was going to TARGET SCHOOL, how many days in an average week did (he/she) eat a school breakfast?

|\_\_| NUMBER OF SCHOOL BREAKFASTS

NONE, DID NOT EAT BREAKFAST/  
SCHOOL BREAKFAST .....0

D72. And when TARGET CHILD was going to TARGET SCHOOL, how many days in an average week did (he/she) eat a school lunch?

|\_\_| NUMBER OF SCHOOL LUNCHES

NONE, DID NOT EAT LUNCH/  
SCHOOL LUNCH .....0

## SECTION E: PERCEPTIONS OF SCHOOL MEALS

**INTERVIEWER: THE FOLLOWING QUESTIONS ARE ABOUT THE EXPERIENCES WITH SCHOOL MEALS AT TARGET SCHOOL, PROMPT AS NEEDED**

- E1. The next questions are about TARGET CHILD'S satisfaction with school meals at TARGET SCHOOL. How satisfied is/was TARGET CHILD with how the food tastes? Overall is/was (she/he) very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

**PROBE:** How satisfied do you think (she/he) is/was with the food's taste?

VERY SATISFIED ..... 1  
SOMEWHAT SATISFIED.....2  
SOMEWHAT DISSATISFIED.....3  
VERY DISSATISFIED .....4  
CHILD NEVER EATS SCHOOL  
MEALS ..... (GO TO G1) ..... n  
DOES NOT KNOW ..... d  
REFUSED ..... r

- E2. How satisfied is/was (she/he) with the amount or size of the portions of food (she/he) is/was given in school meals? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

**PROBE:** How satisfied do you think (she/he) is/was with the amount served?

VERY SATISFIED ..... 1  
SOMEWHAT SATISFIED.....2  
SOMEWHAT DISSATISFIED.....3  
VERY DISSATISFIED .....4  
DOES NOT KNOW ..... d  
REFUSED ..... r



E3. Overall, how satisfied is/was TARGET CHILD with the food (she/he) gets in school?

**PROBE:** Very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

**PROBE:** Overall, how satisfied do you think (she/he) is/was?

VERY SATISFIED ..... 1  
SOMEWHAT SATISFIED.....2  
SOMEWHAT DISSATISFIED.....3  
VERY DISSATISFIED .....4  
DOES NOT KNOW .....d  
REFUSED .....r

E4. The next questions are about your satisfaction with school meals. How satisfied are you with the healthfulness of the food TARGET CHILD is/was served at school?

**PROBE:** Very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

VERY SATISFIED ..... 1  
SOMEWHAT SATISFIED.....2  
SOMEWHAT DISSATISFIED.....3  
VERY DISSATISFIED .....4  
DOES NOT KNOW .....d  
REFUSED .....r

E5. Overall, how satisfied are/were you with TARGET CHILD'S school's food program?

**PROBE:** Very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

VERY SATISFIED ..... 1  
SOMEWHAT SATISFIED.....2  
SOMEWHAT DISSATISFIED.....3  
VERY DISSATISFIED .....4  
DOES NOT KNOW .....d  
REFUSED .....r

**NO SECTION F IN THIS DOCUMENT**

## SECTION G: HOUSEHOLD COMPOSITION

- G1. Next, I would like to ask you about the people you live with. How many people live with you not including yourself? Please include babies, small children, people who are not related to you, and people who are temporarily away, for example, at school or in a hospital.

**INTERVIEWER: IF TRANSIENT HOUSEHOLDER(S), INCLUDE ALL WHO SLEEP THERE HALF THE MONTH OR MORE.**

|\_|\_| PEOPLE IN HOUSEHOLD

NONE OR LIVES ALONE .....(GO TO G15) .....0

DOES NOT KNOW .....d

REFUSED .....r

- G1a. **CODE IF OBVIOUS OR ASK:** Does TARGET CHILD live with you?

YES ..... 1

NO ..... 0

DOES NOT KNOW .....d

REFUSED .....r

**INTERVIEWER: NUMBER OF PERSONS LISTED AT G2 MUST EQUAL NUMBER IN G1.**

<p>G2. (Besides TARGET CHILD), Please tell me the first name of everyone else who lives with you.</p> <p><b>PROBE:</b> Who else lives with you?</p> <p><b>RECORD TARGET CHILD'S FIRST NAME THEN RECORD NAMES OF ALL OTHER HOUSEHOLD MEMBERS ACROSS THE GRID FIRST, THEN ASK G3 THROUGH G14 FOR EACH PERSON.</b></p>	<p align="center">_____ TARGET CHILD</p> <p>TARGET CHILD NOT CURRENTLY LIVING IN HOUSEHOLD (GO TO NAME #2) .....0</p>	<p align="center">_____ NAME #2</p>	<p align="center">_____ NAME #3</p>
<p>G3. What is NAME's relationship to you?</p> <p><b>CODE COHABITEE'S CHILD AND OTHER CHILDREN WHO ARE NOT NATURAL, ADOPTED, STEP, OR FOSTER, BUT FOR WHOM THE RESPONDENT TAKES RESPONSIBILITY, AS "OTHER CUSTODIAL CHILD."</b></p>	<p>NATURAL CHILD ..... 1</p> <p>STEPCHILD OR ADOPTED CHILD ..... 2</p> <p>OTHER CUSTODIAL CHILD ..... 3</p> <p>FOSTER CHILD ..... 4</p> <p>SPOUSE OR DOMESTIC PARTNER5</p> <p>BOYFRIEND, GIRLFRIEND, OR PARTNER ..... 6</p> <p>PARENT ..... 7</p> <p>STEPPARENT ..... 8</p> <p>GRANDPARENT OR GREAT-GRANDPARENT ..... 9</p> <p>AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE ..... 10</p> <p>SIBLING (BROTHER OR SISTER) ..... 11</p> <p>NEPHEW OR NIECE ..... 12</p> <p>COUSIN ..... 13</p> <p>GRANDCHILD ..... 14</p> <p>OTHER RELATIVE OR IN-LAW ..... 15</p> <p>NON-RELATIVE (INCLUDING ROOMER OR BOARDER) ..... 16</p> <p>OTHER (SPECIFY) ..... 17</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p>	<p>NATURAL CHILD ..... 1</p> <p>STEPCHILD OR ADOPTED CHILD ..... 2</p> <p>OTHER CUSTODIAL CHILD ..... 3</p> <p>FOSTER CHILD ..... 4</p> <p>SPOUSE OR DOMESTIC PARTNER5</p> <p>BOYFRIEND, GIRLFRIEND, OR PARTNER ..... 6</p> <p>PARENT ..... 7</p> <p>STEPPARENT ..... 8</p> <p>GRANDPARENT OR GREAT-GRANDPARENT ..... 9</p> <p>AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE ..... 10</p> <p>SIBLING (BROTHER OR SISTER) ..... 11</p> <p>NEPHEW OR NIECE ..... 12</p> <p>GRANDCHILD ..... 14</p> <p>OTHER RELATIVE OR IN-LAW ..... 15</p> <p>NON-RELATIVE (INCLUDING ROOMER OR BOARDER) ..... 16</p> <p>OTHER (SPECIFY) ..... 17</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p>	<p>NATURAL CHILD ..... 1</p> <p>STEPCHILD OR ADOPTED CHILD ..... 2</p> <p>OTHER CUSTODIAL CHILD ..... 3</p> <p>FOSTER CHILD ..... 4</p> <p>SPOUSE OR DOMESTIC PARTNER5</p> <p>BOYFRIEND, GIRLFRIEND, OR PARTNER ..... 6</p> <p>PARENT ..... 7</p> <p>STEPPARENT ..... 8</p> <p>GRANDPARENT OR GREAT-GRANDPARENT ..... 9</p> <p>AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE ..... 10</p> <p>SIBLING (BROTHER OR SISTER) ..... 11</p> <p>NEPHEW OR NIECE ..... 12</p> <p>GRANDCHILD ..... 14</p> <p>OTHER RELATIVE OR IN-LAW ..... 15</p> <p>NON-RELATIVE (INCLUDING ROOMER OR BOARDER) ..... 16</p> <p>OTHER (SPECIFY) ..... 17</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p>
<p>G4. <b>CODE SEX. IF NECESSARY, ASK:</b> Is NAME female or male?</p>	<p>FEMALE ..... 1</p> <p>MALE ..... 2</p>	<p>FEMALE ..... 1</p> <p>MALE ..... 2</p>	<p>FEMALE ..... 1</p> <p>MALE ..... 2</p>
<p>NO G5 or G6 IN THIS DOCUMENT</p>			
<p>G7. <b>INTERVIEWER: IS NAME A CHILD? DOES G3 EQUAL "01," "02," "03," "04," "11," "12," "13", OR "14"?</b></p>	<p>YES ..... 1</p> <p>NO ..... (GO TO G9) ..... 0</p>	<p>YES ..... 1</p> <p>NO ..... (GO TO G9) ..... 0</p>	<p>YES ..... 1</p> <p>NO ..... (GO TO G9) ..... 0</p>
<p>G8. What is (her/his) date of birth?</p>	<p align="center"> _ _ / _ _ / _ _  MONTH DAY YEAR</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p> <p align="center"><b>GO TO G10</b></p>	<p align="center"> _ _ / _ _ / _ _  MONTH DAY YEAR</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p> <p align="center"><b>GO TO G10</b></p>	<p align="center"> _ _ / _ _ / _ _  MONTH DAY YEAR</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p> <p align="center"><b>GO TO G10</b></p>
<p>G9. How old is (he/she)?</p> <p><b>FILL IN BLANK BOXES WITH ZEROES.</b></p>	<p>A. YEARS ..... _ _ </p> <p>B. MONTHS ..... _ _ </p>	<p>A. YEARS ..... _ _ </p> <p>B. MONTHS ..... _ _ </p>	<p>A. YEARS ..... _ _ </p> <p>B. MONTHS ..... _ _ </p>





<p>G2. (Besides TARGET CHILD), Please tell me the first name of everyone else who lives with you.</p> <p><b>PROBE:</b> Who else lives with you?</p> <p><b>RECORD TARGET CHILD'S FIRST NAME THEN RECORD NAMES OF ALL OTHER HOUSEHOLD MEMBERS ACROSS THE GRID FIRST, THEN ASK G3 THROUGH G14 FOR EACH PERSON.</b></p>	<p>NAME #8</p>	<p>NAME #9</p>	<p>NAME #10</p>
<p>G3. What is NAME's relationship to you?</p> <p><b>CODE COHABITEE'S CHILD AND OTHER CHILDREN WHO ARE NOT NATURAL, ADOPTED, STEP, OR FOSTER, BUT FOR WHOM THE RESPONDENT TAKES RESPONSIBILITY, AS "OTHER CUSTODIAL CHILD."</b></p>	<p>NATURAL CHILD ..... 1</p> <p>STEPCHILD OR ADOPTED CHILD ..... 2</p> <p>OTHER CUSTODIAL CHILD ..... 3</p> <p>FOSTER CHILD ..... 4</p> <p>SPOUSE OR DOMESTIC PARTNER5</p> <p>BOYFRIEND, GIRLFRIEND, OR PARTNER ..... 6</p> <p>PARENT ..... 7</p> <p>STEPPARENT ..... 8</p> <p>GRANDPARENT OR GREAT-GRANDPARENT ..... 9</p> <p>AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE ..... 10</p> <p>SIBLING (BROTHER OR SISTER) ..... 11</p> <p>NEPHEW OR NIECE ..... 12</p> <p>COUSIN ..... 13</p> <p>GRANDCHILD ..... 14</p> <p>OTHER RELATIVE OR IN-LAW ..... 15</p> <p>NON-RELATIVE (INCLUDING ROOMER OR BOARDER) ..... 16</p> <p>OTHER (SPECIFY) ..... 17</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p>	<p>NATURAL CHILD ..... 1</p> <p>STEPCHILD OR ADOPTED CHILD ..... 2</p> <p>OTHER CUSTODIAL CHILD ..... 3</p> <p>FOSTER CHILD ..... 4</p> <p>SPOUSE OR DOMESTIC PARTNER5</p> <p>BOYFRIEND, GIRLFRIEND, OR PARTNER ..... 6</p> <p>PARENT ..... 7</p> <p>STEPPARENT ..... 8</p> <p>GRANDPARENT OR GREAT-GRANDPARENT ..... 9</p> <p>AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE ..... 10</p> <p>SIBLING (BROTHER OR SISTER) ..... 11</p> <p>NEPHEW OR NIECE ..... 12</p> <p>COUSIN ..... 13</p> <p>GRANDCHILD ..... 14</p> <p>OTHER RELATIVE OR IN-LAW ..... 15</p> <p>NON-RELATIVE (INCLUDING ROOMER OR BOARDER) ..... 16</p> <p>OTHER (SPECIFY) ..... 17</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p>	<p>NATURAL CHILD ..... 1</p> <p>STEPCHILD OR ADOPTED CHILD ..... 2</p> <p>OTHER CUSTODIAL CHILD ..... 3</p> <p>FOSTER CHILD ..... 4</p> <p>SPOUSE OR DOMESTIC PARTNER5</p> <p>BOYFRIEND, GIRLFRIEND, OR PARTNER ..... 6</p> <p>PARENT ..... 7</p> <p>STEPPARENT ..... 8</p> <p>GRANDPARENT OR GREAT-GRANDPARENT ..... 9</p> <p>AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE ..... 10</p> <p>SIBLING (BROTHER OR SISTER) ..... 11</p> <p>NEPHEW OR NIECE ..... 12</p> <p>COUSIN ..... 13</p> <p>GRANDCHILD ..... 14</p> <p>OTHER RELATIVE OR IN-LAW ..... 15</p> <p>NON-RELATIVE (INCLUDING ROOMER OR BOARDER) ..... 16</p> <p>OTHER (SPECIFY) ..... 17</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p>
<p>G4. <b>CODE SEX. IF NECESSARY, ASK:</b> Is NAME female or male?</p>	<p>FEMALE ..... 1</p> <p>MALE ..... 2</p>	<p>FEMALE ..... 1</p> <p>MALE ..... 2</p>	<p>FEMALE ..... 1</p> <p>MALE ..... 2</p>
<p>NO G5 or G6 IN THIS DOCUMENT</p>			
<p>G7. <b>INTERVIEWER: IS NAME A CHILD? DOES G3 EQUAL "01," "02," "03," "04," "11," "12," "13", OR "14"?</b></p>	<p>YES ..... 1</p> <p>NO ..... (GO TO G9) ..... 0</p>	<p>YES ..... 1</p> <p>NO ..... (GO TO G9) ..... 0</p>	<p>YES ..... 1</p> <p>NO ..... (GO TO G9) ..... 0</p>
<p>G8. What is (her/his) date of birth?</p>	<p>____/____/____ MONTH DAY YEAR</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p> <p><b>GO TO G10</b></p>	<p>____/____/____ MONTH DAY YEAR</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p> <p><b>GO TO G10</b></p>	<p>____/____/____ MONTH DAY YEAR</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p> <p><b>GO TO G10</b></p>
<p>G9. How old is (he/she)?</p> <p><b>FILL IN BLANK BOXES WITH ZEROES.</b></p>	<p>A. YEARS..... _ _ _ </p> <p>B. MONTHS..... _ _ _ </p>	<p>A. YEARS..... _ _ _ </p> <p>B. MONTHS ..... _ _ _ </p>	<p>A. YEARS..... _ _ _ </p> <p>B. MONTHS..... _ _ _ </p>





G10. <b>INTERVIEWER: CHECK G8 AND G9: IS NAME FIVE TO 18 YEARS OLD?</b>	YES..... 1 NO ..... (GO TO G13) ..... 0	YES ..... 1 NO ..... (GO TO G13) ..... 0	YES..... 1 NO..... (GO TO G13) ..... 0
G11. Is NAME currently attending school?  <b>INTERVIEWER: IF TARGET CHILD, CODE WITHOUT ASKING.</b>	YES..... 1 NO ..... (GO TO G13) ..... 0  DOES NOT KNOW..... (GO TO G13) ..... d REFUSED .... (GO TO G13) ..... r	YES ..... 1 NO ..... (GO TO G13) ..... 0  DOES NOT KNOW ..... (GO TO G13) ..... d REFUSED .... (GO TO G13) ..... r	YES..... 1 NO..... (GO TO G13) ..... 0  DOES NOT KNOW..... (GO TO G13) ..... d REFUSED .... (GO TO G13) ..... r
G12. What grade is (she/he) in?  <b>NOTE: IF CHILD IS BETWEEN GRADES, CODE GRADE SHE OR HE WILL BE ENTERING.</b>	<b>OR</b>       GRADE  PRESCHOOL..... p KINDERGARTEN..... k UNGRADED..... u DOES NOT KNOW ..... d REFUSED ..... r	<b>OR</b>       GRADE  PRESCHOOL..... p KINDERGARTEN ..... k UNGRADED ..... u DOES NOT KNOW ..... d REFUSED ..... r	<b>OR</b>       GRADE  PRESCHOOL..... p KINDERGARTEN..... k UNGRADED..... u DOES NOT KNOW ..... d REFUSED ..... r
G13. Did NAME live with you in MONTH?	YES..... 1 NO ..... 0  DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0  DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO..... 0  DOES NOT KNOW ..... d REFUSED ..... r
G14. <b>INTERVIEWER: CHECK G2. IS THERE ANOTHER PERSON TO ASK ABOUT?</b>	YES..... (GO TO G2, NAME 2)..... 1 NO ..... (GO TO G15) ..... 0	YES ..... (GO TO G2, NAME 3) ..... 1 NO ..... (GO TO G15) ..... 0	YES..... (GO TO G2, NAME 4)..... 1 NO..... (GO TO G15) ..... 0

YES.....1 NO ..... (GO TO G13) .....0	YES ..... 1 NO.....(GO TO G13)..... 0	YES .....1 NO .....(GO TO G13) .....0	YES ..... 1 NO..... (GO TO G13)..... 0
YES.....1 NO ..... (GO TO G13) .....0 DOES NOT KNOW..... (GO TO G13) .....d REFUSED.... (GO TO G13) .....r	YES ..... 1 NO..... (GO TO G13)..... 0 DOES NOT KNOW ..... (GO TO G13)..... d REFUSED .... (GO TO G13)..... r	YES .....1 NO .....(GO TO G13) .....0 DOES NOT KNOW .....(GO TO G13) .....d REFUSED....(GO TO G13) .....r	YES ..... 1 NO..... (GO TO G13)..... 0 DOES NOT KNOW ..... (GO TO G13)..... d REFUSED .... (GO TO G13)..... r
<div> <div> <div></div> <div></div> <div></div> </div> <div>GRADE OR</div> </div> PRESCHOOL .....p KINDERGARTEN.....k UNGRADED .....u DOES NOT KNOW .....d REFUSED.....r	<div> <div> <div></div> <div></div> <div></div> </div> <div>GRADE OR</div> </div> PRESCHOOL..... p KINDERGARTEN ..... k UNGRADED ..... u DOES NOT KNOW..... d REFUSED ..... r	<div> <div> <div></div> <div></div> <div></div> </div> <div>GRADE OR</div> </div> PRESCHOOL .....p KINDERGARTEN .....k UNGRADED .....u DOES NOT KNOW .....d REFUSED.....r	<div> <div> <div></div> <div></div> <div></div> </div> <div>GRADE OR</div> </div> PRESCHOOL..... p KINDERGARTEN..... k UNGRADED ..... u DOES NOT KNOW..... d REFUSED ..... r
YES.....1 NO .....0 DOES NOT KNOW .....d REFUSED.....r	YES ..... 1 NO..... 0 DOES NOT KNOW..... d REFUSED ..... r	YES .....1 NO .....0 DOES NOT KNOW .....d REFUSED.....r	YES ..... 1 NO..... 0 DOES NOT KNOW..... d REFUSED ..... r
YES..... (GO TO G2, NAME 5).....1 NO ..... (GO TO G15) .....0	YES ..... (GO TO G2, NAME 6) ..... 1 NO..... (GO TO G15)..... 0	YES .....(GO TO G2, NAME 7).....1 NO .....(GO TO G15) .....0	YES ..... (GO TO G2, NAME 8) ..... 1 NO..... (GO TO G15)..... 0

G10. <b>INTERVIEWER: CHECK G8 AND G9: IS NAME FIVE TO 18 YEARS OLD?</b>	YES..... 1 NO ..... (GO TO G13) ..... 0	YES ..... 1 NO.....(GO TO G13).....0	YES..... 1 NO..... (GO TO G13) ..... 0
G11. Is NAME currently attending school?  <b>INTERVIEWER: IF TARGET CHILD, CODE WITHOUT ASKING.</b>	YES..... 1 NO ..... (GO TO G13) ..... 0 DOES NOT KNOW..... (GO TO G13) ..... d REFUSED .... (GO TO G13) ..... r	YES ..... 1 NO.....(GO TO G13).....0 DOES NOT KNOW .....(GO TO G13).....d REFUSED ....(GO TO G13).....r	YES..... 1 NO..... (GO TO G13) ..... 0 DOES NOT KNOW..... (GO TO G13) ..... d REFUSED .... (GO TO G13) ..... r
G12. What grade is (she/he) in?  <b>NOTE: IF CHILD IS BETWEEN GRADES, CODE GRADE SHE OR HE WILL BE ENTERING.</b>	<b>OR</b>       GRADE PRESCHOOL..... p KINDERGARTEN..... k UNGRADED..... u DOES NOT KNOW ..... d REFUSED..... r	<b>OR</b>       GRADE PRESCHOOL ..... p KINDERGARTEN ..... k UNGRADED ..... u DOES NOT KNOW ..... d REFUSED ..... r	<b>OR</b>       GRADE PRESCHOOL..... p KINDERGARTEN..... k UNGRADED..... u DOES NOT KNOW ..... d REFUSED..... r
G13. Did NAME live with you in MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO..... 0 DOES NOT KNOW ..... d REFUSED..... r
G14. <b>INTERVIEWER: CHECK G2. IS THERE ANOTHER PERSON TO ASK ABOUT?</b>	YES..... (GO TO G2, NAME 9)..... 1 NO ..... (GO TO G15) ..... 0	YES .....(GO TO G2, NAME 10) ..... 1 NO.....(GO TO G15).....0	YES..... (GO TO G2, NAME 11)..... 1 NO..... (GO TO G15) ..... 0



YES.....1 NO ..... (GO TO G13) .....0	YES ..... 1 NO.....(GO TO G13)..... 0	YES..... 1 NO..... (GO TO G13) ..... 0	YES ..... 1 NO .....(GO TO G13).....0
YES.....1 NO ..... (GO TO G13) .....0 DOES NOT KNOW..... (GO TO G13) .....d REFUSED.... (GO TO G13) .....r	YES ..... 1 NO.....(GO TO G13)..... 0 DOES NOT KNOW ..... (GO TO G13)..... d REFUSED .... (GO TO G13)..... r	YES..... 1 NO..... (GO TO G13) ..... 0 DOES NOT KNOW ..... (GO TO G13) ..... d REFUSED .... (GO TO G13) ..... r	YES ..... 1 NO .....(GO TO G13).....0 DOES NOT KNOW .....(GO TO G13).....d REFUSED ....(GO TO G13).....r
<div> <div> <div></div> <div></div> <div></div> </div> <div>GRADE OR</div> </div> PRESCHOOL .....p KINDERGARTEN.....k UNGRADED .....u DOES NOT KNOW .....d REFUSED.....r	<div> <div> <div></div> <div></div> <div></div> </div> <div>GRADE OR</div> </div> PRESCHOOL..... p KINDERGARTEN ..... k UNGRADED..... u DOES NOT KNOW..... d REFUSED ..... r	<div> <div> <div></div> <div></div> <div></div> </div> <div>GRADE OR</div> </div> PRESCHOOL..... p KINDERGARTEN..... k UNGRADED..... u DOES NOT KNOW ..... d REFUSED ..... r	<div> <div> <div></div> <div></div> <div></div> </div> <div>GRADE OR</div> </div> PRESCHOOL..... p KINDERGARTEN ..... k UNGRADED ..... u DOES NOT KNOW ..... d REFUSED ..... r
YES.....1 NO .....0 DOES NOT KNOW .....d REFUSED.....r	YES ..... 1 NO..... 0 DOES NOT KNOW..... d REFUSED ..... r	YES..... 1 NO..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO .....0 DOES NOT KNOW .....d REFUSED ..... r
YES..... (GO TO G2, NAME 12).....1 NO ..... (GO TO G15) .....0	YES ..... (GO TO G2, NAME 13) ..... 1 NO..... (GO TO G15)..... 0	YES..... (GO TO G2, NAME 14)..... 1 NO..... (GO TO G15) ..... 0	YES .....(GO TO G2, NEXT NAME)..... 1 NO .....(GO TO G15).....0

G15. Did anyone (else) not currently in this household live with you in MONTH?

YES ..... 1  
NO ..... (GO TO G29) .....0  
DOES NOT KNOW ..... (GO TO G29).....d  
REFUSED ..... (GO TO G29)..... r

G16. How many other people lived with you in MONTH? Please do not count any of the household members you already told me about.

ADDITIONAL HOUSEHOLD MEMBERS

<p>G17. Please tell me the first name(s) of the other (person/people) who lived with you in MONTH, who no longer live with you.</p> <p><b>PROBE:</b> Who else lived with you then?</p> <p><b>RECORD NAMES OF ALL OTHER HOUSEHOLD MEMBERS ACROSS GRID FIRST, THEN ASK G18 THROUGH G28 FOR EACH PERSON.</b></p>	<p>NAME #1</p>	<p>NAME #2</p>	<p>NAME #3</p>
<p>G18. What is NAME's relationship to you?</p> <p><b>CODE COHABITEE'S CHILD AND OTHER CHILDREN WHO ARE NOT NATURAL, ADOPTED, STEP, OR FOSTER BUT FOR WHOM THE RESPONDENT TAKES RESPONSIBILITY, AS "OTHER CUSTODIAL CHILD."</b></p>	<p>NATURAL CHILD ..... 1</p> <p>STEPCHILD OR ADOPTED CHILD ..... 2</p> <p>OTHER CUSTODIAL CHILD ..... 3</p> <p>FOSTER CHILD ..... 4</p> <p>SPOUSE OR DOMESTIC PARTNER5</p> <p>BOYFRIEND, GIRLFRIEND, OR PARTNER ..... 6</p> <p>PARENT ..... 7</p> <p>STEPPARENT ..... 8</p> <p>GRANDPARENT OR GREAT-GRANDPARENT ..... 9</p> <p>AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE ..... 10</p> <p>SIBLING (BROTHER OR SISTER) ..... 11</p> <p>NEPHEW OR NIECE ..... 12</p> <p>COUSIN ..... 13</p> <p>GRANDCHILD ..... 14</p> <p>OTHER RELATIVE OR IN-LAW ..... 15</p> <p>NON-RELATIVE (INCLUDING ROOMER OR BOARDER) ..... 16</p> <p>OTHER (SPECIFY) ..... 17</p> <p>_____</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p>	<p>NATURAL CHILD ..... 1</p> <p>STEPCHILD OR ADOPTED CHILD ..... 2</p> <p>OTHER CUSTODIAL CHILD ..... 3</p> <p>FOSTER CHILD ..... 4</p> <p>SPOUSE OR DOMESTIC PARTNER5</p> <p>BOYFRIEND, GIRLFRIEND, OR PARTNER ..... 6</p> <p>PARENT ..... 7</p> <p>STEPPARENT ..... 8</p> <p>GRANDPARENT OR GREAT-GRANDPARENT ..... 9</p> <p>AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE ..... 10</p> <p>SIBLING (BROTHER OR SISTER) ..... 11</p> <p>NEPHEW OR NIECE ..... 12</p> <p>COUSIN ..... 13</p> <p>GRANDCHILD ..... 14</p> <p>OTHER RELATIVE OR IN-LAW ..... 15</p> <p>NON-RELATIVE (INCLUDING ROOMER OR BOARDER) ..... 16</p> <p>OTHER (SPECIFY) ..... 17</p> <p>_____</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p>	<p>NATURAL CHILD ..... 1</p> <p>STEPCHILD OR ADOPTED CHILD ..... 2</p> <p>OTHER CUSTODIAL CHILD ..... 3</p> <p>FOSTER CHILD ..... 4</p> <p>SPOUSE OR DOMESTIC PARTNER5</p> <p>BOYFRIEND, GIRLFRIEND, OR PARTNER ..... 6</p> <p>PARENT ..... 7</p> <p>STEPPARENT ..... 8</p> <p>GRANDPARENT OR GREAT-GRANDPARENT ..... 9</p> <p>AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE ..... 10</p> <p>SIBLING (BROTHER OR SISTER) ..... 11</p> <p>NEPHEW OR NIECE ..... 12</p> <p>COUSIN ..... 13</p> <p>GRANDCHILD ..... 14</p> <p>OTHER RELATIVE OR IN-LAW ..... 15</p> <p>NON-RELATIVE (INCLUDING ROOMER OR BOARDER) ..... 16</p> <p>OTHER (SPECIFY) ..... 17</p> <p>_____</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p>
<p>G19. <b>CODE SEX. IF NECESSARY, ASK:</b> Is NAME female or male?</p>	<p>FEMALE ..... 1</p> <p>MALE ..... 2</p>	<p>FEMALE ..... 1</p> <p>MALE ..... 2</p>	<p>FEMALE ..... 1</p> <p>MALE ..... 2</p>
<p>NO G20 or G21 IN THIS DOCUMENT</p>			
<p>G22. <b>INTERVIEWER: IS NAME A CHILD? DOES G18 EQUAL "01," "02," "03," "04," "11," "12," "13," OR "14"?</b></p>	<p>YES ..... 1</p> <p>NO ..... (GO TO G24) ..... 0</p>	<p>YES ..... 1</p> <p>NO ..... (GO TO G24) ..... 0</p>	<p>YES ..... 1</p> <p>NO ..... (GO TO G24) ..... 0</p>
<p>G23. What is (her/his) date of birth?</p>	<p>____/____/____ MONTH DAY YEAR</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p> <p><b>GO TO G25</b></p>	<p>____/____/____ MONTH DAY YEAR</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p> <p><b>GO TO G25</b></p>	<p>____/____/____ MONTH DAY YEAR</p> <p>DOES NOT KNOW ..... d</p> <p>REFUSED ..... r</p> <p><b>GO TO G25</b></p>

G24. How old is (she/he)?  <b>FILL IN BLANK BOXES WITH ZEROES.</b>	A. YEARS .....       B. MONTHS .....	A. YEARS .....       B. MONTHS .....	A. YEARS .....       B. MONTHS .....
G25. <b>INTERVIEWER: CHECK G23 AND G24: IS NAME FIVE TO 18 YEARS OLD?</b>	YES ..... 1 NO ..... (GO TO G28) .. 0	YES ..... 1 NO ..... (GO TO G28).... 0	YES ..... 1 NO ..... (GO TO G28).... 0
G26. Did NAME attend school during MONTH?	YES ..... 1 NO ..... (GO TO G28) ..... 0 DOES NOT KNOW ..... (GO TO G28) ..... d REFUSED ..... (GO TO G28) ..... r	YES ..... 1 NO ..... (GO TO G28).... 0 DOES NOT KNOW ..... (GO TO G28).... d REFUSED ..... (GO TO G28).... r	YES ..... 1 NO ..... (GO TO G28).... 0 DOES NOT KNOW ..... (GO TO G28).... d REFUSED ..... (GO TO G28).... r
G27. What grade was (she/he) in?  <b>NOTE: IF CHILD IS BETWEEN GRADES, CODE GRADE HE OR SHE WILL BE ENTERING.</b>	OR       GRADE PRESCHOOL ..... p KINDERGARTEN ..... k UNGRADED ..... u DOES NOT KNOW ..... d REFUSED ..... r	OR       GRADE PRESCHOOL ..... p KINDERGARTEN ..... k UNGRADED ..... u DOES NOT KNOW ..... d REFUSED ..... r	OR       GRADE PRESCHOOL ..... p KINDERGARTEN ..... k UNGRADED ..... u DOES NOT KNOW ..... d REFUSED ..... r
G28. <b>INTERVIEWER: CHECK G17. IS THERE ANOTHER PERSON TO ASK ABOUT?</b>	YES ..... (GO TO G17, NAME 2) ..... 1 NO ..... (GO TO G29) . 0	YES ..... (GO TO G17, NAME 3) ..... 1 NO ..... (GO TO G29).... 0	YES ..... (GO TO G17, NAME 4 ON SUPPLEMENTAL FORM) ..... 1 NO ..... (GO TO G29) . 0

G29. **INTERVIEWER: IS THE TARGET CHILD A FOSTER CHILD? DOES G3 EQUAL “4” FOR PERSON NUMBER 1?**

YES ..... (GO TO G34) ..... 1  
NO ..... (GO TO G30) ..... 0

G30. In TARGET MONTH, did you (or your spouse/partner) pay any household expenses or provide any financial support to [fill EACH CHILD 18 OR UNDER]?

YES ..... (GO TO G32) ..... 1  
NO ..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r



G31. In TARGET MONTH, did [NAME OF EACH HH MEMBER OVER 18] pay any household expenses or provide any financial support to [fill EACH REMAINING CHILD 18 OR UNDER]?

YES ..... 1  
NO ..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r

G32. In TARGET MONTH, did you (or your spouse/partner) pay any household expenses or provide any financial support to [NAME OF EACH HH MEMBER OVER 18]?

YES ..... (GO TO H1b) ..... 1  
NO ..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r

G33. In TARGET MONTH, did [NAME OF EACH HH MEMBER OVER 18] pay any household expenses or provide any financial support to you?

YES ..... 1  
NO ..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r

**ALL GO TO H1b**

G34. Who has legal responsibility for [TARGET CHILD]?

FILL ALL NAMES FROM G2 AND G17 ..... 1  
SOMEONE OUTSIDE THE HOUSEHOLD ..... 2  
AN AGENCY ..... 3  
OTHER (SPECIFY) ..... 4  
\_\_\_\_\_  
DOES NOT KNOW ..... d  
REFUSED ..... r

## SECTION H: INCOME AND EARNINGS SOURCES

H0a. **INTERVIEWER: IS THE TARGET CHILD A FOSTER CHILD? DOES G3 EQUAL “4” FOR PERSON NUMBER 1?**

YES ..... 1

NO ..... (GO TO H1b) ..... 0

H0b. Next, I would like to ask you about the types of income TARGET CHILD may have had in TARGET MONTH. (I realize these questions may seem personal, but they are important to understanding the school food program application process and the needs of families whose children are enrolled in the DISTRICT NAME school district.) I would like to assure you that all of your responses are strictly private.

How much was TARGET CHILD's personal income in TARGET MONTH?

**PROBE:** By “personal income,” we mean money received for a child's personal use.

\$ |\_\_|,|\_\_|\_\_|\_\_|

DOES NOT KNOW ..... d

REFUSED ..... r

**GO TO K4**

H1b. Next, I would like to ask you about sources of income you and your household may have had in TARGET MONTH. (I realize these questions may seem personal, but they are important to understanding the school food program application process and the needs of families whose children are enrolled in the DISTRICT NAME school district.) I would like to assure you that all of your responses are strictly private.

H1c. **INTERVIEWER: RECORD TARGET CHILD'S NAME IN FIRST COLUMN IN H1d IF 16 YEARS OR YOUNGER. THEN CHECK G8 AND G9 AND G23 AND G24 AND RECORD NAME(S) OF ANY OTHER HOUSEHOLD MEMBERS AGE 16 YEARS OR YOUNGER IN SUBSEQUENT COLUMNS WHERE G30 OR G31 HAVE A "YES" ABOUT THAT HH MEMBER.**



H1d. RECORD NAME(S)	TARGET CHILD	CHILD 2	CHILD 3
H1e. During MONTH, did (TARGET CHILD/NAME) have any income from child support, Social Security, persons outside the household, or any other source?	YES ..... 1 NO ..... (GO TO H1h)..... 0 DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	YES ..... 1 NO ..... (GO TO H1h)..... 0 DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	YES ..... 1 NO ..... (GO TO H1h)..... 0 DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r
H1f. What was the source of that income?  <b>AFTER RESPONSE, SAY:</b> Were there other sources of income?  <b>CIRCLE ALL THAT APPLY</b>	CHILD SUPPORT ..... 1 SOCIAL SECURITY OR DISABILITY SURVIVORS' BENEFITS..... 2 PERSONS OUTSIDE THE HOUSEHOLD ..... 3 OTHER (SPECIFY)..... 4 _____ _____ DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	CHILD SUPPORT ..... 1 SOCIAL SECURITY OR DISABILITY SURVIVORS' BENEFITS..... 2 PERSONS OUTSIDE THE HOUSEHOLD ..... 3 OTHER (SPECIFY)..... 4 _____ _____ DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	CHILD SUPPORT ..... 1 SOCIAL SECURITY OR DISABILITY SURVIVORS' BENEFITS..... 2 PERSONS OUTSIDE THE HOUSEHOLD ..... 3 OTHER (SPECIFY)..... 4 _____ _____ DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r
H1g1. How much was received in child support in MONTH?	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r
H1g2. How much was received in Social Security in MONTH?	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r
H1g3. How much was received from persons outside the household in MONTH?	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r
H1g4. How much was received from OTHER IN H1d in MONTH?	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r	\$     ,           DOES NOT KNOW ..... d REFUSED ..... r
H1h. INTERVIEWER: IS THERE ANOTHER PERSON 16 OR YOUNGER TO ASK ABOUT?	YES ..... (GO TO H1e, CHILD 2) ..... 1 NO ..... (GO TO H2)..... 0	YES ..... (GO TO H1e, CHILD 3) ..... 1 NO ..... (GO TO H2)..... 0	YES ..... (GO TO H1e, CHILD 4) ..... 1 NO ..... (GO TO H2)..... 0

CHILD 4	CHILD 5	CHILD 6	CHILD 7
YES ..... 1 NO ..... (GO TO H1h)..... 0 DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	YES ..... 1 NO ..... (GO TO H1h)..... 0 DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	YES ..... 1 NO ..... (GO TO H1h)..... 0 DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	YES ..... 1 NO ..... (GO TO H2)..... 0 DOES NOT KNOW ..... (GO TO H2)..... d REFUSED ..... (GO TO H2)..... r
CHILD SUPPORT ..... 1 SOCIAL SECURITY OR DISABILITY SURVIVORS' BENEFITS ..... 2 PERSONS OUTSIDE THE HOUSEHOLD ..... 3 OTHER (SPECIFY) ..... 4  DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	CHILD SUPPORT ..... 1 SOCIAL SECURITY OR DISABILITY SURVIVORS' BENEFITS ..... 2 PERSONS OUTSIDE THE HOUSEHOLD ..... 3 OTHER (SPECIFY) ..... 4  DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	CHILD SUPPORT ..... 1 SOCIAL SECURITY OR DISABILITY SURVIVORS' BENEFITS ..... 2 PERSONS OUTSIDE THE HOUSEHOLD ..... 3 OTHER (SPECIFY) ..... 4  DOES NOT KNOW ..... (GO TO H1h)..... d REFUSED ..... (GO TO H1h)..... r	CHILD SUPPORT ..... 1 SOCIAL SECURITY OR DISABILITY SURVIVORS' BENEFITS ..... 2 PERSONS OUTSIDE THE HOUSEHOLD ..... 3 OTHER (SPECIFY) ..... 4  DOES NOT KNOW ..... (GO TO H2)..... d REFUSED ..... (GO TO H2)..... r
\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r
\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r
\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r
\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r	\$     ,         DOES NOT KNOW ..... d REFUSED ..... r
YES ..... (GO TO H1e, CHILD 5) ..... 1 NO ..... (GO TO H2)..... 0	YES ..... (GO TO H1e, CHILD 6) ..... 1 NO ..... (GO TO H2)..... 0	YES ..... (GO TO H1e, CHILD 7) ..... 1 NO ..... (GO TO H2)..... 0	<b>GO TO H2</b>

H2. **INTERVIEWER:** LIST THE RESPONDENT'S FIRST NAME IN COLUMN ONE OF THE GRID ON THE NEXT PAGE AND THEIR SPOUSE/DOMESTIC PARTNER IN COLUMN TWO, THEN LIST IN SUBSEQUENT COLUMNS THE FIRST NAMES OF ALL HOUSEHOLD MEMBERS AGE 17 OR OLDER WHO LIVED WITH (HIM/HER) DURING THE TARGET MONTH, INCLUDING THE TARGET CHILD IF AGE 17 OR OLDER. INCLUDE ALL ADULTS LISTED AT G2 THAT HAVE A "YES" RESPONSE TO G13 AND ALL ADULTS LISTED IN G17, WHERE G32 OR G33 HAVE A "YES" ABOUT THAT HH MEMBER. THEN CONTINUE TO H2a.

H2a. **INTERVIEWER:** RECORD THE MONTH AND YEAR FOR WHICH THE INCOME QUESTIONS ARE ASKED.

|\_|\_|\_| / |\_|\_|\_|  
MONTH YEAR



	RESPONDENT [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
H3. During MONTH, did (you/NAME) work at a job for pay? Please include paid work or salary received from your own business or military service. <b>PROBE:</b> Please do not include profit or loss from your own farm or business.	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H4. My next questions are about other kinds of income (you/NAME) may have received during MONTH.  During MONTH, did (you/NAME) receive income from unemployment compensation?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H5. During MONTH, did (you/NAME) receive income from worker's compensation?  <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H5a. During MONTH, did (you/NAME) receive income from strike benefits?  <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H6. During MONTH, did (you/NAME) receive income from Social Security or railroad retirement?  <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H7. Income from private pensions, annuities, or survivor's benefits?  <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H7a. During MONTH, did (you/NAME) receive military cash benefits such as housing, food, or clothing allowances? Please do not include combat pay.  <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H8. Income from Veteran's benefits?  <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H9. During MONTH, did (you/NAME) receive government disability benefits from supplemental Security Income or SSI?  <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H9a. Income from private disability benefits?  <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r



	RESPONDENT [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
H10. Alimony payments? <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r
H11. Child support payments? <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r
H12. Income from interest and dividends? <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r
H13. During MONTH, did (you/NAME) receive rental income? <b>PROBE:</b> Income (you/NAME) received from others in the form of rent. <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r
H14. Profit or loss from (your/her/his) own nonfarm business, partnership, or professional practice? <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r
H15. Income or loss from (your/her/his) own farm? <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r
H16. Did (you/NAME) receive financial aid for college students? Please exclude money used for tuition, books and fees, but include money used for room and board. <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r
H17. During MONTH, did (you/NAME) receive income from money withdrawn from savings? <b>PROBE:</b> During MONTH? <b>PROBE:</b> Personal savings.	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r
H18. Income from <u>regular</u> contributions from persons outside the household, for example, cash gifts from friends or family? <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r
H19. Any other cash income, such as net royalties, income from trusts, prize winnings, or bonuses? <b>PROBE:</b> During MONTH?	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED..... r



[illegible]

	RESPONDENT  __ __	PERSON NUMBER  __ __	PERSON NUMBER  __ __
H20. General assistance? Please do not include TANF or SNAP benefits, which I will ask about later.  <b>PROBE:</b> During MONTH?	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H21. Did (you/NAME) receive a non-military housing subsidy?  <b>PROBE:</b> During MONTH?	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H22. Black lung benefits?  <b>PROBE:</b> During MONTH?	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
H23. Did (you/NAME) receive any other kind of public assistance during MONTH? Please do not include TANF or SNAP benefits which we will talk about later.	YES ..... 1 NO ..... (GO TO H24) ..... 0 DOES NOT KNOW ..... (GO TO H24) ..... d REFUSED ..... (GO TO H24) ..... r	YES ..... 1 NO ..... (GO TO H24) ..... 0 DOES NOT KNOW ..... (GO TO H24) ..... d REFUSED ..... (GO TO H24) ..... r	YES ..... 1 NO ..... (GO TO H24) ..... 0 DOES NOT KNOW ..... (GO TO H24) ..... d REFUSED ..... (GO TO H24) ..... r
H23a. What kind of public assistance did (you/NAME) receive?  <b>RECORD VERBATIM</b>	    	    	    
H24. <b>INTERVIEWER: CHECK H3. IS THERE ANOTHER PERSON TO ASK ABOUT?</b>	YES ..... (GO TO H3, NAME 2) ... 1 NO ..... (GO TO I1) ..... 0	YES ..... (GO TO H3, NAME 3) ... 1 NO ..... (GO TO I1) ..... 0	YES ..... (GO TO H3, NAME 4) ... 1 NO ..... (GO TO I1) ..... 0

PERSON NUMBER  __ __	PERSON NUMBER  __ __	PERSON NUMBER  __ __	PERSON NUMBER  __ __
YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 NO ..... (GO TO H24) ..... 0 DOES NOT KNOW ..... (GO TO H24) ..... d REFUSED ..... (GO TO H24) ..... r	YES ..... 1 NO ..... (GO TO H24) ..... 0 DOES NOT KNOW ..... (GO TO H24) ..... d REFUSED ..... (GO TO H24) ..... r	YES ..... 1 NO ..... (GO TO H24) ..... 0 DOES NOT KNOW ..... (GO TO H24) ..... d REFUSED ..... (GO TO H24) ..... r	YES ..... 1 NO ..... (GO TO H24) ..... 0 DOES NOT KNOW ..... (GO TO H24) ..... d REFUSED ..... (GO TO H24) ..... r
_____	_____	_____	_____
YES ..... (GO TO H3, NAME 5) ... 1 NO ..... (GO TO I1) ..... 0	YES ..... (GO TO H3, NAME 6) ... 1 NO ..... (GO TO I1) ..... 0	YES ..... (GO TO H3, NAME 7) ... 1 NO ..... (GO TO I1) ..... 0	YES ..... (GO TO H3, SUPPLEMENT FORM) ..... 1 NO ..... (GO TO I1) ..... 0



## SECTION I: INCOME AND EARNINGS AMOUNTS

11. Next, I would like to ask you about the different amounts of income (you/you and the other adults in your household) received from the sources we just talked about. For each type of income you just reported, I would like to look at documentation you may have just to be sure we get the right amounts. We can take a short break now so you can collect the documentation. The types of documentation I would like to see are check stubs or last year's income tax return for earnings from jobs, receipts for cash jobs, leave and earnings statements, business records, or award letters. **WAIT FOR RESPONDENT TO COLLECT DOCUMENTS THEN PROCEED TO I2a.**

<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>INCOME FROM WORKING AT A JOB FOR PAY</b> </div>	<div style="text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>
<b>I2a. INTERVIEWER: WAS THERE EARNINGS FROM WORKING AT A JOB FOR PAY? DOES H3 EQUAL "YES"?</b>	YES..... 1 NO ..... (GO TO NEXT PERSON OR I3a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I3a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I3a)..... 0
<b>I2b.</b> How much were (your/ PERSON's) earnings from paid jobs during MONTH, <u>before taxes and other deductions</u> ? That would be (your/PERSON's) total pay, not the amount that was brought home. Please include tips, commissions, and regular overtime pay. <b>PROBE:</b> Please do not include profits or losses from your own farm or non-farm business, partnership, or professional practice in MONTH.	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> DOES NOT KNOW .... (GO TO I2e) ... d REFUSED ..... (GO TO I2e) ... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> DOES NOT KNOW .... (GO TO I2e).... d REFUSED ..... (GO TO I2e).... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> DOES NOT KNOW .... (GO TO I2e) ... d REFUSED ..... (GO TO I2e) ... r
<b>I2c. INTERVIEWER: IF TOTAL FOR MONTH NOT GIVEN, ENTER PAY PERIOD, OR PROBE:</b> Was the amount received per hour, per day, per week, twice a month, or every two weeks?	MONTH..... (GO TO I2e) ... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER..... (GO TO I2e) ... 7 YEAR ..... (GO TO I2e) ... 8 DOES NOT KNOW .... (GO TO I2e) ... d REFUSED ..... (GO TO I2e) ... r	MONTH..... (GO TO I2e).... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER..... (GO TO I2e).... 7 YEAR..... (GO TO I2e).... 8 DOES NOT KNOW .... (GO TO I2e).... d REFUSED ..... (GO TO I2e).... r	MONTH..... (GO TO I2e) ... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2e) ... 7 YEAR ..... (GO TO I2e) ... 8 DOES NOT KNOW .... (GO TO I2e) ... d REFUSED ..... (GO TO I2e) ... r
<b>I2d.</b> How many PERIODS in I2c did (you/PERSON) work in MONTH? <b>PROBE:</b> Your best estimate is fine.	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> UNITS WORKED</div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> UNITS WORKED</div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> UNITS WORKED</div> DOES NOT KNOW ..... d REFUSED ..... r
<b>I2e.</b> Did (you/PERSON) have any other paid jobs in MONTH?	YES..... 1 NO ..... (GO TO I2g) ... 0 DOES NOT KNOW .... (GO TO I2g) ... d REFUSED ..... (GO TO I2g) ... r	YES..... 1 NO ..... (GO TO I2g).... 0 DOES NOT KNOW .... (GO TO I2g).... d REFUSED ..... (GO TO I2g).... r	YES..... 1 NO ..... (GO TO I2g) ... 0 DOES NOT KNOW .... (GO TO I2g) ... d REFUSED ..... (GO TO I2g) ... r
<b>I2f.</b> How much did (you/PERSON) earn from those other jobs in MONTH?	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> DOES NOT KNOW ..... d REFUSED ..... r
<b>I2g.</b> May I please look at (your/PERSON's) pay stub(s) that shows the amount you just reported?	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I3a)..... 0  DOES NOT KNOW..... (GO TO NEXT PERSON OR I3a)..... d  REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I3a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I3a)..... 0  DOES NOT KNOW ..... (GO TO NEXT PERSON OR I3a) ..... d  REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I3a) ..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I3a)..... 0  DOES NOT KNOW..... (GO TO NEXT PERSON OR I3a)..... d  REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I3a)..... r
<b>I2h. INTERVIEWER: ENTER TYPE OF DOCUMENT(S).</b>  <b>CODE ALL THAT APPLY</b>	CHECK STUB..... 1 INCOME TAX RETURN..... 2 RECEIPT FOR CASH JOB ..... 3 LEAVE AND EARNINGS STATEMENT ..... 4 BUSINESS RECORDS ..... 5 AWARD LETTER ..... 6 EXPENSE RECEIPT ..... 7 OTHER (SPECIFY) ..... 8  <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div>	CHECK STUB ..... 1 INCOME TAX RETURN..... 2 RECEIPT FOR CASH JOB ..... 3 LEAVE AND EARNINGS STATEMENT ..... 4 BUSINESS RECORDS ..... 5 AWARD LETTER ..... 6 EXPENSE RECEIPT ..... 7 OTHER (SPECIFY) ..... 8  <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div>	CHECK STUB ..... 1 INCOME TAX RETURN..... 2 RECEIPT FOR CASH JOB ..... 3 LEAVE AND EARNINGS STATEMENT ..... 4 BUSINESS RECORDS ..... 5 AWARD LETTER ..... 6 EXPENSE RECEIPT ..... 7 OTHER (SPECIFY) ..... 8  <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div>

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I3a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I3a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I3a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I3a) ..... 0
\$            DOES NOT KNOW ..... (GO TO I2e) ..... d REFUSED ..... (GO TO I2e) ..... r	\$            DOES NOT KNOW ..... (GO TO I2e) ..... d REFUSED ..... (GO TO I2e) ..... r	\$            DOES NOT KNOW ..... (GO TO I2e) ..... d REFUSED ..... (GO TO I2e) ..... r	\$            DOES NOT KNOW ..... (GO TO I2e) ..... d REFUSED ..... (GO TO I2e) ..... r
MONTH ..... (GO TO I2e) ..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2e) ..... 7 YEAR ..... (GO TO I2e) ..... 8 DOES NOT KNOW ..... (GO TO I2e) ..... d REFUSED ..... (GO TO I2e) ..... r	MONTH ..... (GO TO I2e) ..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2e) ..... 7 YEAR ..... (GO TO I2e) ..... 8 DOES NOT KNOW ..... (GO TO I2e) ..... d REFUSED ..... (GO TO I2e) ..... r	MONTH ..... (GO TO I2e) ..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2e) ..... 7 YEAR ..... (GO TO I2e) ..... 8 DOES NOT KNOW ..... (GO TO I2e) ..... d REFUSED ..... (GO TO I2e) ..... r	MONTH ..... (GO TO I2e) ..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2e) ..... 7 YEAR ..... (GO TO I2e) ..... 8 DOES NOT KNOW ..... (GO TO I2e) ..... d REFUSED ..... (GO TO I2e) ..... r
UNITS WORKED DOES NOT KNOW ..... d REFUSED ..... r	UNITS WORKED DOES NOT KNOW ..... d REFUSED ..... r	UNITS WORKED DOES NOT KNOW ..... d REFUSED ..... r	UNITS WORKED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 NO ..... (GO TO I2g) ..... 0 DOES NOT KNOW ..... (GO TO I2g) ..... d REFUSED ..... (GO TO I2g) ..... r	YES ..... 1 NO ..... (GO TO I2g) ..... 0 DOES NOT KNOW ..... (GO TO I2g) ..... d REFUSED ..... (GO TO I2g) ..... r	YES ..... 1 NO ..... (GO TO I2g) ..... 0 DOES NOT KNOW ..... (GO TO I2g) ..... d REFUSED ..... (GO TO I2g) ..... r	YES ..... 1 NO ..... (GO TO I2g) ..... 0 DOES NOT KNOW ..... (GO TO I2g) ..... d REFUSED ..... (GO TO I2g) ..... r
\$           DOES NOT KNOW ..... d REFUSED ..... r	\$           DOES NOT KNOW ..... d REFUSED ..... r	\$           DOES NOT KNOW ..... d REFUSED ..... r	\$           DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I3a) ..... 0  DOES NOT KNOW ..... (GO TO NEXT PERSON OR I3a) ..... d  REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I3a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I3a) ..... 0  DOES NOT KNOW ..... (GO TO NEXT PERSON OR I3a) ..... d  REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I3a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I3a) ..... 0  DOES NOT KNOW ..... (GO TO NEXT PERSON OR I3a) ..... d  REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I3a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I3a) ..... 0  DOES NOT KNOW ..... (GO TO NEXT PERSON OR I3a) ..... d  REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I3a) ..... r
CHECK STUB ..... 1 INCOME TAX RETURN ..... 2 RECEIPT FOR CASH JOB ..... 3 LEAVE AND EARNINGS STATEMENT ..... 4 BUSINESS RECORDS ..... 5 AWARD LETTER ..... 6 EXPENSE RECEIPT ..... 7 OTHER (SPECIFY) ..... 8  _____ _____ _____	CHECK STUB ..... 1 INCOME TAX RETURN ..... 2 RECEIPT FOR CASH JOB ..... 3 LEAVE AND EARNINGS STATEMENT ..... 4 BUSINESS RECORDS ..... 5 AWARD LETTER ..... 6 EXPENSE RECEIPT ..... 7 OTHER (SPECIFY) ..... 8  _____ _____ _____	CHECK STUB ..... 1 INCOME TAX RETURN ..... 2 RECEIPT FOR CASH JOB ..... 3 LEAVE AND EARNINGS STATEMENT ..... 4 BUSINESS RECORDS ..... 5 AWARD LETTER ..... 6 EXPENSE RECEIPT ..... 7 OTHER (SPECIFY) ..... 8  _____ _____ _____	CHECK STUB ..... 1 INCOME TAX RETURN ..... 2 RECEIPT FOR CASH JOB ..... 3 LEAVE AND EARNINGS STATEMENT ..... 4 BUSINESS RECORDS ..... 5 AWARD LETTER ..... 6 EXPENSE RECEIPT ..... 7 OTHER (SPECIFY) ..... 8  _____ _____ _____



	RESPONDENT	PERSON NUMBER	PERSON NUMBER
I2i. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.	\$          ,           NOT ON DOCUMENT..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT..... n
I2j. INTERVIEWER: ENTER THE PAY PERIOD OF PAYMENT.	MONTH..... (GO TO I2l) ..... 1 WEEK ..... 2 DAY..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH)..... 5 EVERY TWO WEEKS..... 6 QUARTER..... (GO TO I2l) ..... 7 YEAR ..... (GO TO I2l) ..... 8 OTHER (SPECIFY) ..... 9 _____	MONTH ..... (GO TO I2l)..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2l)..... 7 YEAR ..... (GO TO I2l)..... 8 OTHER (SPECIFY) ..... 9 _____	MONTH..... (GO TO I2l) ..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH)..... 5 EVERY TWO WEEKS..... 6 QUARTER ..... (GO TO I2l) ..... 7 YEAR ..... (GO TO I2l) ..... 8 OTHER (SPECIFY)..... 9 _____
I2k. INTERVIEWER: ENTER UNITS WORKED FROM I2j.	UNITS WORKED NOT ON DOCUMENT..... n	UNITS WORKED NOT ON DOCUMENT ..... n	UNITS WORKED NOT ON DOCUMENT..... n
I2l. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.	 MONTH DAY YEAR NOT ON DOCUMENT..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT..... n
I2m. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$          ,           NOT ON DOCUMENT..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT..... n
I2n. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I2b, I2c, I2d AND I2f. THEN COMPUTE THE TOTAL MONTHLY AMOUNT USING I2i, I2j, AND I2k. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I3a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I3a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I3a)..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO ..... (GO TO I3a) ..... 0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I3a)..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
\$                 NOT ON DOCUMENT .....n	\$                 NOT ON DOCUMENT ..... n	\$                 NOT ON DOCUMENT ..... n	\$                 NOT ON DOCUMENT ..... n
MONTH ..... (GO TO I2I) ..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2I) ..... 7 YEAR ..... (GO TO I2I) ..... 8 OTHER (SPECIFY) ..... 9 _____	MONTH ..... (GO TO I2I) ..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2I) ..... 7 YEAR ..... (GO TO I2I) ..... 8 OTHER (SPECIFY) ..... 9 _____	MONTH ..... (GO TO I2I) ..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2I) ..... 7 YEAR ..... (GO TO I2I) ..... 8 OTHER (SPECIFY) ..... 9 _____	MONTH ..... (GO TO I2I) ..... 1 WEEK ..... 2 DAY ..... 3 HOUR ..... 4 BI-MONTHLY (TWICE A MONTH) ..... 5 EVERY TWO WEEKS ..... 6 QUARTER ..... (GO TO I2I) ..... 7 YEAR ..... (GO TO I2I) ..... 8 OTHER (SPECIFY) ..... 9 _____
UNITS WORKED NOT ON DOCUMENT .....n	UNITS WORKED NOT ON DOCUMENT ..... n	UNITS WORKED NOT ON DOCUMENT ..... n	UNITS WORKED NOT ON DOCUMENT ..... n
 MONTH DAY YEAR NOT ON DOCUMENT .....n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$                 NOT ON DOCUMENT .....n	\$                 NOT ON DOCUMENT ..... n	\$                 NOT ON DOCUMENT ..... n	\$                 NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I3a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I3a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I3a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I3a) ..... 0

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>UNEMPLOYMENT COMPENSATION</b> </div>	<div style="border-bottom: 1px solid black; text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div>	<div style="border-bottom: 1px solid black; text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div>	<div style="border-bottom: 1px solid black; text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div>
<b>I3a. INTERVIEWER: WAS THERE UNEMPLOYMENT COMPENSATION? DOES H4 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I4a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I4a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I4a)..... 0
<b>I3b.</b> How much unemployment compensation did (you/PERSON) receive during MONTH?	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> DOES NOT KNOW .... (GO TO I3e) ... d REFUSED ..... (GO TO I3e) .. r	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> DOES NOT KNOW .... (GO TO I3e).... d REFUSED ..... (GO TO I3e)... r	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> DOES NOT KNOW .... (GO TO I3e) ... d REFUSED ..... (GO TO I3e).. r
<b>I3c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I3e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I3e)... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I3e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r
<b>13d.</b> How many PERIODS IN I3c of unemployment compensation did (you/PERSON) receive in MONTH?	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
<b>I3e.</b> May I look at the statement (you/PERSON) received showing the amount of unemployment compensation received in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I4a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I4a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I4a) ..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I4a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I4a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I4a) ..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I4a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I4a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I4a) ..... r
<b>I3f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   
<b>I3g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NOT ON DOCUMENT..... n	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NOT ON DOCUMENT ..... n	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NOT ON DOCUMENT..... n
<b>I3h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n
<b>I3i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n



PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I4a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I4a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I4a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I4a) ..... 0
\$ <input type="text"/> DOES NOT KNOW ..... (GO TO I3e) ..... d REFUSED ..... (GO TO I3e) ..... r	\$ <input type="text"/> DOES NOT KNOW ..... (GO TO I3e) ..... d REFUSED ..... (GO TO I3e) ..... r	\$ <input type="text"/> DOES NOT KNOW ..... (GO TO I3e) ..... d REFUSED ..... (GO TO I3e) ..... r	\$ <input type="text"/> DOES NOT KNOW ..... (GO TO I3e) ..... d REFUSED ..... (GO TO I3e) ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I3e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I3e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I3e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I3e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I4a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I4a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I4a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I4a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I4a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I4a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I4a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I4a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I4a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I4a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I4a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I4a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   
\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n
<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	RESPONDENT	PERSON NUMBER	PERSON NUMBER
I3j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n
I3k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n
I3l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I3b, I3c, AND I3d. THEN COMPUTE THE MONTHLY AMOUNT USING I3g, I3h, AND I3i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I4a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I4a. IS THERE ANOTHER PERSON?	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I4a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I4a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I4a) ..... 0

<div>PERSON NUMBER</div> <div></div>	<div>PERSON NUMBER</div> <div></div>	<div>PERSON NUMBER</div> <div></div>	<div>PERSON NUMBER</div> <div></div>
<div><div>MONTH</div><div>DAY</div><div>YEAR</div></div> <div>NOT ON DOCUMENT.....n</div>	<div><div>MONTH</div><div>DAY</div><div>YEAR</div></div> <div>NOT ON DOCUMENT..... n</div>	<div><div>MONTH</div><div>DAY</div><div>YEAR</div></div> <div>NOT ON DOCUMENT .....n</div>	<div><div>MONTH</div><div>DAY</div><div>YEAR</div></div> <div>NOT ON DOCUMENT..... n</div>
<div>\$</div> <div></div> <div>NOT ON DOCUMENT..... n</div>	<div>\$</div> <div></div> <div>NOT ON DOCUMENT .....n</div>	<div>\$</div> <div></div> <div>NOT ON DOCUMENT..... n</div>	<div>\$</div> <div></div> <div>NOT ON DOCUMENT .....n</div>
<div>YES ..... (GO TO NEXT PERSON)..... 1</div> <div>NO ..... (GO TO I4a) ..... 0</div>	<div>YES..... (GO TO NEXT PERSON) ..... 1</div> <div>NO ..... (GO TO I4a)..... 0</div>	<div>YES ..... (GO TO NEXT PERSON)..... 1</div> <div>NO..... (GO TO I4a) ..... 0</div>	<div>YES..... (GO TO NEXT PERSON)..... 1</div> <div>NO ..... (GO TO I4a)..... 0</div>



<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>WORKER'S COMPENSATION</b> </div>	<div style="text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>
<b>I4a. INTERVIEWER: WAS WORKER'S COMPENSATION RECEIVED? DOES H5 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I5a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I5a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I5a)..... 0
<b>I4b.</b> How much did (you/NAME) receive from worker's compensation in MONTH?	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span> DOES NOT KNOW ..... d REFUSED..... r	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span> DOES NOT KNOW ..... d REFUSED..... r	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span> DOES NOT KNOW ..... d REFUSED..... r
<b>I4c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I4e) ... 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I4e).... 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I4e) ... 3 DOES NOT KNOW ..... d REFUSED..... r
<b>14d.</b> How many PERIODS IN I4c of worker's compensation did (you/PERSON) receive in MONTH?	<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r	<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r	<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r
<b>I4e.</b> May I look at the statement (you/PERSON) received showing the amount of worker's compensation received in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND.....(GO TO NEXT PERSON OR I5a)..... 0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I5a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I5a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND.....(GO TO NEXT PERSON OR I5a)..... 0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I5a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I5a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND.....(GO TO NEXT PERSON OR I5a)..... 0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I5a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I5a)..... r
<b>I4f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>	STATEMENT..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>	STATEMENT..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>
<b>I4g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span> NOT ON DOCUMENT..... n	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span> NOT ON DOCUMENT..... n	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span> NOT ON DOCUMENT..... n

PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I5a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I5a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I5a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I5a) ..... 0
\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I4e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I4e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I4e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I4e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I5a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I5a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I5a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I5a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I5a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I5a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I5a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I5a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I5a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I5a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I5a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I5a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n

	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
<b>I4h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n
<b>I4i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n
<b>I4j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.</b>	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n
<b>I4k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.</b>	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
<b>I4l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I4b, I4c, AND I4d. THEN COMPUTE THE MONTHLY AMOUNT USING I4g, I4h, AND I4i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I5a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I5a. IS THERE ANOTHER PERSON?</b>	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I5a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I5a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I5a) ..... 0



PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
WEEK.....1	WEEK.....1	WEEK.....1	WEEK.....1
TWO WEEKS.....2	TWO WEEKS.....2	TWO WEEKS.....2	TWO WEEKS.....2
MONTH.....3	MONTH.....3	MONTH.....3	MONTH.....3
OTHER (SPECIFY).....4	OTHER (SPECIFY).....4	OTHER (SPECIFY).....4	OTHER (SPECIFY).....4
NOT ON DOCUMENT n	NOT ON DOCUMENT n	NOT ON DOCUMENT n	NOT ON DOCUMENT n
<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED
NOT ON DOCUMENT n	NOT ON DOCUMENT n	NOT ON DOCUMENT n	NOT ON DOCUMENT n
<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR
NOT ON DOCUMENT.....n	NOT ON DOCUMENT.....n	NOT ON DOCUMENT.....n	NOT ON DOCUMENT.....n
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
NOT ON DOCUMENT.....n	NOT ON DOCUMENT.....n	NOT ON DOCUMENT.....n	NOT ON DOCUMENT.....n
YES.....(GO TO NEXT PERSON).....1	YES.....(GO TO NEXT PERSON).....1	YES.....(GO TO NEXT PERSON).....1	YES.....(GO TO NEXT PERSON).....1
NO.....(GO TO I5a).....0	NO.....(GO TO I5a).....0	NO.....(GO TO I5a).....0	NO.....(GO TO I5a).....0

STRIKE BENEFITS			
	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
a. INTERVIEWER: WAS THERE STRIKE BENEFITS INCOME? DOES H5a EQUAL "YES"?	YES..... 1 NO .....(GO TO NEXT PERSON OR I5a)..... 0	YES .....1 NO ..... (GO TO NEXT PERSON OR I5a) .....0	YES..... 1 NO .....(GO TO NEXT PERSON OR I5a)..... 0
b. How much did (you/NAME) receive from strike benefits in MONTH?	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r	\$ <input type="text"/> DOES NOT KNOW .....d REFUSED .....r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r
c. INTERVIEWER: ENTER PERIOD COVERED OR ASK: Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK.....1 EVERY TWO WEEKS .....2 MONTH .....(GO TO I5e).....3 DOES NOT KNOW .....d REFUSED .....r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I5e) .... 3 DOES NOT KNOW ..... d REFUSED..... r
d. How many PERIODS IN C of strike benefits did (you/PERSON) receive in MONTH?	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW .....d REFUSED .....r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r
e. May I look at the statement (you/PERSON) received showing the amount of striket benefits received in MONTH?  PROBE: The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I5a)..... 0 DOES NOT KNOW..... (GO TO NEXT PERSON OR I5a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I5a)..... r	YES .....1 DON'T HAVE/ CAN'T FIND.....(GO TO NEXT PERSON OR I5a) .....0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I5a) .....d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I5a) .....r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I5a)..... 0 DOES NOT KNOW..... (GO TO NEXT PERSON OR I5a)..... d REFUSED TO SHOW..... (GO TO NEXT PERSON OR I5a)..... r
f. INTERVIEWER: ENTER TYPE OF DOCUMENT.	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____	STATEMENT .....1 CHECK STUB .....2 OTHER (SPECIFY) .....3 _____ _____	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____
g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.	\$ <input type="text"/> NOT ON DOCUMENT .....n	\$ <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT ..... n	WEEK.....1 TWO WEEKS .....2 MONTH .....3 OTHER (SPECIFY) .....4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT ..... n
i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT .....n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I5a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I5a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I5a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I5a) ..... 0
\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I5a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I5a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I5a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I5a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I5a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I5a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I5a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I5a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I5a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I5a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I5a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I5a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____
\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____
NOT ON DOCUMENT ..... n	NOT ON DOCUMENT ..... n	NOT ON DOCUMENT ..... n	NOT ON DOCUMENT ..... n
<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n



	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n
k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING b, c, AND d. THEN COMPUTE THE MONTHLY AMOUNT USING g, h, AND i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I5a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I5a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I5a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO ..... (GO TO I5a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I5a) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
MONTH     DAY     YEAR     NOT ON DOCUMENT .....n	MONTH     DAY     YEAR     NOT ON DOCUMENT ..... n	MONTH     DAY     YEAR     NOT ON DOCUMENT .....n	MONTH     DAY     YEAR     NOT ON DOCUMENT ..... n
\$          ,          NOT ON DOCUMENT ..... n	\$          ,          NOT ON DOCUMENT .....n	\$          ,          NOT ON DOCUMENT ..... n	\$          ,          NOT ON DOCUMENT .....n
YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I5a).....0	YES .....(GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I5a) ..... 0	YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I5a).....0	YES .....(GO TO NEXT PERSON)..... 1  NO ..... (GO TO I5a) ..... 0

<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>SOCIAL SECURITY INCOME</b> </div>	<div style="text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>
<b>I5a. INTERVIEWER: WAS THERE SOCIAL SECURITY INCOME? DOES H6 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I6a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I6a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I6a)..... 0
<b>I5b.</b> How much did (you/NAME) receive from Social Security or Railroad Retirement in MONTH?	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> DOES NOT KNOW ..... d REFUSED..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> DOES NOT KNOW ..... d REFUSED..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> DOES NOT KNOW ..... d REFUSED..... r
<b>I5c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I5e) .... 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I5e)..... 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I5e) .... 3 DOES NOT KNOW ..... d REFUSED..... r
<b>I5d.</b> How many PERIODS IN I5c of Social Security or Railroad Retirement benefits did (you/PERSON) receive in MONTH?	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED..... r
<b>I5e.</b> May I look at the statement (you/PERSON) received showing the amount of Social Security or Railroad Retirement benefits received in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I6a)..... 0 DOES NOT KNOW..... (GO TO NEXT PERSON OR I6a)..... d REFUSED TO SHOW..... (GO TO NEXT PERSON OR I6a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND..... (GO TO NEXT PERSON OR I6a)..... 0 DOES NOT KNOW..... (GO TO NEXT PERSON OR I6a)..... d REFUSED TO SHOW..... (GO TO NEXT PERSON OR I6a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I6a)..... 0 DOES NOT KNOW..... (GO TO NEXT PERSON OR I6a)..... d REFUSED TO SHOW..... (GO TO NEXT PERSON OR I6a)..... r
<b>I5f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____
<b>I5g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> NOT ON DOCUMENT ..... n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> NOT ON DOCUMENT..... n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> NOT ON DOCUMENT ..... n
<b>I5h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT ..... n	WEEK..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT ..... n
<b>I5i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> NOT ON DOCUMENT..... n	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> NOT ON DOCUMENT ..... n	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> NOT ON DOCUMENT..... n



PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I6a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I6a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I6a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I6a) ..... 0
\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I5e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I5e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I5e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I5e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I6a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I6a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I6a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I6a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I6a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I6a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I6a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I6a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I6a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I6a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I6a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I6a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____
\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____
NOT ON DOCUMENT ..... n	NOT ON DOCUMENT ..... n	NOT ON DOCUMENT ..... n	NOT ON DOCUMENT ..... n
<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
<b>I5j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.</b>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n
<b>I5k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.</b>	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
<b>I5l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I5b, I5c, AND I5d. THEN COMPUTE THE MONTHLY AMOUNT USING I5g, I5h, AND I5i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I6a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I6a. IS THERE ANOTHER PERSON?</b>	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I6a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO ..... (GO TO I6a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I6a) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
MONTH DAY YEAR NOT ON DOCUMENT .....n	MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT .....n	MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$                 NOT ON DOCUMENT ..... n	\$                 NOT ON DOCUMENT .....n	\$                 NOT ON DOCUMENT ..... n	\$                 NOT ON DOCUMENT .....n
YES .....(GO TO NEXT PERSON)..... 1 NO .....(GO TO I6a).....0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I6a) ..... 0	YES .....(GO TO NEXT PERSON)..... 1 NO .....(GO TO I6a).....0	YES..... (GO TO NEXT PERSON)..... 1 NO ..... (GO TO I6a) ..... 0



<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>PRIVATE PENSIONS</b> </div>	<div style="text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>
<b>I6a. INTERVIEWER: WERE THERE PRIVATE PENSIONS? DOES H7 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I7a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I7a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I7a)..... 0
<b>I6b.</b> How much did (you/PERSON) receive in private pensions during MONTH?	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span> DOES NOT KNOW ..... d REFUSED ..... r	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span> DOES NOT KNOW ..... d REFUSED ..... r	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span> DOES NOT KNOW ..... d REFUSED ..... r
<b>I6c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I6e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I6e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I6e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r
<b>I6d.</b> How many PERIODS IN I6c of private pension payments did (you/PERSON) receive in MONTH?	<span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
<b>I6e.</b> May I look at the statement (you/PERSON) received showing the amount of private pension payments received in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .....(GO TO NEXT PERSON OR I7a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I7a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I7a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .....(GO TO NEXT PERSON OR I7a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I7a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I7a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .....(GO TO NEXT PERSON OR I7a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I7a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I7a)..... r
<b>I6f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   
<b>I6g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span> NOT ON DOCUMENT ..... n	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span> NOT ON DOCUMENT ..... n	\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span> NOT ON DOCUMENT ..... n
<b>I6h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n
<b>I6i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I7a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I7a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I7a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I7a) ..... 0
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I6e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I6e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I6e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I6e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I7a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I7a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I7a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I7a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I7a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I7a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I7a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I7a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I7a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I7a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I7a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I7a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
<b>i6j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.</b>	<div> <input type="text"/> <input type="text"/> <input type="text"/> </div> <div> MONTH      DAY      YEAR </div> NOT ON DOCUMENT..... n	<div> <input type="text"/> <input type="text"/> <input type="text"/> </div> <div> MONTH      DAY      YEAR </div> NOT ON DOCUMENT ..... n	<div> <input type="text"/> <input type="text"/> <input type="text"/> </div> <div> MONTH      DAY      YEAR </div> NOT ON DOCUMENT ..... n
<b>i6k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.</b>	<div> \$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> NOT ON DOCUMENT ..... n	<div> \$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> NOT ON DOCUMENT..... n	<div> \$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> NOT ON DOCUMENT ..... n
<b>i6l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING i6b, i6c, AND i6d. THEN COMPUTE THE MONTHLY AMOUNT USING i6g, i6h, AND i6i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR i7a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR i7a. IS THERE ANOTHER PERSON?</b>	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO i7a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO ..... (GO TO i7a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO i7a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
MONTH [ ][ ] DAY [ ][ ] YEAR [ ][ ] NOT ON DOCUMENT .....n	MONTH [ ][ ] DAY [ ][ ] YEAR [ ][ ] NOT ON DOCUMENT ..... n	MONTH [ ][ ] DAY [ ][ ] YEAR [ ][ ] NOT ON DOCUMENT .....n	MONTH [ ][ ] DAY [ ][ ] YEAR [ ][ ] NOT ON DOCUMENT ..... n
\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT .....n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT .....n
YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I7a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I7a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I7a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I7a) ..... 0



MILITARY BENEFITS			
	RESPONDENT [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
a. INTERVIEWER: WERE THERE MILITARY CASH BENEFITS? DOES H7a EQUAL "YES"?	YES..... 1 NO ..... (GO TO NEXT PERSON OR H8a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR H8a) ..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR H8a) ..... 0
b. How much in military cash benefits did (you/NAME) receive in MONTH? Please do not include combat pay.	\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r
c. INTERVIEWER: ENTER PERIOD COVERED OR ASK: Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
d. How many PERIODS IN C of military cash benefits did (you/PERSON) receive in MONTH?	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
e. May I look at the statement (you/PERSON) received showing the amount of military cash benefits received in MONTH?  PROBE: The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r
f. INTERVIEWER: ENTER TYPE OF DOCUMENT.	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.	\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n
h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR H8a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR H8a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR H8a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR H8a) ..... 0
\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	RESPONDENT	PERSON NUMBER	PERSON NUMBER
j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n
k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n
l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING b, c, AND d. THEN COMPUTE THE MONTHLY AMOUNT USING g, h, AND i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I8a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I8a. IS THERE ANOTHER PERSON?	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I8a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I8a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I8a) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
MONTH     DAY     YEAR     NOT ON DOCUMENT .....n	MONTH     DAY     YEAR     NOT ON DOCUMENT ..... n	MONTH     DAY     YEAR     NOT ON DOCUMENT .....n	MONTH     DAY     YEAR     NOT ON DOCUMENT ..... n
\$          ,          NOT ON DOCUMENT ..... n	\$          ,          NOT ON DOCUMENT .....n	\$          ,          NOT ON DOCUMENT ..... n	\$          ,          NOT ON DOCUMENT .....n
YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I8a).....0	YES .....(GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I8a) ..... 0	YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I8a).....0	YES .....(GO TO NEXT PERSON)..... 1  NO ..... (GO TO I8a) ..... 0



<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>VETERAN'S BENEFITS</b> </div>			
	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
<b>I7a. INTERVIEWER: WERE THERE VETERAN'S BENEFITS? DOES H8 EQUAL "YES"?</b>	YES..... 1 NO ..... (GO TO NEXT PERSON OR I8a)..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I8a) ..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I8a)..... 0
<b>I7b. How much in Veteran's benefits did (you/NAME) receive in MONTH?</b>	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
<b>I7c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I7e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I7e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I7e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r
<b>I7d. How many PERIODS IN I7c of Veteran's benefits did (you/PERSON) receive in MONTH?</b>	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
<b>I7e. May I look at the statement (you/PERSON) received showing the amount of Veteran's benefits received in MONTH?</b>  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r
<b>I7f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3   
<b>I7g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
<b>I7h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4  NOT ON DOCUMENT ..... n
<b>I7i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I8a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I8a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I8a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I8a) ..... 0
\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I7e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I7e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I7e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I7e) ... 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I8a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I8a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I8a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____
\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 NOT ON DOCUMENT ..... n
<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	RESPONDENT	PERSON NUMBER	PERSON NUMBER
17j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n
17k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n
17l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING 17b, 17c, AND 17d. THEN COMPUTE THE MONTHLY AMOUNT USING 17g, 17h, AND 17i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR 18a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR 18a. IS THERE ANOTHER PERSON?	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO 18a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO 18a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO 18a) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
MONTH       DAY       YEAR       NOT ON DOCUMENT ..... n	MONTH       DAY       YEAR       NOT ON DOCUMENT ..... n	MONTH       DAY       YEAR       NOT ON DOCUMENT ..... n	MONTH       DAY       YEAR       NOT ON DOCUMENT ..... n
\$           ,           NOT ON DOCUMENT ..... n	\$           ,           NOT ON DOCUMENT ..... n	\$           ,           NOT ON DOCUMENT ..... n	\$           ,           NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I8a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I8a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I8a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I8a) ..... 0



SSI	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
18a. INTERVIEWER: WAS THERE SSI? DOES H9 EQUAL "YES"?	YES..... 1 NO ..... (GO TO NEXT PERSON OR I9a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I9a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I9a)..... 0
18b. How much Supplemental Security Income or SSI did (you/NAME) receive in MONTH?	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r
18c. INTERVIEWER: ENTER PERIOD COVERED OR ASK: Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I8e) ... 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I8e).... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I8e) ... 3 DOES NOT KNOW ..... d REFUSED..... r
18d. How many PERIODS IN I8c of SSI did (you/PERSON) receive in MONTH?	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r
18e. May I look at the statement (you/PERSON) received showing the amount of SSI received in MONTH?  PROBE: The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I9a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I9a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I9a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I9a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I9a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I9a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I9a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I9a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I9a)..... r
18f. INTERVIEWER: ENTER TYPE OF DOCUMENT.	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____
18g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.	\$ <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT..... n
18h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT ..... n	WEEK..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT ..... n
18i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n
18j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT..... n

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I9a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I9a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I9a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I9a) ..... 0
\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I8e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I8e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I8e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I8e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
[ ][ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I9a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I9a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I9a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I9a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I9a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I9a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I9a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I9a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I9a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I9a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I9a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I9a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ][ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
[ ][ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ][ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ][ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ][ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n
[ ][ ][ ] [ ][ ][ ] [ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ][ ] [ ][ ][ ] [ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ][ ] [ ][ ][ ] [ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ][ ] [ ][ ][ ] [ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n

18k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
	\$ <input type="text"/> NOT ON DOCUMENT .....n	\$ <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> NOT ON DOCUMENT .....n
18l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING 18b, 18c, AND 18d. THEN COMPUTE THE MONTHLY AMOUNT USING 18g, 18h, AND 18i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR 19a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR 19a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO 19a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO ..... (GO TO 19a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO 19a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
\$ [ ][ ][ ][ ], [ ][ ][ ][ ]	\$ [ ][ ][ ][ ], [ ][ ][ ][ ]	\$ [ ][ ][ ][ ], [ ][ ][ ][ ]	\$ [ ][ ][ ][ ], [ ][ ][ ][ ]
NOT ON DOCUMENT ..... n	NOT ON DOCUMENT .....n	NOT ON DOCUMENT ..... n	NOT ON DOCUMENT .....n
YES .....(GO TO NEXT PERSON).....1 NO .....(GO TO I9a).....0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I9a) ..... 0	YES .....(GO TO NEXT PERSON).....1 NO .....(GO TO I9a).....0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I9a) ..... 0



PRIVATE DISABILITY			
	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
a. INTERVIEWER: WAS THERE PRIVATE DISABILITY INCOME? DOES H9a EQUAL "YES"?	YES..... 1 NO .....(GO TO NEXT PERSON OR H10a) ..... 0	YES .....1 NO ..... (GO TO NEXT PERSON OR H10a).....0	YES..... 1 NO .....(GO TO NEXT PERSON OR H10a) ..... 0
b. How much did (you/NAME) receive from private disability in MONTH?	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r	\$ <input type="text"/> DOES NOT KNOW .....d REFUSED .....r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r
c. INTERVIEWER: ENTER PERIOD COVERED OR ASK: Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK.....1 EVERY TWO WEEKS .....2 MONTH .....(GO TO e).....3 DOES NOT KNOW .....d REFUSED .....r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED..... r
d. How many PERIODS IN C of private disability did (you/PERSON) receive in MONTH?	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW .....d REFUSED .....r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r
e. May I look at the statement (you/PERSON) received showing the amount of private disability received in MONTH?  PROBE: The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r	YES .....1 DON'T HAVE/ CAN'T FIND.....(GO TO NEXT PERSON OR I10a) .....0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I10a) .....d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I10a) .....r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r
f. INTERVIEWER: ENTER TYPE OF DOCUMENT.	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT .....1 CHECK STUB .....2 OTHER (SPECIFY) .....3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.	\$ <input type="text"/> NOT ON DOCUMENT .....n	\$ <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.	WEEK ..... 1 TWO WEEKS ..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK .....1 TWO WEEKS .....2 MONTH .....3 OTHER (SPECIFY) .....4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT .....n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR H10a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR H10a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR H10a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR H10a) ..... 0
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n
k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING b, c, AND d. THEN COMPUTE THE MONTHLY AMOUNT USING g, h, AND i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I10a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I10a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I10a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO ..... (GO TO I10a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I10a) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
 MONTH DAY YEAR	 MONTH DAY YEAR	 MONTH DAY YEAR	 MONTH DAY YEAR
NOT ON DOCUMENT .....n	NOT ON DOCUMENT ..... n	NOT ON DOCUMENT .....n	NOT ON DOCUMENT ..... n
\$	\$	\$	\$
NOT ON DOCUMENT ..... n	NOT ON DOCUMENT .....n	NOT ON DOCUMENT ..... n	NOT ON DOCUMENT .....n
YES .....(GO TO NEXT PERSON)..... 1	YES ..... (GO TO NEXT PERSON) ..... 1	YES .....(GO TO NEXT PERSON)..... 1	YES ..... (GO TO NEXT PERSON) ..... 1
NO .....(GO TO I10a).....0	NO ..... (GO TO I10a) ..... 0	NO .....(GO TO I10a).....0	NO ..... (GO TO I10a) ..... 0

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<div style="border: 1px solid black; padding: 5px; display: inline-block;">ALIMONY</div>			
	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I9a. <b>INTERVIEWER: WAS THERE ALIMONY? DOES H10 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I10a)..... 0	YES .....1 NO ..... (GO TO NEXT PERSON OR I10a) .....0	YES..... 1 NO .....(GO TO NEXT PERSON OR I10a)..... 0
I9b. How much in alimony payments did (you/NAME) receive in MONTH?	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
I9c. <b>INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I9e) ... 3 OTHER (SPECIFY) .... (GO TO I9e) ... 4 DOES NOT KNOW ..... d REFUSED ..... r	WEEK.....1 EVERY TWO WEEKS .....2 MONTH ..... (GO TO I9e)....3 OTHER (SPECIFY) ....(GO TO I9e)....4 DOES NOT KNOW .....d REFUSED .....r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I9e) ... 3 OTHER (SPECIFY) .... (GO TO I9e) ... 4 DOES NOT KNOW ..... d REFUSED ..... r
I9d. How many PERIODS IN I9c of alimony payments did (you/PERSON) receive in MONTH?	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
I9e. May I look at the statement (you/PERSON) received showing the amount of alimony payments received in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I10a) .... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) .... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) .... r	YES .....1 DON'T HAVE/ CAN'T FIND .....(GO TO NEXT PERSON OR I10a) ....0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I10a) ....d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I10a) ....r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I10a) .... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) .... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) .... r
I9f. <b>INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT .....1 CHECK STUB .....2 OTHER (SPECIFY) .....3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
I9g. <b>INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
I9h. <b>INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK.....1 TWO WEEKS .....2 MONTH .....3 OTHER (SPECIFY) .....4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
I9i. <b>INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n
I9j. <b>INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.</b>	<input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I10a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I10a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I10a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I10a) ..... 0
\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I9e) ..... 3 OTHER (SPECIFY) ..... (GO TO I9e) ..... 4 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I9e) ..... 3 OTHER (SPECIFY) ..... (GO TO I9e) ..... 4 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I9e) ..... 3 OTHER (SPECIFY) ..... (GO TO I9e) ..... 4 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I9e) ..... 3 OTHER (SPECIFY) ..... (GO TO I9e) ..... 4 DOES NOT KNOW ..... d REFUSED ..... r
[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I10a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I10a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I10a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ][ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
[ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n
[ ][ ][ ][ ][ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ][ ][ ][ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ][ ][ ][ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ][ ][ ][ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n

	RESPONDENT	PERSON NUMBER	PERSON NUMBER
I9k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$           ,           NOT ON DOCUMENT ..... n	\$           ,           NOT ON DOCUMENT ..... n	\$           ,           NOT ON DOCUMENT ..... n
I9l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I9b, I9c, AND I9d. THEN COMPUTE THE MONTHLY AMOUNT USING I9g, I9h, AND I9i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I10a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I10a. IS THERE ANOTHER PERSON? IS THERE ANOTHER PERSON?	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I10a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I10a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I10a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
\$ [ ][ ][ ][ ] , [ ][ ][ ][ ] NOT ON DOCUMENT..... n	\$ [ ][ ][ ][ ] , [ ][ ][ ][ ] NOT ON DOCUMENT .....n	\$ [ ][ ][ ][ ] , [ ][ ][ ][ ] NOT ON DOCUMENT..... n	\$ [ ][ ][ ][ ] , [ ][ ][ ][ ] NOT ON DOCUMENT .....n
YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I10a)..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I10a) ..... 0	YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I10a)..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I10a) ..... 0



CHILD SUPPORT	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I10a. INTERVIEWER: WAS THERE CHILD SUPPORT? DOES H11 EQUAL "YES"?	YES..... 1 NO .....(GO TO NEXT PERSON OR I11a)..... 0	YES.....1 NO.....(GO TO NEXT PERSON OR I11a) .....0	YES..... 1 NO .....(GO TO NEXT PERSON OR I11a)..... 0
I10b. How much child support payments did (you/NAME) receive in MONTH?	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r
I10c. INTERVIEWER: ENTER PERIOD COVERED OR ASK: Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I10e). 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK.....1 EVERY TWO WEEKS .....2 MONTH .....(GO TO I10e)..3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I10e). 3 DOES NOT KNOW ..... d REFUSED..... r
I10d. How many PERIODS IN I10c of child support payments did (you/PERSON) receive in MONTH?	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r
I10e. May I look at the statement (you/PERSON) received showing the amount of child support payments received in MONTH?  PROBE: The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I11a)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I11a)..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I11a)..... r	YES.....1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I11a) .....0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I11a) .....d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I11a) .....r	YES..... 1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I11a)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I11a)..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I11a)..... r
I10f. INTERVIEWER: ENTER TYPE OF DOCUMENT.	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3   	STATEMENT .....1 CHECK STUB .....2 OTHER (SPECIFY) .....3   	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3   
I10g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.	\$ <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT..... n
I10h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4  NOT ON DOCUMENT ..... n	WEEK.....1 TWO WEEKS .....2 MONTH .....3 OTHER (SPECIFY) .....4  NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4  NOT ON DOCUMENT ..... n
I10i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n

PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I11a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I11a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I11a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I11a) ..... 0
\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I10e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I10e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I10e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I10e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I11a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I11a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I11a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I11a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I11a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I11a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I11a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I11a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I11a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I11a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I11a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I11a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
I10j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.	 MONTH DAY YEAR NOT ON DOCUMENT..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n
I10k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT..... n	\$          ,           NOT ON DOCUMENT ..... n
I10l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I10b, I10c, AND I10d. THEN COMPUTE THE MONTHLY AMOUNT USING I10g, I10h, AND I10i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I11a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I11a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I11a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1 NO ..... (GO TO I11a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I11a) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
MONTH     DAY     YEAR     NOT ON DOCUMENT .....n	MONTH     DAY     YEAR     NOT ON DOCUMENT ..... n	MONTH     DAY     YEAR     NOT ON DOCUMENT .....n	MONTH     DAY     YEAR     NOT ON DOCUMENT ..... n
\$          ,          NOT ON DOCUMENT ..... n	\$          ,          NOT ON DOCUMENT .....n	\$          ,          NOT ON DOCUMENT ..... n	\$          ,          NOT ON DOCUMENT ..... n
YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I11a).....0	YES .....(GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I11a) ..... 0	YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I11a).....0	YES .....(GO TO NEXT PERSON)..... 1  NO ..... (GO TO I11a) ..... 0



<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>INTEREST INCOME</b> </div>	<div style="border-bottom: 1px solid black; text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div>	<div style="border-bottom: 1px solid black; text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div>	<div style="border-bottom: 1px solid black; text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div>
<b>I11a. INTERVIEWER: WAS THERE INTEREST INCOME? DOES H12 EQUAL "YES"?</b>	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I12a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I12a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I12a) ..... 0
<b>I11b.</b> How much income from interest and dividends did (you/NAME) receive in MONTH?	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> DOES NOT KNOW ..... d REFUSED ..... r	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> DOES NOT KNOW ..... d REFUSED ..... r	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> DOES NOT KNOW ..... d REFUSED ..... r
<b>I11c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, per month, per quarter or per year?	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I11e) . 3 EVERY THREE MONTHS (QUARTERLY) ..... (GO TO I11e) . YEAR ..... (GO TO I11e) . 5 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I11e) . 3 EVERY THREE MONTHS (QUARTERLY) ..... (GO TO I11e) . YEAR ..... (GO TO I11e) . 5 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I11e) . 3 EVERY THREE MONTHS (QUARTERLY) ..... (GO TO I11e) . YEAR ..... (GO TO I11e) . 5 DOES NOT KNOW ..... d REFUSED ..... r
<b>I11d.</b> How many PERIODS IN I11c of income from interest and dividends did (you/PERSON) receive in MONTH?	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
<b>I11e.</b> May I look at the statement (you/PERSON) received showing the amount of interest and dividends received in MONTH?  <b>PROBE:</b> The check stub.	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I12a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I12a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I12a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I12a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I12a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I12a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I12a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I12a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I12a) ..... r
<b>I11f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
<b>I11g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NOT ON DOCUMENT ..... n	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NOT ON DOCUMENT ..... n	\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NOT ON DOCUMENT ..... n
<b>I11h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
<b>I11i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I12a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I12a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I12a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I12a) ..... 0
\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I11e) .. 3 EVERY THREE MONTHS (QUARTERLY) ..... (GO TO I11e) .. YEAR ..... (GO TO I11e) .. 5 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I11e) .. 3 EVERY THREE MONTHS (QUARTERLY) ..... (GO TO I11e) .. YEAR ..... (GO TO I11e) .. 5 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I11e) .. 3 EVERY THREE MONTHS (QUARTERLY) ..... (GO TO I11e) .. YEAR ..... (GO TO I11e) .. 5 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I11e) .. 3 EVERY THREE MONTHS (QUARTERLY) ..... (GO TO I11e) .. YEAR ..... (GO TO I11e) .. 5 DOES NOT KNOW ..... d REFUSED ..... r
[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I12a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I12a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I12a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I12a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I12a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I12a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I12a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I12a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I12a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I12a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I12a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I12a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I11j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n
I11k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
I11l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I11b, I11c, AND I11d. THEN COMPUTE THE MONTHLY AMOUNT USING I11g, I11h, AND I11i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I12a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I12a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I12a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO..... (GO TO I12a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I12a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I12a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I12a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I12a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I12a) ..... 0



<div style="border: 1px solid black; padding: 2px; display: inline-block;">RENTAL INCOME</div>	<div style="border-bottom: 1px solid black; text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div>	<div style="border-bottom: 1px solid black; text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div>	<div style="border-bottom: 1px solid black; text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div>
<b>I12a. INTERVIEWER: WAS THERE RENTAL INCOME? DOES H13 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I13a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I13a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I13a)..... 0
<b>I12b. How much rental income did (you/NAME) receive in MONTH?</b>	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div> DOES NOT KNOW ..... d REFUSED ..... r
<b>I12c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I12e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH .....(GO TO I12e).. 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I12e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
<b>I12d. How many PERIODS IN I12c of rental income did (you/PERSON) receive in MONTH?</b>	<div style="text-align: center;"><span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r
<b>I12e. May I look at the statement (you/PERSON) received showing the amount of rental income received in MONTH?</b>  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I13a)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I13a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I13a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I13a) ..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I13a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I13a) ..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I13a)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I13a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I13a)..... r
<b>I12f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
<b>I12g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div> NOT ON DOCUMENT ..... n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div> NOT ON DOCUMENT ..... n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span></div> NOT ON DOCUMENT ..... n
<b>I12h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
<b>I12i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<div style="text-align: center;"><span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED</div> NOT ON DOCUMENT ..... n	<div style="text-align: center;"><span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED</div> NOT ON DOCUMENT ..... n	<div style="text-align: center;"><span style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></span> NUMBER OF TIMES RECEIVED</div> NOT ON DOCUMENT ..... n
<b>I12j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:</b>	<div style="text-align: center;"> <span style="border-bottom: 1px solid black; width: 20px; display: inline-block;"></span> /            <span style="border-bottom: 1px solid black; width: 20px; display: inline-block;"></span> /            <span style="border-bottom: 1px solid black; width: 20px; display: inline-block;"></span>            MONTH DAY YEAR         </div> NOT ON DOCUMENT ..... n	<div style="text-align: center;"> <span style="border-bottom: 1px solid black; width: 20px; display: inline-block;"></span> /            <span style="border-bottom: 1px solid black; width: 20px; display: inline-block;"></span> /            <span style="border-bottom: 1px solid black; width: 20px; display: inline-block;"></span>            MONTH DAY YEAR         </div> NOT ON DOCUMENT ..... n	<div style="text-align: center;"> <span style="border-bottom: 1px solid black; width: 20px; display: inline-block;"></span> /            <span style="border-bottom: 1px solid black; width: 20px; display: inline-block;"></span> /            <span style="border-bottom: 1px solid black; width: 20px; display: inline-block;"></span>            MONTH DAY YEAR         </div> NOT ON DOCUMENT ..... n

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I13a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I13a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I13a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I13a) ..... 0
\$ [ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I12e) .. 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I12e) .. 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I12e) .. 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I12e) .. 3 DOES NOT KNOW ..... d REFUSED ..... r
[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I13a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I13a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I13a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I13a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I13a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I13a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I13a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I13a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I13a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I13a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I13a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I13a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
[ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ][ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n
[ ][ ][ ][ ] [ ][ ][ ][ ] [ ][ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ][ ][ ] [ ][ ][ ][ ] [ ][ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ][ ][ ] [ ][ ][ ][ ] [ ][ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ][ ][ ] [ ][ ][ ][ ] [ ][ ][ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n

	RESPONDENT	PERSON NUMBER	PERSON NUMBER
I12k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n
I12l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I12b, I12c, AND I12d. THEN COMPUTE THE MONTHLY AMOUNT USING I12g, I12h, AND I12i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I13a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I13a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I13a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1 NO ..... (GO TO I13a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I13a) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
\$          ,           NOT ON DOCUMENT..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT..... n	\$          ,           NOT ON DOCUMENT ..... n
YES .....(GO TO NEXT PERSON)..... 1 NO .....(GO TO I13a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I13a) ..... 0	YES .....(GO TO NEXT PERSON)..... 1 NO .....(GO TO I13a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I13a) ..... 0



<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>NON-FARM BUSINESS PROFIT OR LOSS</b> </div>	<div style="text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>
<b>I13a. INTERVIEWER: WAS THERE BUSINESS PROFIT OR LOSS? DOES H14 EQUAL "YES"?</b>	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I14a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I14a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I14a) ..... 0
<b>I13b.</b> During MONTH, how much profit or loss did (you/PERSONS) have from (your/her/his) own nonfarm business, partnership, or professional practice?  <b>PROBE:</b> Was that profit or loss?  <b>INTERVIEWER: INDICATE IF AMOUNT IS PROFIT OR LOSS.</b>	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> PROFIT ..... 1 LOSS ..... 2 DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> PROFIT ..... 1 LOSS ..... 2 DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> PROFIT ..... 1 LOSS ..... 2 DOES NOT KNOW ..... d REFUSED ..... r
<b>I13c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I13e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I13e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I13e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
<b>I13d.</b> How many PERIODS IN I13c of (profit/loss) from (your/PERSON'S) own business did (you/PERSON) realize in MONTH?	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r
<b>I13e.</b> May I look at the statement (you/PERSON) received showing the amount of (profit/loss) from (your/PERSON'S) own business in MONTH?  <b>PROBE:</b> The check stub.	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I14a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I14a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I14a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I14a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I14a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I14a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I14a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I14a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I14a) ..... r
<b>I13f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
<b>I13g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> NOT ON DOCUMENT ..... n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> NOT ON DOCUMENT ..... n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span></div> NOT ON DOCUMENT ..... n
<b>I13h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n

PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I14a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I14a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I14a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I14a) ..... 0
\$ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] PROFIT ..... 1 LOSS ..... 2 DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] PROFIT ..... 1 LOSS ..... 2 DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] PROFIT ..... 1 LOSS ..... 2 DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] PROFIT ..... 1 LOSS ..... 2 DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I13e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I13e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I13e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I13e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
[ ] [ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I14a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I14a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I14a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I14a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I14a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I14a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I14a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I14a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I14a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I14a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I14a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I14a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n

	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I13i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED
I13j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n
I13k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
I13l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I13b, I13c, AND I13d. THEN COMPUTE THE MONTHLY AMOUNT USING I13g, I13h, AND I13i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I14a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I14a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I14a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO.....(GO TO I14a).....0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I14a) ..... 0

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED
<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT .....n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT .....n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT .....n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT .....n
YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I14a).....0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I14a) ..... 0	YES .....(GO TO NEXT PERSON)..... 1  NO .....(GO TO I14a).....0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I14a) ..... 0



<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>FARM BUSINESS PROFIT OR LOSS</b> </div>	<div style="border-bottom: 1px solid black; text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>	<div style="border-bottom: 1px solid black; text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>	<div style="border-bottom: 1px solid black; text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>
<b>I14a. INTERVIEWER: WAS THERE FARM INCOME? DOES H15 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I15a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I15a)..... 0	YES..... 1 NO .....(GO TO NEXT PERSON OR I15a)..... 0
<b>I14b. During MONTH, how much profit or loss did (you/NAME) realize from (your/her/his) own farm?</b>	<div style="text-align: right;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div> EARNING..... 1 LOSS ..... 2 MONTH..... 3 DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: right;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div> EARNING..... 1 LOSS ..... 2 MONTH..... 3 DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: right;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div> EARNING..... 1 LOSS ..... 2 MONTH..... 3 DOES NOT KNOW ..... d REFUSED ..... r
<b>I14c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I14e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH .....(GO TO I14e)..3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I14e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
<b>I14d. How many PERIODS IN I14c of (profit/loss) from (you/PERSON's) farm did (you/PERSON) receive in MONTH?</b>	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r
<b>I14e. May I look at the statement (you/PERSON) received showing the amount of (profit/loss) from (you/PERSON'S) farm received in MONTH?</b>  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I15a)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I15a)..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I15a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I15a)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I15a)..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I15a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I15a)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I15a)..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I15a)..... r
<b>I14f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
<b>I14g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	<div style="text-align: right;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div> NOT ON DOCUMENT..... n	<div style="text-align: right;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div> NOT ON DOCUMENT ..... n	<div style="text-align: right;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span>,<span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div> NOT ON DOCUMENT..... n
<b>I14h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I15a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I15a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I15a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I15a) ..... 0
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> EARNING ..... 1 LOSS ..... 2 MONTH ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> EARNING ..... 1 LOSS ..... 2 MONTH ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> EARNING ..... 1 LOSS ..... 2 MONTH ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> EARNING ..... 1 LOSS ..... 2 MONTH ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I14e) .. 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I14e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I14e) .. 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I14e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I15a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I15a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I15a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I15a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I15a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I15a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I15a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I15a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I15a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I15a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I15a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I15a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n

	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I14i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED	<input type="text"/> NUMBER OF TIMES RECEIVED
I14j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT ..... n
I14k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
I14l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I14b, I14c, AND I14d. THEN COMPUTE THE MONTHLY AMOUNT USING I14g, I14h, AND I14i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I15a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I15a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I15a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO.....(GO TO I15a).....0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I15a) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
NUMBER OF TIMES RECEIVED	NUMBER OF TIMES RECEIVED	NUMBER OF TIMES RECEIVED	NUMBER OF TIMES RECEIVED
MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I15a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I15a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I15a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I15a) ..... 0



COLLEGE FINANCIAL AID	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I15a. <b>INTERVIEWER: WAS THERE COLLEGE FINANCIAL AID? DOES H16 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I16a)..... 0	YES.....1 NO.....(GO TO NEXT PERSON OR I16a).....0	YES..... 1 NO .....(GO TO NEXT PERSON OR I16a)..... 0
I15b. How much financial aid for college students did (you/NAME) receive in MONTH? Please exclude money used for tuition, books and fees, but include money used for room and board.	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r
I15c. <b>INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I15e) . 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK.....1 EVERY TWO WEEKS .....2 MONTH.....(GO TO I15e)..3 DOES NOT KNOW .....d REFUSED .....r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I15e) . 3 DOES NOT KNOW ..... d REFUSED..... r
I15d. How many PERIODS IN I15c of financial aid for college students did (you/PERSON) receive in MONTH?	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r
I15e. May I look at the statement (you/PERSON) received showing the amount of financial aid for college students received in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND....(GO TO NEXT PERSON OR I16a)..... 0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I16a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I16a)..... r	YES.....1 DON'T HAVE/ CAN'T FIND....(GO TO NEXT PERSON OR I16a).....0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I16a).....d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I16a).....r	YES..... 1 DON'T HAVE/ CAN'T FIND....(GO TO NEXT PERSON OR I16a)..... 0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I16a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I16a)..... r
I15f. <b>INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____	STATEMENT .....1 CHECK STUB .....2 OTHER (SPECIFY) .....3 _____ _____	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____
I15g. <b>INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	\$ <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> NOT ON DOCUMENT .....n	\$ <input type="text"/> NOT ON DOCUMENT..... n
I15h. <b>INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT ..... n	WEEK.....1 TWO WEEKS .....2 MONTH .....3 OTHER (SPECIFY) .....4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT ..... n
I15i. <b>INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT .....n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n

PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I16a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I16a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I16a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I16a) ..... 0
\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I15e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I15e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I15e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I15e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I16a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I16a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I16a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I16a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I16a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I16a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I16a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I16a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I16a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I16a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I16a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I16a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	RESPONDENT	PERSON NUMBER	PERSON NUMBER
I15j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n
I15k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n
I15l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I15b, I15c, AND I15d. THEN COMPUTE THE MONTHLY AMOUNT USING I15g, I15h, AND I15i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I16a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I16a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I16a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO..... (GO TO I16a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I16a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I16a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I16a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I16a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I16a) ..... 0



SAVINGS WITHDRAWAL	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I16a. <b>INTERVIEWER: WAS THERE SAVINGS WITHDRAWAL? DOES H17 EQUAL "YES"?</b>	YES..... 1 NO ..... (GO TO NEXT PERSON OR I17a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I17a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I17a)..... 0
I16b. How much money did (you/NAME) withdraw from savings in MONTH?	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
I16c. <b>INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I16e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I16e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I16e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
I16d. How many PERIODS IN I16c did (you/PERSON) withdraw money from savings in MONTH?	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
I16e. May I look at the statement (you/PERSON) received showing the amount of money withdrawn from savings in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I17a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I17a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I17a)..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I17a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I17a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I17a) ..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I17a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I17a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I17a)..... r
I16f. <b>INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
I16g. <b>INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
I16h. <b>INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
I16i. <b>INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I17a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I17a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I17a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I17a) ..... 0
\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I16e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I16e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I16e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I16e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I17a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I17a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I17a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I17a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I17a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I17a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I17a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I17a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I17a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I17a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I17a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I17a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n

	RESPONDENT	PERSON NUMBER	PERSON NUMBER
I16j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n
I16k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$          , NOT ON DOCUMENT ..... n	\$          , NOT ON DOCUMENT ..... n	\$          , NOT ON DOCUMENT ..... n
I16l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I16b, I16c, AND I16d. THEN COMPUTE THE MONTHLY AMOUNT USING I16g, I16h, AND I16i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I17a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I17a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I17a) ..... 0	YES ..... (GO TO NEXT PERSON).....1  NO.....(GO TO I17a).....0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I17a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR
NOT ON DOCUMENT ..... n	NOT ON DOCUMENT ..... n	NOT ON DOCUMENT ..... n	NOT ON DOCUMENT ..... n
\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I17a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I17a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I17a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I17a) ..... 0



CONTRIBUTIONS FROM OUTSIDE PERSONS	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
117a. INTERVIEWER: WERE THERE CONTRIBUTIONS FROM OUTSIDE PERSONS? DOES H18 EQUAL "YES"?	YES..... 1 NO .....(GO TO NEXT PERSON OR I18a)..... 0	YES.....1 NO.....(GO TO NEXT PERSON OR I18a).....0	YES..... 1 NO .....(GO TO NEXT PERSON OR I18a)..... 0
117b. How much income from regular contributions from persons outside the household, for example, cash gifts from friends or family did (you/NAME) receive in MONTH?	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED..... r
117c. INTERVIEWER: ENTER PERIOD COVERED OR ASK: Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I17e) . 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK.....1 EVERY TWO WEEKS .....2 MONTH.....(GO TO I17e)..3 DOES NOT KNOW .....d REFUSED .....r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I17e) . 3 DOES NOT KNOW ..... d REFUSED..... r
117d. How many PERIODS IN 117c of regular income contributions did (you/PERSON) receive in MONTH?	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED..... r
117e. May I look at the statement (you/PERSON) received showing the amount of regular income contributions received in MONTH?  PROBE: The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND.... (GO TO NEXT PERSON OR I18a)..... 0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I18a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I18a)..... r	YES.....1 DON'T HAVE/ CAN'T FIND....(GO TO NEXT PERSON OR I18a).....0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I18a).....d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I18a).....r	YES..... 1 DON'T HAVE/ CAN'T FIND.... (GO TO NEXT PERSON OR I18a)..... 0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I18a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I18a)..... r
117f. INTERVIEWER: ENTER TYPE OF DOCUMENT.	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____	STATEMENT .....1 CHECK STUB .....2 OTHER (SPECIFY) .....3 _____ _____	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____
117g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT .....n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n
117h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT..... n	WEEK.....1 TWO WEEKS .....2 MONTH .....3 OTHER (SPECIFY) .....4 _____ NOT ON DOCUMENT .....n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT..... n

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I18a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I18a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I18a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I18a) ..... 0
\$ [ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I17e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I17e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I17e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I17e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I18a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I18a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I18a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I18a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I18a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I18a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I18a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I18a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I18a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I18a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I18a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I18a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n

	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
117i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n
117j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT..... n	<input type="text"/> MONTH <input type="text"/> DAY <input type="text"/> YEAR NOT ON DOCUMENT..... n
117k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n
117l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING 117b, 117c, AND 117d. THEN COMPUTE THE MONTHLY AMOUNT USING 117g, 117h, AND 117i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR 118a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR 118a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO 118a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1 NO ..... (GO TO 118a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO 118a) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n
MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$           ,           NOT ON DOCUMENT ..... n	\$           ,           NOT ON DOCUMENT ..... n	\$           ,           NOT ON DOCUMENT ..... n	\$           ,           NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I18a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I18a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I18a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I18a) ..... 0



OTHER CASH INCOME	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I18a. INTERVIEWER: WAS THERE OTHER CASH INCOME? DOES H19 EQUAL "YES"?	YES..... 1 NO ..... (GO TO NEXT PERSON OR I19a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I19a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I19a)..... 0
I18b. How much other cash income, such as net royalties, income from trusts, prize winnings, or bonuses did (you/NAME) receive in MONTH?	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
I18c. INTERVIEWER: ENTER PERIOD COVERED OR ASK: Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I18e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I18e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I18e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
I18d. How many PERIODS IN I18c of other cash income did (you/PERSON) receive in MONTH?	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
I18e. May I look at the statement (you/PERSON) received showing the amount of other cash income received in MONTH?  PROBE: The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I19a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I19a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I19a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I19a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I19a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I19a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I19a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I19a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I19a)..... r
I18f. INTERVIEWER: ENTER TYPE OF DOCUMENT.	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
I18g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
I18h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT..... n
I18i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT..... n	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT..... n	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT..... n

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I19a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I19a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I19a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I19a) ..... 0
\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ][ ][ ][ ][ ][ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I18e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I18e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I18e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I18e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I19a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I19a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I19a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I19a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I19a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I19a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I19a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I19a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I19a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I19a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I19a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I19a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ][ ][ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	[ ][ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n

	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I18j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n
I18k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
I18l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I18b, I18c, AND I18d. THEN COMPUTE THE MONTHLY AMOUNT USING I18g, I18h, AND I18i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I19a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I19a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I19a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO.....(GO TO I19a).....0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I19a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I19a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I19a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I19a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I19a) ..... 0



GENERAL ASSISTANCE	RESPONDENT [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
I19a. <b>INTERVIEWER: WAS THERE GENERAL ASSISTANCE? DOES H20 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I20a)..... 0	YES .....1 NO .....(GO TO NEXT PERSON OR I20a) .....0	YES..... 1 NO .....(GO TO NEXT PERSON OR I20a)..... 0
I19b. How much general assistance money did (you/NAME) receive in MONTH?	\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r
I19c. <b>INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I19e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK .....1 EVERY TWO WEEKS .....2 MONTH .....(GO TO I19e)..3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I19e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
I19d. How many PERIODS IN I19c of general assistance did (you/PERSON) receive in MONTH?	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
I19e. May I look at the statement (you/PERSON) received showing the amount of general assistance received in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I20a)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I20a)..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I20a)..... r	YES .....1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I20a) .....0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I20a) ..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I20a) .....r	YES..... 1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I20a)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I20a)..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I20a)..... r
I19f. <b>INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT .....1 CHECK STUB .....2 OTHER (SPECIFY) .....3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
I19g. <b>INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT..... n	\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT .....n	\$ [ ] [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT..... n
I19h. <b>INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT..... n	WEEK.....1 TWO WEEKS .....2 MONTH .....3 OTHER (SPECIFY) .....4 _____ NOT ON DOCUMENT .....n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT..... n
I19i. <b>INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT..... n	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT .....n	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT..... n

PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]	PERSON NUMBER [ ] [ ]
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I20a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I20a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I20a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I20a) ..... 0
\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r	\$ [ ] [ ] [ ] [ ] [ ] DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I19e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I19e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I19e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I19e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I20a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I20a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I20a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I20a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I20a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I20a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I20a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I20a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I20a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I20a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I20a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I20a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n	\$ [ ] [ ] [ ] [ ] [ ] NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	[ ] [ ] NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n

	RESPONDENT	PERSON NUMBER	PERSON NUMBER
I19j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n	 MONTH DAY YEAR NOT ON DOCUMENT ..... n
I19k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n	\$          ,           NOT ON DOCUMENT ..... n
I19l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I19b, I19c, AND I19d. THEN COMPUTE THE MONTHLY AMOUNT USING I19g, I19h, AND I19i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I20a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I20a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I20a) ..... 0	YES ..... (GO TO NEXT PERSON).....1 NO.....(GO TO I20a).....0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I20a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I20a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I20a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I20a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I20a) ..... 0



<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>NON-MILITARY HOUSEHOLD SUBSIDIES</b> </div>	<div style="text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div>
<b>I20a. INTERVIEWER: WAS THERE NON-MILITARY HOUSEHOLD SUBSIDIES? DOES H21 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I21a)..... 0	YES.....1 NO.....(GO TO NEXT PERSON OR I21a) .....0	YES..... 1 NO .....(GO TO NEXT PERSON OR I21a)..... 0
<b>I20b.</b> How much did (you/NAME) receive in non-military housing subsidies in MONTH?	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div> DOES NOT KNOW ..... d REFUSED..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div> DOES NOT KNOW ..... d REFUSED..... r
<b>I20c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I20e) . 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK.....1 EVERY TWO WEEKS .....2 MONTH.....(GO TO I20e)..3 DOES NOT KNOW .....d REFUSED .....r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I20e) . 3 DOES NOT KNOW ..... d REFUSED..... r
<b>120d.</b> How many PERIODS IN I20c of non-military housing subsidies did (you/PERSON) receive in MONTH?	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED ..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED..... r
<b>I20e.</b> May I look at the statement (you/PERSON) received showing the amount of non-military housing subsidies received in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND.... (GO TO NEXT PERSON OR I21a)..... 0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I21a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I21a)..... r	YES.....1 DON'T HAVE/ CAN'T FIND....(GO TO NEXT PERSON OR I21a) .....0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I21a) .....d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I21a) .....r	YES..... 1 DON'T HAVE/ CAN'T FIND.... (GO TO NEXT PERSON OR I21a)..... 0 DOES NOT KNOW.....(GO TO NEXT PERSON OR I21a)..... d REFUSED TO SHOW.....(GO TO NEXT PERSON OR I21a)..... r
<b>I20f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____	STATEMENT .....1 CHECK STUB .....2 OTHER (SPECIFY) .....3 _____ _____	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____
<b>I20g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div> NOT ON DOCUMENT..... n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div> NOT ON DOCUMENT .....n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span></div> NOT ON DOCUMENT..... n
<b>I20h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT..... n	WEEK.....1 TWO WEEKS .....2 MONTH .....3 OTHER (SPECIFY) .....4 _____ NOT ON DOCUMENT .....n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT..... n
<b>I20i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.</b>	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED..... r NOT ON DOCUMENT..... n	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW .....d REFUSED .....r NOT ON DOCUMENT .....n	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED..... r NOT ON DOCUMENT..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I21a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I21a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I21a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I21a) ..... 0
\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I20e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I20e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I20e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I20e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I21a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I21a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I21a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I21a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I21a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I21a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I21a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I21a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I21a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I21a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I21a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I21a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n

	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I20j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n
I20k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
I20l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I20b, I20c, AND I20d. THEN COMPUTE THE MONTHLY AMOUNT USING I20g, I20h, AND I20i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I21a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I21a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I21a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO.....(GO TO I21a).....0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I21a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n	[ ][ ] [ ][ ] [ ][ ] MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I21a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I21a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I21a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I21a) ..... 0



BLACK LUNG DISEASE	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I21a. INTERVIEWER: WAS THERE BLACK LUNG BENEFITS? DOES H22 EQUAL "YES"?	YES..... 1 NO ..... (GO TO NEXT PERSON OR I22a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I22a)..... 0	YES..... 1 NO ..... (GO TO NEXT PERSON OR I22a)..... 0
I21b. How much in black lung benefits did (you/NAME) receive in MONTH?	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
I21c. INTERVIEWER: ENTER PERIOD COVERED OR ASK: Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I21e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I21e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH..... (GO TO I21e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
121d. How many PERIODS IN I21c of black lung benefits did (you/PERSON) receive in MONTH?	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
I21e. May I look at the statement (you/PERSON) received showing the amount of black lung benefits received in MONTH?  PROBE: The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I22a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I22a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I22a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I22a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I22a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I22a)..... r	YES..... 1 DON'T HAVE/ CAN'T FIND .... (GO TO NEXT PERSON OR I22a)..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I22a)..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I22a)..... r
I21f. INTERVIEWER: ENTER TYPE OF DOCUMENT.	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
I21g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
I21h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
I21i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I22a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I22a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I22a) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I22a) ..... 0
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I21e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I21e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I21e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I21e) ..... 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I22a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I22a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I22a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I22a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I22a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I22a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I22a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I22a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I22a) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I22a) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I22a) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I22a) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n
<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r NOT ON DOCUMENT ..... n

	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I21j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n
I21k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n
I21l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I21b, I21c, AND I21d. THEN COMPUTE THE MONTHLY AMOUNT USING I21g, I21h, AND I21i. IF THERE IS NO DIFFERENCE, CONTINUE TO NEXT PERSON OR I22a. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I22a. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I22a) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1  NO ..... (GO TO I22a)..... 0	YES..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I22a) ..... 0

PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]	PERSON NUMBER [ ][ ]
MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n	\$ [ ][ ][ ][ ] [ ][ ][ ][ ] NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I22a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I22a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I22a) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I22a) ..... 0



<div style="border: 1px solid black; padding: 5px; text-align: center;">OTHER PUBLIC ASSISTANCE</div>	<div style="text-align: center;">RESPONDENT <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>	<div style="text-align: center;">PERSON NUMBER <span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span></div>
<b>I22a. INTERVIEWER: WAS THERE OTHER PUBLIC ASSISTANCE? DOES H23 EQUAL "YES"?</b>	YES..... 1 NO .....(GO TO NEXT PERSON OR I23)..... 0	YES.....1 NO .....(GO TO NEXT PERSON OR I23).....0	YES..... 1 NO .....(GO TO NEXT PERSON OR I23)..... 0
<b>I22b.</b> How much did (you/NAME) receive in any other kinds of public assistance during MONTH? Please do not include TANF or SNAP benefits; we will ask about that later.	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span></div> DOES NOT KNOW ..... d REFUSED..... r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span></div> DOES NOT KNOW .....d REFUSED .....r	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span></div> DOES NOT KNOW ..... d REFUSED..... r
<b>I22c. INTERVIEWER: ENTER PERIOD COVERED OR ASK:</b> Was that per week, every two weeks, or per month?	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I22e) . 3 DOES NOT KNOW ..... d REFUSED..... r	WEEK.....1 EVERY TWO WEEKS .....2 MONTH .....(GO TO I22e)..3 DOES NOT KNOW .....d REFUSED .....r	WEEK ..... 1 EVERY TWO WEEKS..... 2 MONTH.....(GO TO I22e) . 3 DOES NOT KNOW ..... d REFUSED..... r
<b>122d.</b> How many PERIODS IN I22c of other kinds of public assistance did (you/PERSON) receive in MONTH?	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED..... r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW .....d REFUSED .....r	<div style="text-align: center;"><span style="border-bottom: 1px solid black; display: inline-block; width: 40px;"></span> NUMBER OF TIMES RECEIVED</div> DOES NOT KNOW ..... d REFUSED..... r
<b>I22e.</b> May I look at the statement (you/PERSON) received showing the amount of other kinds of public assistance received in MONTH?  <b>PROBE:</b> The check stub.	YES..... 1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I23)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I23)..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I23)..... r	YES.....1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I23).....0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I23).....d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I23).....r	YES..... 1 DON'T HAVE/ CAN'T FIND ....(GO TO NEXT PERSON OR I23)..... 0 DOES NOT KNOW .....(GO TO NEXT PERSON OR I23)..... d REFUSED TO SHOW .....(GO TO NEXT PERSON OR I23)..... r
<b>I22f. INTERVIEWER: ENTER TYPE OF DOCUMENT.</b>	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____	STATEMENT .....1 CHECK STUB .....2 OTHER (SPECIFY) .....3 _____ _____	STATEMENT ..... 1 CHECK STUB..... 2 OTHER (SPECIFY)..... 3 _____ _____
<b>I22g. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.</b>	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span></div> NOT ON DOCUMENT..... n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span></div> NOT ON DOCUMENT .....n	<div style="text-align: center;">\$ <span style="border-bottom: 1px solid black; display: inline-block; width: 60px;"></span></div> NOT ON DOCUMENT..... n
<b>I22h. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.</b>	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT..... n	WEEK.....1 TWO WEEKS .....2 MONTH .....3 OTHER (SPECIFY) .....4 _____ NOT ON DOCUMENT .....n	WEEK ..... 1 TWO WEEKS..... 2 MONTH..... 3 OTHER (SPECIFY)..... 4 _____ NOT ON DOCUMENT..... n

PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
YES ..... 1 NO ..... (GO TO NEXT PERSON OR I23) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I23) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I23) ..... 0	YES ..... 1 NO ..... (GO TO NEXT PERSON OR I23) ..... 0
\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r	\$ <input type="text"/> DOES NOT KNOW ..... d REFUSED ..... r
WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I22e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I22e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I22e) . 3 DOES NOT KNOW ..... d REFUSED ..... r	WEEK ..... 1 EVERY TWO WEEKS ..... 2 MONTH ..... (GO TO I22e) . 3 DOES NOT KNOW ..... d REFUSED ..... r
<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r	<input type="text"/> NUMBER OF TIMES RECEIVED DOES NOT KNOW ..... d REFUSED ..... r
YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I23) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I23) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I23) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I23) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I23) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I23) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I23) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I23) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I23) ..... r	YES ..... 1 DON'T HAVE/ CAN'T FIND ..... (GO TO NEXT PERSON OR I23) ..... 0 DOES NOT KNOW ..... (GO TO NEXT PERSON OR I23) ..... d REFUSED TO SHOW ..... (GO TO NEXT PERSON OR I23) ..... r
STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____	STATEMENT ..... 1 CHECK STUB ..... 2 OTHER (SPECIFY) ..... 3 _____ _____
\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> NOT ON DOCUMENT ..... n
WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n	WEEK ..... 1 TWO WEEKS ..... 2 MONTH ..... 3 OTHER (SPECIFY) ..... 4 _____ NOT ON DOCUMENT ..... n

	RESPONDENT <input type="text"/>	PERSON NUMBER <input type="text"/>	PERSON NUMBER <input type="text"/>
I22i. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	<input type="text"/> NUMBER OF TIMES RECEIVED NOT ON DOCUMENT..... n
I22j. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT:	<input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n	<input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT ..... n	<input type="text"/> <input type="text"/> <input type="text"/> MONTH DAY YEAR NOT ON DOCUMENT..... n
I22k. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT ..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> NOT ON DOCUMENT..... n
I22l. INTERVIEWER: COMPUTE THE TOTAL MONTHLY AMOUNT RECEIVED USING I22b, I22c, AND I22d. THEN COMPUTE THE MONTHLY AMOUNT USING I22g, I22h, AND I22i. IF THERE IS NO DIFFERENCE, CONTINUE NEXT PERSON OR TO I23. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO NEXT PERSON OR I23. IS THERE ANOTHER PERSON?	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I23) ..... 0	YES ..... (GO TO NEXT PERSON)..... 1 NO ..... (GO TO I23)..... 0	YES..... (GO TO NEXT PERSON) ..... 1 NO ..... (GO TO I23) ..... 0
I23. INTERVIEWER: IS THERE ANOTHER PERSON TO ASK ABOUT?	YES..... (GO TO I2, NAME 2) ..... 1 NO ..... (GO TO J1) ..... 0	YES ..... (GO TO I2, NAME 3) ..... 1 NO ..... (GO TO J1)..... 0	YES..... (GO TO I2, NAME 4) ..... 1 NO ..... (GO TO J1) ..... 0

PERSON NUMBER	PERSON NUMBER	PERSON NUMBER	PERSON NUMBER
NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n	NUMBER OF TIMES RECEIVED NOT ON DOCUMENT ..... n
MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n	MONTH DAY YEAR NOT ON DOCUMENT ..... n
\$                   NOT ON DOCUMENT ..... n	\$                   NOT ON DOCUMENT ..... n	\$                   NOT ON DOCUMENT ..... n	\$                   NOT ON DOCUMENT ..... n
YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I23) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I23) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I23) ..... 0	YES ..... (GO TO NEXT PERSON) ..... 1  NO ..... (GO TO I23) ..... 0
YES ..... (GO TO I2, NAME 2) ..... 1 NO ..... (GO TO J1) ..... 0	YES ..... (GO TO I2, NAME 3) ..... 1 NO ..... (GO TO J1) ..... 0	YES ..... (GO TO I2, NAME 2) ..... 1 NO ..... (GO TO J1) ..... 0	YES ..... (GO TO I2, NAME 3) ..... 1 NO ..... (GO TO J1) ..... 0



## SECTION J: PUBLIC ASSISTANCE RECEIPT

J1. The next questions are about participation in other government programs.

During MONTH, did you or anyone else in your household receive (STATE TANF/TANF), Temporary Assistance for Needy Families, also known as cash welfare?

YES ..... 1  
 NO ..... (GO TO J23) ..... 0  
 DOES NOT KNOW ..... (GO TO J23) ..... d  
 REFUSED ..... (GO TO J23) ..... r

J2. Who in your household received (STATE TANF/TANF) benefits in MONTH?

<u>PERSON</u>	<u>RELATIONSHIP TO THE RESPONDENT</u>	<u>CIRCLE ALL THAT APPLY</u>
RESPONDENT.....		1
PERSON 2: _____	_ _	2
PERSON 3: _____	_ _	3
PERSON 4: _____	_ _	4
PERSON 5: _____	_ _	5
PERSON 6: _____	_ _	6
PERSON 7: _____	_ _	7
PERSON 8: _____	_ _	8
PERSON 9: _____	_ _	9
PERSON 10: _____	_ _	10
PERSON 11: _____	_ _	11
PERSON 12: _____	_ _	12
PERSON 13: _____	_ _	13
PERSON 14: _____	_ _	14
DOES NOT KNOW WHO ELSE (AT LEAST ONE RECIPIENT RECORDED).....		15
DOES NOT KNOW.....		d
REFUSED .....		r

J3. **INTERVIEWER: DID THE RESPONDENT, SPOUSE, OR CHILDREN/WARDS GET TANF DURING TARGET MONTH? CHECK J2 FOR RELATIONSHIPS CODES 4 AND 5, AND CODES 1, 2, 3, 11, 12, 13 OR 14 WHEN G30 OR G31 HAVE A "YES" FOR THAT HH MEMBER.**

YES ..... 1

NO ..... (GO TO J13) ..... 0

J4. How much did [you and your (child/children)/you and your spouse and (child/children)] receive in (STATE TANF/TANF) benefits during MONTH?

\$ |\_\_|,|\_\_|\_\_|\_\_| TANF

DOES NOT KNOW ..... d

REFUSED ..... r

J5. May I look at the statement you received showing the amount of (STATE TANF/TANF) benefits received in MONTH?

**PROBE:** The award letter or notification of the amount of (STATE TANF/TANF) benefits you receive.

YES—ALL ..... 1

YES—PARTIAL..... 2

NO/DOES NOT  
HAVE/CAN'T GET  
DOCUMENTATION.. (GO TO J13) ..... 0

DOES NOT KNOW .. (GO TO J13) ..... d

REFUSED TO SHOW  
DOCUMENTATION.. (GO TO J13) ..... r

J6. **INTERVIEWER: ENTER TYPE OF DOCUMENT.**

STATEMENT/NOTIFICATION ..... 1

CHECK STUB ..... 2

OTHER (SPECIFY) ..... 3

\_\_\_\_\_  
\_\_\_\_\_

J7. **INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.**

\$|\_\_|\_\_|,|\_\_|\_\_|\_\_|

AMOUNT NOT ON DOCUMENT ..... n

J8. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.

WEEK..... 1  
TWO WEEKS ..... 2  
MONTH ..... 3  
OTHER (SPECIFY) ..... 4  

---

PERIOD NOT ON DOCUMENT ..... n

J9. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.

|\_|\_|\_| NUMBER OF TIMES RECEIVED  
NUMBER OF TIMES NOT ON DOCUMENT ..... n

J10. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.

|\_|\_|\_|\_|\_|\_| PERIOD ENDING DATE  
MONTH DAY YEAR  
END DATE NOT ON DOCUMENT ..... n

J11. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.

\$|\_|\_|\_|\_|,|\_|\_|\_|\_|  
AMOUNT NOT ON DOCUMENT ..... n

J12. INTERVIEWER: COMPUTE THE MONTHLY AMOUNT USING J7, J8, AND J9. COMPARE IT TO THE AMOUNT RECORDED IN J4. IF THERE IS NO MORE THAN \$100 DIFFERENCE, OR IF MONTHLY AMOUNT CANNOT BE COMPUTED DUE TO UNAVAILABLE PERIOD, NUMBERS, AMOUNTS, CONTINUE TO J13. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO J13. IF UNRESOLVABLE, CIRCLE CODE AND GO TO J13. CODE RESULT, BELOW.

NO DIFFERENCE OR DIFFERENCE  
LESS THAN \$100 ..... 1  
RESOLVED DIFFERENCE(S) TO \$100  
OR LESS..... 2  
UNRESOLVABLE..... 3

J13. INTERVIEWER: CHECK J2 FOR OTHER HH MEMBERS WHERE G32 OR G33 HAVE A "YES". DID OTHER HOUSEHOLD MEMBER(S) RECEIVE TANF DURING TARGET MONTH?

YES ..... 1  
NO ..... (GO TO J23) ..... 0

J14. How much in (STATE TANF/TANF) benefits did other members of your household receive in MONTH? (Please do not include the (STATE TANF/TANF) benefits received by you and your spouse.)

\$ | | | , | | | | (TANF)

DOES NOT KNOW ..... d  
REFUSED ..... r

J15. May I look at the statement showing the amount of (STATE TANF/TANF) benefits other members of your household received in MONTH?

**PROBE:** The award letter or notification of the amount of (STATE TANF/TANF) benefits received.

YES—ALL ..... 1  
YES—PARTIAL ..... 2  
NO/DOES NOT HAVE/CAN'T GET  
DOCUMENTATION.. (GO TO J23) ..... 0  
DOES NOT KNOW .. (GO TO J23) ..... d  
REFUSED TO SHOW  
DOCUMENTATION.. (GO TO J23) ..... r

J16. INTERVIEWER: ENTER TYPE OF DOCUMENT.

STATEMENT/NOTIFICATION ..... 1  
CHECK STUB ..... 2  
OTHER (SPECIFY) ..... 3

\_\_\_\_\_  
\_\_\_\_\_

J17. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.

\$ | | | , | | | |  
AMOUNT NOT ON DOCUMENT ..... n



J18. **INTERVIEWER: ENTER THE PERIOD OF PAYMENT.**

WEEK.....1  
TWO WEEKS .....2  
MONTH .....3  
OTHER (SPECIFY) .....4  

---

PERIOD NOT ON DOCUMENT .....n

J19. **INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.**

|\_|\_| NUMBER OF TIMES RECEIVED  
NUMBER OF TIMES NOT ON DOCUMENT .....n

J20. **INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.**

|\_|\_|\_|\_|\_|  
MONTH DAY YEAR  
END DATE NOT ON DOCUMENT .....n

J21. **INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.**

\$|\_|\_|\_|\_|\_|  
AMOUNT NOT ON DOCUMENT .....n

J22. **INTERVIEWER: COMPUTE THE MONTHLY AMOUNT USING J17, J18, AND J19. COMPARE IT TO THE AMOUNT RECORDED IN J14. IF THERE IS NO MORE THAN \$100 DIFFERENCE, OR IF MONTHLY AMOUNT CANNOT BE COMPUTED DUE TO UNAVAILABLE PERIOD, NUMBERS, AMOUNTS, CONTINUE TO J23. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO J23. IF UNRESOLVABLE, CIRCLE CODE AND GO TO J23. CODE RESULT, BELOW.**

NO DIFFERENCE OR DIFFERENCE  
LESS THAN \$100 ..... 1

RESOLVED DIFFERENCE(S) TO \$100  
OR LESS.....2

**UNRESOLVABLE**.....3

J23. Did you or anyone else in your household receive SNAP benefits during MONTH?  
Please include electronically transferred benefits.

YES ..... 1

NO ..... (GO TO J46) ..... 0

DOES NOT KNOW ..... (GO TO J46) ..... d

REFUSED ..... (GO TO J46) ..... r

J24. Who in your household received SNAP benefits in MONTH?

<u>PERSON</u>	<u>RELATIONSHIP TO THE RESPONDENT</u>	<u>CIRCLE ALL THAT APPLY</u>
RESPONDENT.....		1
PERSON 2:.....	_ _	2
PERSON 3:.....	_ _	3
PERSON 4:.....	_ _	4
PERSON 5:.....	_ _	5
PERSON 6:.....	_ _	6
PERSON 7:.....	_ _	7
PERSON 8:.....	_ _	8
PERSON 9:.....	_ _	9
PERSON 10:.....	_ _	10
PERSON 11:.....	_ _	11
PERSON 12:.....	_ _	12
PERSON 13:.....	_ _	13
PERSON 14:.....	_ _	14
DOES NOT KNOW WHO ELSE (AT LEAST ONE RECIPIENT RECORDED).....		15
DOES NOT KNOW.....		d
REFUSED .....		r

J25. **INTERVIEWER: DID SAMPLE MEMBER, SPOUSE, OR CHILDREN RECEIVE SNAP BENEFITS DURING TARGET MONTH? CHECK J24 FOR RELATIONSHIPS CODES 4 AND 5, AND CODES 1, 2, 3, 11, 12, 13 OR 14 WHEN G30 OR G31 HAVE A “YES” FOR THAT HH MEMBER.**

YES ..... 1  
 NO ..... (GO TO J35) ..... 0

J26. How much did (you/you and your spouse) receive in SNAP benefits in MONTH?

\$ |\_|,|\_|\_| FOOD STAMPS  
 DOES NOT KNOW ..... d  
 REFUSED ..... r

J27. May I look at the statement you received showing the amount of SNAP benefits (you/you and your spouse) received in MONTH?

**PROBE:** The award letter or notification of the amount of SNAP benefits you receive.

YES—ALL ..... 1

YES—PARTIAL.....2

NO/DOES NOT HAVE/CAN'T GET  
DOCUMENTATION.. (GO TO J35) .....0

DOES NOT KNOW .. (GO TO J35) .....d

REFUSED TO SHOW  
DOCUMENTATION.. (GO TO J35) .....r

J28. INTERVIEWER: ENTER TYPE OF DOCUMENT.

STATEMENT/NOTIFICATION ..... 1

CHECK STUB .....2

OTHER (SPECIFY) .....3

---

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J29. INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.

\$ \_\_\_\_\_, \_\_\_\_\_

AMOUNT NOT ON DOCUMENT .....n

J30. INTERVIEWER: ENTER THE PERIOD OF PAYMENT.

WEEK.....1

TWO WEEKS .....2

MONTH .....3

OTHER (SPECIFY) ..... 4

PERIOD NOT ON DOCUMENT.....n

J31. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.

NUMBER OF TIMES RECEIVED

NUMBER OF TIMES NOT ON DOCUMENT .....n



J32. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.

\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|  
MONTH DAY YEAR

END DATE NOT ON DOCUMENT .....n

J33. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.

\$|\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|

AMOUNT NOT ON DOCUMENT .....n

J34. INTERVIEWER: COMPUTE THE MONTHLY AMOUNT USING J29, J30, AND J31. COMPARE IT TO THE AMOUNT RECORDED IN J26. IF THERE IS NO MORE THAN \$100 DIFFERENCE, OR IF MONTHLY AMOUNT CANNOT BE COMPUTED DUE TO UNAVAILABLE PERIOD, NUMBERS, AMOUNTS, CONTINUE TO J35. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO J35. IF UNRESOLVABLE, CIRCLE CODE AND GO TO J35. CODE RESULT, BELOW.

NO DIFFERENCE OR DIFFERENCE  
LESS THAN \$100 ..... 1  
RESOLVED DIFFERENCE(S) TO \$100  
OR LESS.....2  
UNRESOLVABLE.....3

J35. INTERVIEWER: CHECK J24 FOR OTHER HH MEMBERS WHERE G32 OR G33 HAVE A "YES". DID OTHER HOUSEHOLD MEMBERS RECEIVE SNAP BENEFITS DURING TARGET MONTH?

YES ..... 1  
NO ..... (GO TO J46) .....0

J36. How much did other members of your household receive in SNAP benefits during MONTH? (Please do not include food stamp benefits received by you and your spouse.)

\$ |\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_| FOOD STAMPS

DOES NOT KNOW .....d  
REFUSED .....r

J37. May I look at the statement showing the amount of SNAP benefits received by other members of your household in MONTH?

**PROBE:** The award letter or notification of the amount of food stamp benefits received.

YES—ALL ..... 1  
YES—PARTIAL..... 2  
NO/DOES NOT HAVE/CAN'T GET  
DOCUMENTATION.. (GO TO J46) ..... 0  
DOES NOT KNOW .. (GO TO J46) ..... d  
REFUSED TO SHOW  
DOCUMENTATION.. (GO TO J46) ..... r

J38. **INTERVIEWER: ENTER TYPE OF DOCUMENT.**

STATEMENT/NOTIFICATION ..... 1  
CHECK STUB ..... 2  
OTHER (SPECIFY) ..... 3

\_\_\_\_\_  
\_\_\_\_\_

J39. **INTERVIEWER: ENTER AMOUNT SHOWN ON DOCUMENT.**

\$ | | | , | | | |

AMOUNT NOT ON DOCUMENT ..... n

J40. **INTERVIEWER: ENTER THE PERIOD OF PAYMENT.**

WEEK..... 1  
TWO WEEKS ..... 2  
MONTH ..... 3  
OTHER (SPECIFY) ..... 4

\_\_\_\_\_  
PERIOD NOT ON DOCUMENT ..... n

J41. INTERVIEWER: ENTER NUMBER OF TIMES RECEIVED IN MONTH.

|\_|\_| NUMBER OF TIMES RECEIVED

NUMBER OF TIMES NOT ON DOCUMENT .....n

J42. INTERVIEWER: ENTER PERIOD ENDING DATE FROM DOCUMENT.

|\_|\_|\_|\_|\_|  
MONTH DAY YEAR

END DATE NOT ON DOCUMENT .....n

J43. INTERVIEWER: ENTER THE YEAR-TO-DATE AMOUNT SHOWN ON THE DOCUMENT.

\$|\_|\_|\_|\_|,|\_|\_|\_|\_|

AMOUNT NOT ON DOCUMENT .....n

J44. INTERVIEWER: COMPUTE THE MONTHLY AMOUNT USING J39, J40, AND J41. COMPARE IT TO THE AMOUNT RECORDED IN J36. IF THERE IS NO MORE THAN \$100 DIFFERENCE, OR IF MONTHLY AMOUNT CANNOT BE COMPUTED DUE TO UNAVAILABLE PERIOD, NUMBERS, AMOUNTS, CONTINUE TO J45. IF THERE IS A DIFFERENCE, DISPLAY THE RESULTS AND RESOLVE THE DIFFERENCE WITH THE RESPONDENT, THEN GO TO J45. IF UNRESOLVABLE, CIRCLE CODE AND GO TO J45. CODE RESULT, BELOW.

NO DIFFERENCE OR DIFFERENCE  
LESS THAN \$100 ..... 1

RESOLVED DIFFERENCE(S) TO \$100  
OR LESS..... 2

UNRESOLVABLE..... 3

J45. Did you participate in the Food Distribution Program on Indian Reservations or FDIIR during MONTH?

YES ..... 1  
NO ..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r

J46. **INTERVIEWER: WERE ALL SOURCES OF INCOME DOCUMENTED? CHECK QUESTIONS I2e, I3e, I4e, I5e, I6e, I7e, I8e, I9e, I10e, I11e, I12e, I13e, I14e, I15e, I16e, I17e, I18e, I19e I20e, I21e, I22e, J5, J15, J27, AND J37 FOR ANY QUESTION NOT CODED "1."**

YES ..... (GO TO K1) ..... 1  
NO ..... 0

J47. Why are you unable to show me all of the income documents?

CIRCLE ALL  
THAT APPLY

REFUSES ON OWN BEHALF/  
REFUSES TO SHOW OWN DOCUMENTS ..... 1

REFUSES ON BEHALF OF OTHER  
HOUSEHOLD MEMBER(S)/REFUSES  
TO SHOW OTHER HOUSEHOLD  
MEMBERS' DOCUMENTS ..... 2

DO NOT HAVE DOCUMENTS ..... 3

CAN'T FIND DOCUMENTS ..... 4

TOO MUCH TROUBLE TO GET/  
FIND DOCUMENTS ..... 5

OTHER (SPECIFY) ..... 6

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DOES NOT KNOW ..... d

REFUSED ..... r



## SECTION K: TOTAL MONTHLY INCOME

- K1. The computer just added up all the income sources you told me about and the total household income in MONTH (including the income of people no longer here) is AMOUNT [TOTAL FROM ALL SOURCES LISTED IN SECTION I]. Does that sound about right?
- YES ..... (GO TO K4)..... 1  
NO ..... 0  
DOES NOT KNOW ..... (GO TO L1) ..... d  
REFUSED ..... (GO TO L1) ..... r
- K2. **INTERVIEWER: READ OR SHOW RESPONDENT EACH INCOME SOURCE AND AMOUNT AND MAKE ADJUSTMENTS WHERE NEEDED, THEN CONTINUE TO K3.**
- K3. The revised total income for MONTH is now TOTAL AMOUNT? Does that sound right?
- YES ..... 1  
NO ..... (GO TO BACK K2 AND REPEAT PROCEDURES UNTIL INCOME IS CORRECT TO THE RESPONDENT'S SATISFACTION THEN CONTINUE TO K4)..... 0  
DOES NOT KNOW ..... d  
REFUSED ..... r
- K4. Was the TOTAL AMOUNT we just recorded for (your household/TARGET CHILD) in MONTH a usual amount, or was it more or less than the average you expect (your/his/her) monthly income to be this school year?
- USUAL AMOUNT ..... (GO TO K6)..... 1  
MORE THAN AVERAGE ..... 2  
LESS THAN AVERAGE ..... 3  
DOES NOT KNOW ..... (GO TO K6)..... d  
REFUSED ..... (GO TO K6)..... r

K5. About how much do you expect (your/his/her) usual or normal monthly household income to be over the school year?

\$ |\_|\_|\_|\_|,|\_|\_|\_|\_|

DOES NOT KNOW .....d

REFUSED .....r

K6. **INTERVIEWER: CHECK CONTACT SHEET. IS THE MONTH FOR WHICH INCOME WAS REPORTED THE MONTH HOUSEHOLD SUBMITTED AN APPLICATION?**

YES ..... (GO TO L1) ..... 1

NO ..... 0

APPLICATION MONTH NOT AVAILABLE ..... 2

K7. Was the AMOUNT we just recorded for (your household/TARGET CHILD) in MONTH about the same as (your household/his/her) income in APPLICATION MONTH?

YES ..... (GO TO L1) ..... 1

NO ..... 0

DOES NOT KNOW ..... (GO TO L1) ..... d

REFUSED ..... (GO TO L1) ..... r

K8. About how much was (your household/his/her) income in APPLICATION MONTH?

\$ |\_|\_|\_|\_|,|\_|\_|\_|\_|

DOES NOT KNOW .....d

REFUSED .....r

**NO SECTION L IN THIS DOCUMENT**

## SECTION M: DEMOGRAPHIC CHARACTERISTICS

M1. Just a few more questions about you. How old are you?

|\_|\_| AGE

OR

|\_|\_|\_| YEAR BORN

DOES NOT KNOW .....d

REFUSED .....r

M2. **INTERVIEWER: CODE OR ASK:** Are you female or male?

FEMALE .....1

MALE .....2

DOES NOT KNOW .....d

REFUSED .....r

M3. Are you currently married, living with a partner to whom you are not married, widowed, divorced, separated, or never married?

CIRCLE ONE

MARRIED .....1

LIVING WITH PARTNER TO WHOM  
YOU ARE NOT MARRIED .....2

WIDOWED .....3

DIVORCED .....4

SEPARATED.....5

SINGLE AND NEVER MARRIED.....6

DOES NOT KNOW .....d

REFUSED .....r

M4. What is the highest grade or level of school that you have completed?

**INTERVIEWER: IF GED, ENTER 12.**

|\_|\_| HIGHEST GRADE COMPLETED

OTHER (SPECIFY) .....0

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ASSOCIATES .....1

BACHELORS .....2

MASTERS .....3

Ph.D. ....4

LAW DEGREE .....5

M.D. ....6

DOES NOT KNOW .....d

REFUSED .....r

M5. Do you consider yourself to be Hispanic or of Latino origin?

**PROBE:** Cuban, Mexican, Puerto Rican, South or Central American, or other  
Spanish culture or origin?

YES .....1

NO .....0

DOES NOT KNOW .....d

REFUSED .....r



M6. Are you American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander or White?

CIRCLE ALL  
THAT APPLY

AMERICAN INDIAN OR ALASKA NATIVE ..... 1

ASIAN.....2

BLACK OR AFRICAN AMERICAN .....3

NATIVE HAWAIIAN OR OTHER PACIFIC  
ISLANDER .....4

WHITE .....5

HISPANIC .....6

OTHER (SPECIFY) .....7

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DOES NOT KNOW .....d

REFUSED .....r

M7. Are you a United States citizen?

YES ..... 1

NO .....0

DOES NOT KNOW .....d

REFUSED .....r

M8. Is TARGET CHILD Hispanic or of Latino origin?

**PROBE:** Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin?

YES ..... 1

NO.....0

DOES NOT KNOW .....d

REFUSED.....r

M9. Is (she/he) American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander or White?

CIRCLE ALL  
THAT APPLY

AMERICAN INDIAN OR ALASKA NATIVE.....1

ASIAN.....2

BLACK OR AFRICAN AMERICAN .....3

NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER .....4

WHITE.....5

HISPANIC .....6

OTHER (SPECIFY) .....7

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DOES NOT KNOW .....d

REFUSED.....r

M10. This is the end of the interview. Thank you very much for participating in our study.

**INTERVIEWER: GIVE THE RESPONDENT THE \$25.00 GIFT CARD.**

TIME INTERVIEW ENDED: |\_\_|\_\_|:|\_\_|\_\_| AM .....1  
 HOUR MINUTE PM .....2

SUMMARY SHEET

*R. Austin*

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8dd

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEM: Gadsden County School Board Head Start 2012-2013  
Refunding Application and Program Improvement Plan

DIVISION: Head Start

X This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

Gadsden County School Board's Head Start Program 2012-2013 Refunding Application and Program Improvement Plan.

FUND SOURCE: Head Start

AMOUNT: \$2,042,425.00

PREPARED BY: Carolyn Harden *CH/Ha*

POSITION: Head Start/Prekindergarten Program Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered n/a

CHAIRMAN'S SIGNATURE: page(s) numbered 1, 10, 11 and 39

This form is to be duplicated on light blue paper.

REVIEWED BY: Cathy L. Austin

2012 JUL 16 PM 2:07  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

# APPLICATION FOR FEDERAL ASSISTANCE

<b>1. TYPE OF SUBMISSION</b> Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction		<b>2. DATE SUBMITTED:</b>	Applicant Identifier 04CH0241
		<b>3. DATE RECEIVED BY STATE:</b>	State Application Identifier
<b>Preapplication</b> <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		<b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	Federal Identifier 04CH0241 - 000
<b>5. APPLICANT INFORMATION</b>			
Legal Name: GADSDEN COUNTY SCHOOL DISTRICT		<b>Organizational Unit:</b> Department: HHS: Office of Head Start	
Organizational DUNS: 152811279		Division: HHS: Office of Head Start	
<b>Address:</b> Street: 500 W King St City: Quincy County: N/A State: FL Zip Code: 32351 Country: N/A		<b>Name and telephone number of the person to be contacted on matters involving this application (give area code)</b> Prefix: Mrs. Middle Name: First Name: Carolyn Last Name: Harden Suffix: Email: hardenc@gcpsmail.com	
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN)</b> 596000615		Phone Number (give area code) (850)627-3861	Fax Number (give area code) (850)875-8790
<b>8. TYPE OF APPLICATION</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): Other (specify)		<b>7. TYPE OF APPLICANT (enter appropriate letter in box)</b> <span style="border: 1px solid black; padding: 0 5px;">H</span> Other (specify)	
<b>10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 93.600 TITLE (Name of Program): Head Start / Early Head Start		<b>9. NAME OF FEDERAL AGENCY:</b> HHS / ACF / OHS	
<b>12. AREAS AFFECTED BY PROJECT (Cities, Counties, States etc.):</b> Gadsden County		<b>11. DESCRIPTION TITLE OF APPLICANT'S PROJECT:</b> 2012-2013 Head Start Refunding Application	
<b>13. PROPOSED PROJECT:</b> Start Date: 12/01/2012 Ending Date: 11/30/2013		<b>14. CONGRESSIONAL DISTRICTS OF:</b> a. Applicant: 02 b. Project: 02	
<b>15. ESTIMATED FUNDING</b>		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b>	
a. Federal	\$2,042,425	a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON  Date:  b. NO <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372  <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
b. Applicant	\$510,606		
c. State	\$0		
d. Local	\$0		
e. Other	\$0		
f. Program Income	\$0	<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No	
g. Total	\$2,553,031		
<b>18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED</b>			
<b>a. Authorized Representative</b>			
Prefix: Mr.		First Name: Judge	Middle Name:
Last Name: Helms		Suffix:	
b. Title: Authorizing Official		c. Telephone number: (850)627-3861	
d. Signature of Authorized Representative:		e. Date Signed:	



Grant / Delegate No: 04CH0241 / 000 Agency Name: Gadsden County School Board  
 Program Type: Head Start Application Type: Basic State: FL Fiscal Year: 2013 Budget Period: 12/01/2012 to 11/30/2013

**BUDGET INFORMATION - Non Construction Programs**

OMB Approval No. 0348-0044

**SECTION C - NON-FEDERAL RESOURCES**

Grant Program (a)	Applicant (b)	State (c)	Other (d)	Total (e)
8 NFS	\$510,606	\$0	\$0	\$510,606
9	\$0	\$0	\$0	\$0
10	\$0	\$0	\$0	\$0
11	\$0	\$0	\$0	\$0
<b>12 Total (Sum of lines 8-11)</b>	<b>\$510,606</b>	<b>\$0</b>	<b>\$0</b>	<b>\$510,606</b>

**SECTION D - FORECASTED CASH NEEDS**

Budget Category	Current Year Budget	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13 Federal	\$2,042,425	\$510,606	\$510,606	\$510,606	\$510,607
14 Non-Federal	\$510,606	\$127,651	\$127,651	\$127,651	\$127,653
<b>15 Total (Sum of lines 13-14)</b>	<b>\$2,553,031</b>	<b>\$638,257</b>	<b>\$638,257</b>	<b>\$638,257</b>	<b>\$638,260</b>

**SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT**

Grant Program (a)	FUTURE FUNDING PERIODS (Years)			
	First (b)	Second (c)	Third (d)	Fourth (e)
16 Program Operation	\$0	\$0	\$0	\$0
17 TTA	\$0	\$0	\$0	\$0
18	\$0	\$0	\$0	\$0
19	\$0	\$0	\$0	\$0
<b>20 Total (Sum of lines 16-19)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**SECTION F - OTHER BUDGET INFORMATION**

21. Direct Charges:	22. Indirect Charges:
23. Remarks:	

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Standard Form 424A (Rev. 7-97)  
 Prescribed by OMB Circular A-102

July 12, 2012

Grant / Delegate No: 04CH0241 / 000  
Program Type: Head StartAgency Name: Gadsden County School Board  
Application Type: Basic

State: FL Fiscal Year: 2013 Budget Period: 12/01/2012 to 11/30/2013

**BUDGET INFORMATION - Non Construction Programs**

OMB Approval No. 0348-0044

**SECTION A - BUDGET SUMMARY**

Grant Program, Function, or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1 Program Operation	93.600	\$0	\$0	\$2,015,883	\$510,606	\$2,526,489
2 TTA	93.600	\$0	\$0	\$26,542	\$0	\$26,542
3		\$0	\$0	\$0	\$0	\$0
4		\$0	\$0	\$0	\$0	\$0
<b>5 Total (Sum of lines 1-4)</b>		<b>\$0</b>	<b>\$0</b>	<b>\$2,042,425</b>	<b>\$510,606</b>	<b>\$2,553,031</b>

**SECTION B - FEDERAL RESOURCES****GRANT PROGRAM, FUNCTION, OR ACTIVITY**

6. Object Budget Categories	(1) Program Operation	(2) TTA	(3)	(4)	Total
a. Personnel	\$1,263,409	\$0	\$0	\$0	\$1,263,409
b. Fringe Benefits	\$362,972	\$0	\$0	\$0	\$362,972
c. Travel	\$24,400	\$0	\$0	\$0	\$24,400
d. Equipment	\$0	\$0	\$0	\$0	\$0
e. Supplies	\$47,883	\$4,100	\$0	\$0	\$51,983
f. Contractual	\$88,305	\$0	\$0	\$0	\$88,305
g. Construction	\$0	\$0	\$0	\$0	\$0
h. Other	\$174,790	\$22,442	\$0	\$0	\$197,232
i. Total Direct Charges (sum of 6a - 6h)	\$1,961,759	\$26,542	\$0	\$0	\$1,988,301
j. Indirect Costs	\$54,124	\$0	\$0	\$0	\$54,124
k. Totals (sum of 6a - 6j)	\$2,015,883	\$26,542	\$0	\$0	\$2,042,425
7. Program Income	\$0	\$0	\$0	\$0	\$0

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Standard Form 424A (Rev. 7-97)  
Prescribed by OMB Circular A-102

July 12, 2012



# GABI - Detail Report

Grant / Delegate No: 04CH0241 / 000  
Program Type: Head Start

Agency Name: Gadsden County School Board  
Application Type: Basic

State: FL Fiscal Year: 2013 Budget Period: 12/01/2012 to 11/30/2013

## Funding Summary

Funding Category	Key Features Total	Line Item Budget Total
Cost for Program Operations:	\$2,015,883	\$2,015,883
Cost for Training and Technical Assistance:	\$26,542	\$26,542
Non-federal Share (Cash and in-kind):	\$510,606	\$510,606
Total:	\$2,553,031	\$2,553,031

## Other Funding Sources

### FEDERAL FUNDING

1. Federal Child Development and Child Care Funds		\$0
2. USDA Funds for Nutrition Services		\$194,040
3. Other Federal Funding	( )	\$0

### STATE FUNDING

5. Other State Funding	( )	\$0
4. State Preschool Programs		\$530,341

### LOCAL FUNDING

6. School District Funding		\$0
7. Other Local Government Funding	( )	\$0

### OTHER FUNDING

8. Tribal Government Funding		\$0
9. Fundraising Activities		\$0
10. Other	( )	\$0

Total: \$724,381

# GABI - Detail Report

Grant / Delegate No: 04CH0241 / 000  
Program Type: Head Start

Agency Name: Gadsden County School Board  
Application Type: Basic

State: FL Fiscal Year: 2013 Budget Period: 12/01/2012 to 11/30/2013

## Enrollment

Center-based (CB): 259	Combination Program (CO): 0	Family Child Care (FCC): 0	Pregnant Women (PW): 0
Home-based (HB): 0	Locally Designed Program (LD): 0	Total Child Enrollment: 259	Total Funded Enrollment: 259

## Program Schedule

Program Option	2. Funded child enrollment	3a. Number of classes / groups / family child care settings	3b. Double session?	4. Number of hours of classes / groups / FCC settings per child, per day	5. Number of days of classes / groups / FCC settings per child, per week	6. Number of days of classes / groups / FCC settings per child, per year	7. Number of home visits per child, per year	8. Number of hours per home visit	9. Number of home visits per child, per year (HB only)	10. Number of hours per home visit (HB only)	11. Number of hours per home- based socialization experience (HB only)	12. Number of home- based socialization experiences per child, per year (HB only)
Center-based	227	12	No	6.5	5	180	3	1.5	0	0	0	0
Center-based	32	2	No	10	5	180	3	1.5	0	0	0	0



**GABI - Detail Report****Grant / Delegate No:**  
**Program Type:**04CH0241 / 000  
Head Start**Agency Name:**  
**Application Type:**Gadsden County School Board  
Basic**State:** FL **Fiscal Year:** 2013 **Budget Period:** 12/01/2012 to 11/30/2013**Summary of Budget Categories**

Budget Category	PO	TTA	NFS
Personnel	\$1,263,409	\$0	\$130,373
Fringe Benefits	\$362,972	\$0	\$0
Travel	\$24,400	\$0	\$0
Equipment	\$0	\$0	\$0
Supplies	\$47,883	\$4,100	\$0
Contractual	\$88,305	\$0	\$92,308
Construction	\$0	\$0	\$0
Other	\$174,790	\$22,442	\$287,925
Total Direct Costs	\$1,961,759	\$26,542	\$510,606
Indirect Costs	\$54,124	\$0	\$0
<b>SUMMARY OF BUDGET CATEGORIES TOTAL</b>	<b>\$2,015,883</b>	<b>\$26,542</b>	<b>\$510,606</b>



# GABI - Detail Report

Grant / Delegate No: 04CH0241 / 000  
Program Type: Head Start

Agency Name: Gadsden County School Board  
Application Type: Basic

State: FL Fiscal Year: 2013 Budget Period: 12/01/2012 to 11/30/2013

## Line Item Budget

### PERSONNEL: Child Health and Developmental Services Personnel

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1 Program Managers and Content Area Experts	\$187,715	\$724.77	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	6.00
2 Teachers / Infant Toddler Teachers	\$456,610	\$1,762.97	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	14.00
5 Teacher Aides and Other Education Personnel	\$251,202	\$969.89	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	15.00
9 Program Assistant	\$28,908	\$111.61	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	1.00
<b>PERSONNEL: Child Health and Developmental Services Personnel Sub-Total</b>	<b>\$924,435</b>	<b>\$3,569.25</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>36.00</b>

### PERSONNEL: Family and Community Partnerships Personnel

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
10 Program Managers and Content Area Experts	\$83,654	\$322.99	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	2.00
11 Program Assistants	\$104,007	\$401.57	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	4.00
<b>PERSONNEL: Family and Community Partnerships Personnel Sub-Total</b>	<b>\$187,661</b>	<b>\$724.56</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>6.00</b>

### PERSONNEL: Program Design and Management Personnel

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
13 Head Start / Early Head Start Director	\$34,250	\$132.24	\$0	\$0.00	\$34,250	\$132.24	\$68,500	\$264.48	1.00
16 Clerical Personnel	\$51,033	\$197.04	\$0	\$0.00	\$20,885	\$80.64	\$71,918	\$277.68	14.00
18 Principals, Assistant Principals	\$0	\$0.00	\$0	\$0.00	\$64,271	\$248.15	\$64,271	\$248.15	11.00
<b>PERSONNEL: Program Design and Management Personnel Sub-Total</b>	<b>\$85,283</b>	<b>\$329.28</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$119,406</b>	<b>\$461.03</b>	<b>\$204,689</b>	<b>\$790.31</b>	<b>26.00</b>

### PERSONNEL: Other Personnel

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
19 Maintenance Personnel	\$45,168	\$174.39	\$0	\$0.00	\$10,967	\$42.34	\$2,807	\$10.84	2.00
20 Transportation Personnel	\$20,862	\$80.55	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	3.00
<b>PERSONNEL: Other Personnel Sub-Total</b>	<b>\$66,030</b>	<b>\$254.94</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$10,967</b>	<b>\$42.34</b>	<b>\$2,807</b>	<b>\$10.84</b>	<b>5.00</b>
<b>PERSONNEL TOTAL</b>	<b>\$1,263,409</b>	<b>\$4,878.03</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$130,373</b>	<b>\$503.37</b>	<b>\$207,496</b>	<b>\$801.14</b>	<b>73.00</b>

### FRINGE BENEFITS

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1 Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$96,651	\$373.17	\$0	\$0.00	\$0	\$0.00	\$14,391	\$55.56	0.00
2 Health / Dental / Life Insurance	\$177,288	\$684.51	\$0	\$0.00	\$0	\$0.00	\$26,398	\$101.92	0.00
3 Retirement	\$62,033	\$239.51	\$0	\$0.00	\$0	\$0.00	\$9,237	\$35.66	0.00
4 Workman's Compensation	\$27,000	\$104.25	\$0	\$0.00	\$0	\$0.00	\$4,020	\$15.52	0.00



# GABI - Detail Report

Grant / Delegate No: 04CH0241 / 000  
Program Type: Head Start

Agency Name: Gadsden County School Board  
Application Type: Basic

State: FL Fiscal Year: 2013 Budget Period: 12/01/2012 to 11/30/2013

## Line Item Budget

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
<b>FRINGE BENEFITS TOTAL</b>	<b>\$362,972</b>	<b>\$1,401.44</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$54,047</b>	<b>\$208.67</b>	<b>0.00</b>

## TRAVEL

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1 Staff Out-Of-Town Travel	\$24,400	\$94.21	\$0	\$0.00	\$0	\$0.00	\$1,220	\$4.71	0.00
<b>TRAVEL TOTAL</b>	<b>\$24,400</b>	<b>\$94.21</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$1,220</b>	<b>\$4.71</b>	<b>0.00</b>

## SUPPLIES

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1 Office Supplies	\$18,700	\$72.20	\$1,500	\$5.79	\$0	\$0.00	\$20,200	\$77.99	0.00
2 Child and Family Services Supplies	\$29,183	\$112.68	\$2,600	\$10.04	\$0	\$0.00	\$0	\$0.00	0.00
<b>SUPPLIES TOTAL</b>	<b>\$47,883</b>	<b>\$184.88</b>	<b>\$4,100</b>	<b>\$15.83</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$20,200</b>	<b>\$77.99</b>	<b>0.00</b>

## CONTRACTUAL

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
2 Health / Disabilities Services	\$7,600	\$29.34	\$0	\$0.00	\$13,886	\$53.61	\$0	\$0.00	0.00
3 Food Service	\$22,150	\$85.52	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
4 Child Transportation Services	\$0	\$0.00	\$0	\$0.00	\$78,422	\$302.79	\$0	\$0.00	0.00
5 Training and Technical Assistance	\$7,500	\$28.96	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
8 Leases, Contractor for Playground maintenance, Interpretation Services, Agency dues, Program Compliance, Grounds Maintenance	\$51,055	\$197.12	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
<b>CONTRACTUAL TOTAL</b>	<b>\$88,305</b>	<b>\$340.95</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$92,308</b>	<b>\$356.40</b>	<b>\$0</b>	<b>\$0.00</b>	<b>0.00</b>

## OTHER

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
2 Rent	\$0	\$0.00	\$0	\$0.00	\$99,135	\$382.76	\$4,957	\$19.14	0.00
4 Utilities, Telephone	\$13,400	\$51.74	\$0	\$0.00	\$67,365	\$260.10	\$4,038	\$15.59	0.00
6 Building Maintenance / Repair and Other Occupancy	\$12,200	\$47.10	\$0	\$0.00	\$0	\$0.00	\$610	\$2.36	0.00
8 Local Travel	\$36,700	\$141.70	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
11 Volunteers	\$0	\$0.00	\$0	\$0.00	\$9,375	\$36.20	\$0	\$0.00	0.00
12 Substitutes (if not paid benefits)	\$28,500	\$110.04	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
13 Parent Services	\$18,600	\$71.81	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
15 Publications / Advertising / Printing	\$15,990	\$61.74	\$0	\$0.00	\$0	\$0.00	\$7,995	\$30.87	0.00
16 Training or Staff Development	\$7,300	\$28.19	\$22,442	\$86.65	\$0	\$0.00	\$0	\$0.00	0.00
17 Gas/Diesel, Garbage, Field Trips, Voluntary Prekindergarten	\$42,100	\$162.55	\$0	\$0.00	\$112,050	\$432.63	\$0	\$0.00	0.00
<b>OTHER TOTAL</b>	<b>\$174,790</b>	<b>\$674.86</b>	<b>\$22,442</b>	<b>\$86.65</b>	<b>\$287,925</b>	<b>\$1,111.68</b>	<b>\$17,600</b>	<b>\$67.95</b>	<b>0.00</b>

## DIRECT COSTS



# GABI - Detail Report

Grant / Delegate No: 04CH0241 / 000  
Program Type: Head Start

Agency Name: Gadsden County School Board  
Application Type: Basic

State: FL Fiscal Year: 2013 Budget Period: 12/01/2012 to 11/30/2013

	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
<b>DIRECT COSTS TOTAL</b>	<b>\$1,961,759</b>	<b>\$7,574.36</b>	<b>\$26,542</b>	<b>\$102.48</b>	<b>\$510,606</b>	<b>\$1,971.45</b>	<b>\$300,562</b>	<b>\$1,160.47</b>	<b>73.00</b>
<b>INDIRECT COSTS</b>									
Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1 Indirect Costs	\$54,124	\$208.97	\$0	\$0.00	\$0	\$0.00	\$54,124	\$208.97	0.00
<b>INDIRECT COSTS TOTAL</b>	<b>\$54,124</b>	<b>\$208.97</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$54,124</b>	<b>\$208.97</b>	<b>0.00</b>
	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
<b>LINE ITEM BUDGET TOTAL</b>	<b>\$2,015,883</b>	<b>\$7,783.33</b>	<b>\$26,542</b>	<b>\$102.48</b>	<b>\$510,606</b>	<b>\$1,971.45</b>	<b>\$354,686</b>	<b>\$1,369.45</b>	<b>73.00</b>

July 13, 2012



**Gadsden County School Board Head Start/Prekindergarten Program**

**Head Start Refunding Application and Program Improvement Plan**

**School Board Approval**

**2012-2013**

The Gadsden County School Board met and approved the 2012-2013 Head Start Refunding Application and Program Improvement Plan on the \_\_\_\_\_ day of July, 2012.

\_\_\_\_\_  
Judge Helms, Board Chairperson

\_\_\_\_\_  
Date



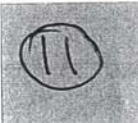
**Gadsden County School District (04CH0241)**  
**Head Start Program**  
**2012-2013 Employee Compensation Cap Assurance Statement**

“We have reviewed the requirement of the new Head start Act, Section 653, that limits the compensation of Head Start staff. We certify that Head Start funds will not be used to pay any part of the compensation of any individual employed by a Head Start agency if that individual’s compensation exceeds the rate payable for Level II of the Executive Schedule (currently \$179,700). Furthermore, our agency does not employ any individuals whose pay exceeds the aforementioned salary cap.”

**SIGNATURE:** \_\_\_\_\_

**TITLE:**            **Board Chairperson**

**DATE:** \_\_\_\_\_



## **GADSDEN COUNTY HEAD START**

### **2012-13 REFUNDING APPLICATION FULL PROJECT DESCRIPTION**

#### **I. Objectives, Need for Assistance, and Geographical Area**

##### **A. Program Demographics:**

Gadsden County is a sparsely populated rural area. Based on the 2010 Census, the population of Gadsden County is comprised of approximately 46,389 residents. It is located in the Big Bend region of northwest Florida, approximately 25 miles from Tallahassee, Florida, the state Capitol. Gadsden County is mostly agricultural in nature. Its population is centered around six communities, with the largest being the county seat of Quincy. The other communities include Greensboro, Chattahoochee, Gretna, Havana, and Midway. Many of Gadsden County's residents live in remote areas where services are either inaccessible or hard to reach, due to location and transportation barriers.

Despite the fact that Florida's population has increased over the years (making it the fourth largest state in the country), Gadsden County has only grown by an average of less than one percent per year over the past two decades. The county remains one of the least densely populated areas in the state, with an average of 90 people per square mile, compared to the state average of 350 people per square mile. As indicated in the 2010 Census, the population of Gadsden County was comprised of the follows: 56% African American, 35% Caucasian, and 9.5% Hispanic. Gadsden County remains the only county in Florida where the majority of its residents are African American. The Hispanic population, however, is one of the fastest growing populations in Florida. During the 2010 census, the Hispanic population exceeded the percentage of African Americans in the state of Florida. The Hispanic population in Gadsden County is growing, due to a reliance on migrant workers to harvest crops in the area. The Greensboro community has the largest population of Hispanics in the Gadsden County area.

Poverty is one of the most important correlates to poor maternal and child health and educational outcomes. According to 2010 data, Gadsden County's poverty rate is 26.6%. The calculated number of children birth to five living in households in the county at or below the Federal Poverty level was 31.1%. In addition, 53.4% of female-headed households with children under five lived in poverty. The poverty rate of female head-of-household is especially significant in light of the high rate of births to unmarried mothers in Gadsden County. Medicaid eligibility is one common indicator of child poverty in any community. In Gadsden County, Medicaid enrollment for children ages birth to five, increased from 2,226 in 2002 (46%), to 2,391 in 2006.



Employment opportunities in Gadsden County are very limited. Agriculture remains central to Gadsden County's economy, with approximately 21% of employed residents working in the agricultural industry. Unemployment averages in 2011 were 9%, which was slightly lower than the state average of, but these rates are falsely skewed by part-time agricultural labor employment during the tomato harvesting seasons. In addition, the majority of the employed population was employed in low-paying retail, manufacturing, or seasonal jobs.

The unemployment rate in Gadsden County has rapidly increased over the past several years due to the economic recession, and this has exacerbated due to the closing of several local industries in the county, including Quincy Farms, a global supplier of mushroom products, and the employer of more than 490 Gadsden County residents for nearly 30 years. The county has also felt the impact of State of Florida cutbacks, layoffs, and office closures. The community of Chattahoochee has been especially impacted by the privatization and subsequent layoffs at Florida State Hospital a local mental health facility that has been a major economic provider in the area, and a source of employment for residents in Gadsden County as a whole.

The challenges associated with children and families living in poverty are reflected in the educational outcomes of the county's students. High School graduation rate is determined by the percentage of students who enter high school as 9<sup>th</sup> graders, and then graduate 4 years later. In 2010, Gadsden County's high school graduation rate was 65%, as compared to the state average of 76%. This rate, although lower than the state average, is an increase from the graduation rate reported in previous years. In 2010-11, Gadsden County had a K-12 public school enrollment of 6,310. 82% of the students were African American, 2% were Caucasian, and 16% were Hispanic. This compared to the statewide composition of 45.9% Caucasian, 23.1% African American, 24.7% Hispanic, and 3.6% Multiracial, 2.4% Asian, and >1% American Indian. One of the highest correlates of positive educational outcomes for children is the educational level of the mother. Only 52% of the mothers in Gadsden County have completed education up to 11<sup>th</sup> grade.

The rate of illiteracy in Gadsden County is higher than the state average, with many citizens unable to read at a level which would allow them the opportunity to be successful in life. Even Start, Ameri-Corp, Florida A&M University, Tallahassee Community College, and the Gadsden County Public Library are a few of the organizations that are partnering with the Gadsden County School District and Head Start to address the literacy needs in our county.

In some instances, measures of student performance fall short of the state average. The Florida Comprehensive Assessment Test (FCAT) is a state-mandated test measuring skills in math, reading, writing, and science for public school students in grades 3 through 10. Since the implementation of the FCAT in 1999, Gadsden County students have previously fallen short of the state average. Due to the diligent efforts of the Gadsden County School System, and partnering agencies, the FCAT grades for the county have improved tremendously. For example, during the 2009-10 school term, 3<sup>rd</sup> grade FCAT scores in math reached a historic high of 71 (percentage points), as compared to 2008,



when the math score for 3<sup>rd</sup> graders was 65. Writing scores for 4<sup>th</sup> graders in Gadsden County increased significantly as well during this school term, from a score of 70 in 2008, to a score of 89 in 2009-10. During the 2011-12 school term, FCAT standards were raised, however, despite these more challenging requirements, scores in Gadsden County remained high. This indicates that students in Gadsden County continue to be on the move academically.

### **In Summary:**

- Gadsden County is located in the Big Bend region of northwest Florida.
- Gadsden County is a rural county with a population of approximately 46,389.
- African Americans comprise a majority of the population in Gadsden County (56%).
- Gadsden county and the state of Florida both have an increasing Hispanic population.
- 26.6% of Gadsden County residents live in poverty.
- Gadsden County has a population of 5,420 children between age birth to five.
- Over 46% of the children age birth to five are receiving Medicaid.
- In 2011, the unemployment rate in Gadsden County was 9%, slightly lower than the state average of 10.8%. This number continues to increase, due to the economic recession, and the closing of many local factories.
- The High School graduation rate in Gadsden County is 65% and continues to improve.
- Gadsden County has one of the highest drop-out rates in the state of Florida.
- The rate of illiteracy in Gadsden County is higher than the state average.
- FCAT scores in Gadsden County have improved tremendously over the past several years.
- Local agencies are partnering with Gadsden County Schools to address literacy and other educational issues.

### **B. Local Services for Children Birth to Five:**

Since 1985, the Gadsden County School Board has been the Grantee for the Gadsden County Head Start Program. This program is currently funded to serve 259 children, and has 7 school sites across the county, as well as two community-based sites. Most of the children enrolled in the Head Start Program receive a 6 ½ hour/day program for 180 days/year. Even though the Gadsden County School Board no longer contracts with private child care providers, the School District has made full day services available to families who need it. The Gadsden County School Board also serves Pre-k children in the Title 1 Program, the Voluntary Pre-kindergarten Program, and the Exceptional Student Education Program (ESE Program). Comprehensive services such as vision, hearing, and developmental screenings are provided to children enrolled in the Head Start Program. Transportation is provided for the school-based programs, however, parents must provide transportation for children receiving services in the full day program.

The Florida State University (FSU) Center for Prevention and Early Intervention Program was funded to provide an Early Head Start program for Gadsden County. FSU Early Head Start has a combined enrollment of infants, toddlers, or women who are pregnant. The program operates two service options. The grantee directly operates the home-based option, offering weekly home visits and biweekly group socialization, as well as the center-based option, which provides enrollment slots for full-day, year-round child care for infants and toddlers of working parents. The goals of the program are to improve the developmental outcomes for children, enhance the ability of parents to raise their children, and increase opportunities for family self-sufficiency.

Each year, both the Early Head Start and Head Start programs enroll and provide services to children with special needs. In 2011-12, 33 children in Head Start (over 10%) were children with special needs. The Head Start Program works closely with the Exceptional Student Education Department to assure the most appropriate placement for children with disabilities. The Head Start Disability Coordinator attends staffings, monthly transition meetings, and works closely with the Pre-k ESE Specialist, who is housed at the same site as the Head Start office, allowing for easier communication.

Gadsden County's state-funded Voluntary Pre-kindergarten Program (VPK) makes Pre-kindergarten services available to all age eligible four-year-old children. Although the Head Start Program is currently funded to serve 259 children, the VPK program enabled Head Start to serve 41 additional children during the 2011-12 school term.

The Gadsden County Early Learning Coalition is the state-sanctioned organization in the county, which coordinates publicly funded state and local preschool programs, including the federal subsidized child care program. The Coalition serves children in center-based group care settings, public school pre-kindergarten programs, and family child-care homes. The Early Learning Coalition is managed by The Agency for Workforce Innovation.

The Early Steps Early Intervention Program provides disability services to infants and toddlers under age three. The presenting problems of these children included developmental delays, speech and language delays, and conditions related to prematurity. Statewide, referrals to Early Steps come from hospital Neonatal Intensive Care Units, private doctors, and community agencies such as Early Head Start, Healthy Families, and Healthy Start. Statewide, referrals from a parent or family member are the most common referral sources. This holds true for Gadsden County as well. Gadsden County referral sources also include Child Find and private care providers.

There are three programs in Gadsden County which offer home visiting service options, primarily targeting pregnant women and families with infants and/or toddlers. These include Healthy Start, Healthy Families Gadsden, and Early Head Start. Deliberate steps have been taken by these agencies to assure that services are not duplicated and that



maximum use is made of available resources. These programs have formed the Gadsden County Home-Visiting Partnership. Healthy Start provides preliminary screening and referrals. Once referred, Healthy Families Gadsden provides family assessments that ensure that families are matched with the home-visiting program that best fits their needs. Healthy Families Gadsden serves pregnant women, infants and families at risk of abusing or neglecting their children.

Child Find provides screening for children who are suspected of having a developmental delay or handicapping condition. This service used to be provided by a regional education arrangement, but was transferred to the special education department of the school district during the 2003-04 school term.

When it comes to group care for infants and toddlers, quality services in Gadsden County are very limited. Due to the closing of several local child care centers (including Redlands Migrant Program, which previously provided childcare to children of migrant farm workers), only a few of the county's child care centers offer care for infants under age 12 months. Of the providers that do provide care for young infants, the quality of that care for many of these centers is minimal. The lack of quality at many centers is due to limited funding available for facilities, equipment and materials.

#### **In Summary:**

- The Gadsden County School District is funded to serve 259 three and four year old children.
- The Gadsden County School District provides full day services to families who need it.
- FSU Early Head Start serves a combination of infants, toddlers, or women who are pregnant.
- Head Start and Early Head Start provide services to children with special needs.
- Head Start works closely with the District's ESE Department to serve all eligible children.
- The Voluntary Pre-kindergarten Program is available for all eligible 4 year olds
- PAEC provide migrant education services to Hispanic children and families in Gadsden County.
- Early Steps provides disability services to infants and toddlers under age 3.
- Healthy Start, Healthy Families Gadsden, and Early Head Start provide home - visiting services.
- Child Find provides screening for children suspected of having a developmental or handicapping condition.
- Only a few of Gadsden County's child care centers offer care for infants under age 12 months.
- Quality child care services are limited in Gadsden County due to lack of funds.

### **C. Parent/Family Services**

Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system. A Parent Involvement Coordinator is employed with the Head Start Program, and works closely with families by encouraging participation on the Policy Council, Center Committees, urging parents to attend workshops, and urging them to become active in local government by attending city and county commission meetings, as well as local school board meetings. The Parent Involvement Coordinator also provides regular trainings and information to parents in such areas as nutrition, child behavior, transition, budgeting, along with any others trainings that parents have expressed an interest in. The Parent Services Coordinator also encourages active participation of fathers in the Head Start Program. Men Assuring Children's Success (MACS) is a Male Involvement Component within the parent services program that solicits and encourages the participation of significant father figures in the lives of children enrolled in the program. MACS provides trainings for father figures, organizes father-child activities, and provides other services aimed at getting fathers involved. Parent services staff are also employed with the School Board to encourage all parents to participate in the activities related to the overall school system. The Head Start Family Services Coordinator, and the Family Services Staff also work with families by working with them to develop and implement Family Partnership Agreements which outline goals, timetables, and strategies for achieving the goals that the families might have. Family Services Staff are assigned to each school so that all parents have access to these services. Family Services Staff also work with local community agencies in an effort to access all available services that a family might need, as well as to collaborate in an effort to increase/improve resources for the benefit of the entire community. Partnership Agreements are also made between these agencies and the Head Start Program. These agreements further identify the role that each plays in assuring that needed resources and services are accessed.

In addition to working with community agencies, the Head Start Program provides each parent with a training handbook which includes educational information in the areas of child development, nutrition, health, safety, mental health, budgeting, school attendance, well-child care, etc. It also contains a listing of local community resources.

The Early Head Start Program, which is also located in Gadsden County, has strong family support services as well. The home-visiting component of the program places great emphasis on empowering families to become self-sufficient. They work to link expectant women and families with infants/toddlers to the necessary service providers. These services might include prenatal care, breastfeeding and childbirth education, family planning, parenting skills, maternal health and personal development, infant health and development, and community resources for education, job training, and employment services.

Gadsden County Health Department is funded through state and federal sources, and provides prenatal care, Healthy Start services, WIC, immunizations, dental services, well-



baby check-ups, Medicaid Early Periodic Screening, Diagnosis, and Treatment, and health education on a variety of health topics.

Capital Regional Medical Center Gadsden Memorial Campus offers emergency healthcare services that are available 24/7. It is staffed with nearly 40 experienced emergency room physicians, as well as nurses and technicians highly trained in providing emergency care. The hospital is equipped with state of the art medical technology and lab services.

Refuge House is a non-profit community based organization that provides services to victims of domestic violence and their families. It offers a safe shelter for battered women and their children and individual and group counseling. Refuge House is a very visible agency in the Gadsden County Community, providing domestic violence education and support to the families in the county.

Woman-to-Woman is a federally funded program which aims to reduce infant mortality by offering peer group support services for pregnant women and mothers of children under two years of age. The program draws on women in the community to contact other women who live in remote locations or who are isolated for various reasons. The program is an outreach resource for the Head Start Program, as well as other community-based agencies as they attempt to educate families about available resources and programs.

Healthy Start is administered through the Gadsden county Health Department, and provides parenting support for pregnant women and new mothers, as well as other services such as childbirth education, mental health counseling, and breastfeeding education. Many Head Start parents have also been Healthy Start participants.

Healthy Families-Gadsden provides home visitation services to families at risk of abuse or neglect. They are located in the same office as the Early Head Start Program, which facilitates communication and joint parent training.

Gadsden County Cooperative Extension Services serves families through parenting classes with information about child development, nutrition, food preparation, home safety, and money management. The agency's Family and Consumer Coordinator serves on the Early Head Start and Head Start Policy Council. The Office also partners with the Health Department (WIC) to provide nutrition education to participants of the Head Start Program. In addition to serving on the Policy Council, staff from the Extension Office also serve on the Head Start Health Services Advisory Committee.

Florida Department of Children and Families is the state agency responsible for child protective investigations, developmental services, foster care, and public assistance programs including food stamps. Linkages between Head Start and the services offered through this agency are mainly through referrals and child abuse trainings.

The Gadsden County Whole Child Project is made up of members from various local service agencies, which includes the Head Start Program. Through the council, all agency staff are able to keep informed of local community agencies, their services, and the process whereby these services may be accessed.

Big Bend Transportation is a public transportation system in Gadsden County. It is mainly accessed by Medicaid recipients because these transportation services are very expensive for non-Medicaid recipients. This is a very valuable resource because it enables families to travel to medical appointment, and to other agencies in and around Gadsden County that might otherwise be inaccessible.

Gadsden Express continues to provide transit service to and from Gadsden County. The transit system was made possible through a partnership between Gadsden County, Commuter Services of North Florida, Star Metro, and the Florida Department of Transportation. Gadsden Express provides very inexpensive weekday express services to and from Quincy, Midway, Tallahassee Community College, and the C.K. Steele Plaza (Transfer Station) in Tallahassee. The fee of only \$1.00 (one way fare), makes this a very affordable form of transportation for many Head Start families.

#### **In Summary:**

- Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system.
- A Head Start Parent Coordinator works closely with parents by providing trainings and encouraging them to be active in their community.
- Male Involvement is strongly encouraged in the Head Start Program, and is an integral part of the services and trainings provided to families throughout the year.
- Head Start Family Services Staff provides home visits and support services to families.
- The Early Head Start Program also has strong family support services.
- Gadsden County Health Department provides family services such as prenatal care, immunizations, dental care, well-baby check-ups, and Medicaid EPSDT.
- Capital Regional Medical Center Gadsden Memorial Campus offers emergency healthcare services that are available around the clock.
- Refuge House provides domestic violence services and counseling, as well as a safe shelter for battered women.
- Woman-to-Woman provides peer group support and outreach services for pregnant women and mothers.
- Healthy Start provides education and support for pregnant women and new mothers.
- Healthy Families-Gadsden provides home visitation services to families at risk of abuse or neglect.
- Gadsden County Cooperative Extension Services provides parenting classes such as child development, nutrition, food preparation, home safety, and money management.
- The Cooperative Extension agency's Family and Consumer Coordinator serves on the Early Head Start and Head Start Policy Council.



- Cooperative Extension Staff serve on the Head Start Health Advisory Committee.
- Florida Department of Children and Families is responsible for child protection, developmental and foster care services, and public assistance programs.
- The Gadsden County Whole Child Project is a sharing and support network, consisting of local agency providers.
- Big Bend Transportation is a public transportation system in Gadsden County.
- Gadsden Express is a transit system that provides inexpensive transportation to and from Quincy, Midway, Tallahassee Community College, and the C.K. Steele Transfer Station.

#### **D. Health Services:**

The Head Start Health Services Coordinator and Family Services staff work closely with area providers to access health services, and to address the needs of the families in the Head Start program. Health services include health screenings and follow-up, mental health services, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers (school clinics, dental providers, mental health providers, etc). There are many health challenges in Gadsden County, which makes collaboration efforts between the Head Start Program and area providers critical. Gadsden County has been designated as a Medically Under-served area by the federal government, with health-care shortages in primary care, dental care, and mental health care. For example, the (newly opened) dental clinic, housed at the Gadsden County Health Department is the only Medicaid dental provider in the county to serve young children. Families who do not utilize the dental services at the Health Department would need to travel outside of the county in order to receive dental services. This also affects cost for services since many of the providers outside of the county do not accept Medicaid. The Gadsden County Health Department does provide some family/child services such as prenatal care, Medicaid EPSDT, health education, WIC, immunizations, and well baby check-ups. As a result of these limitations, critical health screenings (such as lead testing and hemoglobin testing) would not be possible without the collaboration of various community agencies, such as Healthy Start, the WIC Program, Early Head Start, the Cooperative Extension Agency, etc. In order to assure continued collaboration, support, and guidance, many of these agency providers are recruited to serve on the Health Services Advisory Committee.

The local hospital has recently re-opened after being closed for over 5 years. This now allows local families access to urgent medical care and hospitalization within their county. Prior to this, residents had to be transported to Tallahassee for emergency services.

Diabetes and obesity present significant health risks in Gadsden County. Diabetes ranked second in the list of the community's health problems. These statistics have tremendous implications for the Head Start and Early Head Start programs in the county, and both programs place high emphasis on exercise and nutrition education for their families. Head Start works closely with the WIC office and the Gadsden County Cooperative

Extension Office in an effort to assure that families receive nutrition education and monitoring.

Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers. In 2009, 91.5% of all children statewide had the required immunizations at kindergarten entry. For Gadsden County's public and private schools, 97.8% were immunized at kindergarten entry. This was among the highest immunization rates in the state of Florida.

Gadsden County ranks among the highest in the state in infant mortality, making only minimal improvement over the past several years. In 2009, the state's infant mortality rate was 6.9 per 1000 live births, while Gadsden County only slightly decreased from 13.2 to 11.9 per 1000 live births. Low birth rates in Gadsden County decreased from 12.2 to 11.8, and the county's pregnancy rate for mothers ages 10-17 also improved from 20.2 per 1000 from 2006-2008 to 18.6 per 1000 from 2007-009.

#### **In Summary:**

- Head Start staff and area health services providers work closely to assure health services are provided to families.
- Health challenges in Gadsden County make collaboration critical.
- Gadsden County has been designated a Medically Under-served Area by the Federal Government.
- There is a critical shortage of health care providers in Gadsden County.
- The local hospital in Gadsden County has re-opened, making local urgent care and hospitalization possible.
- Medicaid providers for dental care for young children in the area are very limited.
- The Gadsden County Health Department provides some family/child services such as prenatal care, Medicaid EPSDT, health education, WIC, immunizations, dental services, and well baby check-ups.
  
- Strong collaboration between Head Start and community agencies makes it possible to access critical medical screenings and treatment for Head Start families.
- Diabetes and obesity present significant health risks in Gadsden County.
- The Head Start Program places great emphasis on exercise and nutrition education for children and families.
- Head Start works closely with the WIC program and the local Cooperative Extension Office to assure that parents receive nutrition education.
- Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers.



- Infant mortality rates in Gadsden County have decreased only minimally over the past several years.
- Low birth rates in Gadsden County reduced from 12.2 to 11.8.

**E. How the findings of the Community Assessment were used to help reach decisions in the six areas listed in 45CFR 1305.3(c):**

- The findings were used to determine the program's philosophy, short-range and long-range program objectives.
- The following Mission and Goals are descriptive of the philosophy and short-range and long-range objectives for the Gadsden County Head Start Program. Staff, parents, and Policy Council cooperatively developed the statements.

**Mission Statement**

The mission of the Gadsden County Head Start/Pre-k Program is to ensure that all children participating in the Gadsden County Head Start/Pre-k Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as the child's primary teacher.

**Overall Goal**

As educators, our goal is to support and assist parents in their role as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self confidence, initiative, curiosity, and resourcefulness that will serve them well in school and later in life. This goal helps to improve school readiness and promote long term success (as outlined in the Head Start Roadmap to Excellence).

- **Type of Service and Program**

The Gadsden County Head Start Program is a center-based option serving three and four year old children. The program operates at six elementary schools and two community sites (Midway and Quincy) for 180 days per year.

- **Recruitment Area of the Program**

The recruitment area of the Gadsden County Head Start Program encompasses all of Gadsden County, Florida. The Community Assessment reveals poverty areas throughout the entire county. Therefore, recruitment efforts are essentially the same throughout the county. Open registration is held in all areas of the county.

- **Gadsden County Head Start has no Delegate Agencies.**

- **Location of Centers**

Head Start centers are located throughout the county at six elementary schools, as well as the Midway site and the Quincy Full Day site. The elementary school locations are: George W. Munroe, Stewart Street, Gretna, St. John, Chattahoochee, and Havana.

*See Attachment Number III for Location Map*

- **Criteria that defines the type of children and families who will be given priority for recruitment and selection**

An eligibility priority criteria checklist has been developed for the Gadsden County Head Start/Pre-K Program in order to ensure that children with the greatest need are placed first. It should be noted that the Gadsden County School District provided preschool services through three different funding sources: Head Start, Title 1, and Exceptional Student Education. The Gadsden County School Board is also a provider of Voluntary Pre-kindergarten (VPK) services.

*See Attachment Number IV for Placement Criteria*

## **II. Program Approach and Results or Benefits Expected**

\*There have been no major changes in the program or goals since the last Refunding Application was submitted.

The goals of the Gadsden County Head Start/Pre-K Program are developed through a process of Self-Assessment and review of the Community Assessment. This process included parents, staff, and Policy Council members. Objectives for achieving these goals are incorporated into the Program Plan.

**A. Program Goals, Approach, and Action Steps:**

**(1) Child Development**

**Goal A:**

By the end of the 2012 school term, 80% or more of the Head Start/Pre-K students will demonstrate at least one year's growth on all domains of the LAP-3 assessment. Schools will annually demonstrate progress towards meeting this goal.

**Goal B:**

By the beginning of the 2012 school year, 80% or more of the students assessed will demonstrate proficiency on all areas of the kindergarten readiness assessment. Schools will annually demonstrate progress towards meeting this goal.

**Action Steps for Goals A and B:**

**Reading:**

- Use a curriculum aimed at increasing children's oral language development, alphabet knowledge, print awareness and phonological awareness.
- Use a variety of assessments to guide instruction and measure student progress.
- Use a wide range of reading materials representing diverse cultures, genres, ability levels, and interests.
- Use re-telling of story events, prediction, and connection to real life to encourage comprehensive skills.

**Mathematics:**

- Use a curriculum that encourages touching, manipulating and examining objects children find around them and then moving them from the concrete experiences to representing knowledge symbolically using mathematical language.
- Modify instruction to accommodate individual student needs/learning styles.



- Provide training, support, and monitoring of teachers to ensure that all student data are analyzed and individualized instruction is provided.
- Integrate mathematics instruction and mathematical language of instruction into other areas of the curriculum.

#### Science:

- Provide training to teachers to ensure that the objectives and goals set forth in the science curriculum are met.
- Use an approach to science that gives children many opportunities for systematic observation and hands-on investigation of both the living and material world, and takes them from describing and explaining to making predictions based on observations.
- Choose science activities and topics that relate to student interest, experience, and culture.
- Integrate science instruction and science language of instruction into other areas of the curriculum.
- Provide materials and resources to encourage scientific exploration and observation.

#### Writing:

- Provide activities that enhance both hand/eye coordination and small muscle control of the hand and fingers.
- Teach writing techniques, which include the proper way to hold a writing instrument and the designs and strokes that will eventually be used to form letters.
- Focus on the relationship between oral language and print.
- Encourage children's purposeful writing in all aspects of the curriculum-for example, language experiences, stories, journal writing/dictation, encouraging writing during dramatic play, etc.
- Analyze student writing to diagnose strengths and weaknesses and adjust instruction accordingly, using individualized instruction, small groups, etc.

#### Results (Goals A, B):

**\*Lap-3 Results reflect progress over time**

#### Domains

##### Physical Development and Health:

Beginning of 2011-12 School Term: 67.05%

Middle of 2011-12 School Term: 81.78%

End of 2011-12 School Term: 89.4%



*Social and Emotional Development:*

Beginning of 2011-12 School Term: 76.21%  
Middle of 2011-12 School Term: 87.95%  
End of 2011-12 School Term: 92.35%

*Approaches to Learning:*

Beginning of 2011-12 School Term: 61.91%  
Middle of 2011-12 School Term: 77.82%  
End of 2011-12 School Term: 86.12%

*Logic and Reasoning:*

Beginning of 2011-12 School Term: 52.17%  
Middle of 2011-12 School Term: 71.36%  
End of 2011-12 School Term: 82.76%

*Language Development:*

Beginning of 2011-12 School Term: 48.47%  
Middle of 2011-12 School Term: 65.93%  
End of 2011-12 School Term: 78.30%

*Literacy Knowledge and Skills:*

Beginning of 2011-12 School Term: 42.05%  
Middle of 2011-12 School Term: 61.63%  
End of 2011-12 School Term: 75.43%

*Mathematics Knowledge and Skills:*

Beginning of 2011-12 School Term: 41.16%  
Middle of 2011-12 School Term: 60.66%  
End of 2011-12 School Term: 75.54%

*Science Knowledge and Skills:*

Beginning of 2011-12 School Term: 46.31%  
Middle of 2011-12 School Term: 66.74%  
End of 2011-12 School Term: 80.01%

*Creative Arts Expression:*

Beginning of 2011-12 School Term: 55.60%  
Middle of 2011-12 School Term: 77.50%  
End of 2011-12 School Term: 87.46%

*Social Studies Knowledge and Skills:*

Beginning of 2011-12 School Term: 49.13%  
Middle of 2011-12 School Term: 65.82%  
End of 2011-12 School Term: 77.13%

English Language Development:

Beginning of 2011-12 School Term: 4.48%

Middle of 2011-12 School Term: 4.28%

End of 2011-12 School Term: 8.11%

**(2) Family and Community Involvement**

Goal A:

By the end of the 2012 school term, 85% or more of the parents and community members will perceive the Head Start/Pre-K program to be a place that encourages active participation in the learning process. The Head Start/Pre-K program will demonstrate annual progress towards this goal.

Goal B:

By the end of the 2012 school term, at least 75% of Head Start/Pre-K parents will receive information and education on family preservation issues, including domestic violence, money management, stress management, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Interagency Council, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.

**Results (Goals A, B):**

Based on training records, agendas, parent surveys, community partner collaborations, and home visits, the goals outlined under Family and Community Engagement have been met.

**(3) Transportation****Goal A:**

By the end of the 2012 school term, all Gadsden County school buses will be equipped to transport 3 and 4-year-old children in compliance with federal regulations.

**Goal B:**

By the end of the 2012 school year, all Head Start/Pre-K students in Gadsden County Schools will become more aware of the fundamentals of school bus safety.

**Action Steps for Goals A and B:**

- Obtain necessary funding to properly equip buses.
- Provide staff development for bus drivers and monitors on school bus safety.
- Provide school bus drivers with emergency information/pictures of all Head Start/Pre-K children.
- Teachers will conduct regular bus safety activities in classrooms.
- Provide parents with bus safety information.

**Results (Goals A, B):**

All school buses are equipped to transport 3 and 4 year old children, in compliance with federal regulations. Staff development is provided to bus drivers on school bus safety, and emergency information/pictures are provided of all Head Start/Pre-K children.

\*The Gadsden County Head Start Program has a waiver in regards to Bus Monitors. All Head Start/Pre-K students are made aware of the fundamentals of school bus safety through bus evacuation exercises, bus safety exercises, and distribution of information relative to bus safety to parents.

Based on this information, the goals outlined under Transportation have been met.



#### **(4) Customer-Focused and Friendly Schools**

##### **Goal A:**

By the end of the 2012 school year, 90% or more of students, parents, and community members will perceive the Head Start/Pre-K program to be customer-focused and friendly.

##### **Goal B:**

By the end of the 2012 school year, 90% of the Head Start/Pre-K employees will perceive the program's environment to be supportive, customer-focused and friendly.

##### **Action Steps for Goals A and B:**

- Gain as much employee input as possible when making decisions that will directly effect the employee.
- Provide employees with information first, so as to minimize their receiving information on a second and third-hand basis.
- Provide employees with a safe, friendly working environment.
- Enhance employee morale through recognitions and other activities in an open-communication atmosphere.
- Enhance and strengthen parent, business, community, and employee relationships through recognitions at various school and district-level functions.
- Provide employees with resources and materials necessary to perform job duties effectively.
- Maintain an "open-door" policy for the public and employees.
- Provide a line of communication through web sites to allow employees and the public a simple and friendly way to ask questions, receive answers, and obtain other information.
- Form and maintain community partnerships in order to foster a long-term working relationship.

##### **Results (Goals A, B):**

Based on results of staff surveys, parent surveys and involvement, community support and involvement, school reports, community partnerships, and employee-program relationships, the Customer Focused and Friendly Schools Goals have been met.



## **B. Benefits**

1. Increased emphasis on child development, the LAP-3 domains, and the educational level of Head Start children will ensure that all students, before entering Kindergarten, master the knowledge and skills needed to be successful at the Kindergarten level, and ultimately, will ensure that they have the skills necessary to successfully progress to upper grades.
2. Emphasis on family and community involvement will ensure that parents play an active role in the decisions that are made regarding their children, and participate in the decision-making process in their community. It will also ensure that community partners are actively working with the Head Start/Pre-K program to enhance services and meet the needs of the children and families in the Head Start/Pre-K program, thereby leading to success later in life. Emphasis on family and community involvement will also ensure that parent's educational opportunities are expanded to allow them to actively advocate for their children, and to grow as individuals, becoming more productive in their communities and more successful in life.
3. Increased emphasis on transportation regulations and student education relative to bus safety practices will ensure that the Head Start/Pre-K program is providing safe and orderly transportation services to all eligible students. It will also ensure that best practices are used to meet this standard, and that leadership and professional development are an integral part of this process.
4. Increased emphasis on customer-focused and friendly schools will ensure that parents and community members feel welcomed in the school environment, and thereby, increase their participation and support of the students. It also ensures student success by increasing participation, volunteerism, and support of the overall school experience.

## **Risk Management Actions: N/A**

The most recent Risk Management meeting was held on May 11, 2011. Participants included:

*(Regional Office)*

Misty Montier (Program Specialist)

Fred Shelton (Fiscal Operations Specialist)

*(Grantee Participants)*

Carolyn Harden (Head Start Director)

Jessica Jackson (Policy Council Chairperson)

Linda Turrall (Health Coordinator)

Brenda Hardwick (Family and Community Partnerships Coordinator)

Mary Williams (Parent Involvement Coordinator)

Gloria McPherson (Education Coordinator)

Joanette Thomas (Fiscal Assistant)

There were no Actions Steps required or developed as a result of the Risk Management Meeting.

**1. Program Strengths for the Gadsden County Schools Head Start Program**

- The Triennial Program Review, held in December 2011, found all service areas in compliance in carrying out the Head Start requirements
- Strong support from School Board Superintendent and Board Members
- School System Support (ESE services for children with disabilities, Maintenance Department, Transportation Department, and Food Services Department)
- Re-opening of the local hospital in Gadsden County
- Continued Implementation of curriculum (Imagine It and DLM)
- Participation in the State Department of Education's Fresh Fruit and Vegetables Program (which provides snacks to children)
- Child Plus Database being utilized by all staff (Record-keeping, Program Monitoring, Reports)
- Dental provider works closely with Head Start staff and families, and participates in registration process
- County-wide transportation system in the community (Gadsden Express)
- Head Start is very visible in the community, with the main office located in the center of Gadsden County
- Active Policy Council and Male Involvement participation (monthly meetings, parent representatives from all centers, family engagement activities, trainings, etc)
- Head Start Staff continuing to pursue educational goals
- Conversational Spanish Classes offered on an as-need basis
- School Health Clinics located at school sites

- CLASS system used to monitor Education Component
- Resource teachers serve as mentor teachers in the classroom
- Participation in county-wide monthly Transition Meetings
- Three major universities in neighboring county
- Relationship with the Early Learning Coalition of the Big Bend
- Bilingual Office Staff
- Strong communication between staff and families (home visits, parent conferences, training opportunities)
- Director works closely with District Comptroller and Fiscal staff

## **2. Plans for Sustainability**

- Use the Head Start Road Map to Excellence as a program guide for monitoring and developing goals
- Review and revise Head Start Strategic Plan
- Ensure that Family Services staff receive necessary certification in their area
- Implementation of School Readiness Plan
- Continue to support technological updates and upgrades
- Ensure that all children and staff are healthy and safe in the Head Start Program
- Continue to maintain strong community partnerships with agencies that support Head Start's mission
- Continue to use the Community Assessment, Self-Assessment, and Ongoing Monitoring tools to address the current issues in the Head Start Program.
- Ensure that Program Performance Standards are followed
- Continue to offer Spanish classes for all staff and teachers
- Ensure that Fiscal Component is sound
- Continue to promote benefits of the Head Start Program in the community
- Encourage staff to continue educational goals
- Professional Development for all staff, including staff training on fiscal computerized updates
- Develop/implement Parent-Child Family Engagement Framework



**Budget Appropriateness and Reasonability:**

A wage comparability study was completed during the 2011-2012 school year. The results of the study confirmed that all Head Start salaries were comparable to other salaries in surrounding counties.

The retirement rate will be 4.91%. This is a rate decrease of over 1% from the 2011-12 rate. The Social Security rate will remain the same as it was for the 2011-12 school term, 7.65%. There will be a 2.5% increase in the health insurance premium for the 2012-13 school term. This increase will be reflected in the Head Start refunding application budget.

The Early Learning Coalition will continue to oversee the state funded Voluntary Prekindergarten Program (VPK). The Coalition will partner with the Gadsden County Head Start Program to ensure that all four year old Head Start children are given the opportunity to participate in the VPK program. Through this partnership, the Head Start Program will be able to serve 41 additional three and four year old children during the 2012-13 school term. All salaries and benefits for teaching staff serving these additional children will be paid from state Voluntary Prekindergarten funds.



# **U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCES**

## **SF 424B ASSURANCES - NON-CONSTRUCTION PROGRAMS**

*Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.*

*As the duly authorized representative of the applicant, I certify that the applicant:*

- 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.*
- 2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.*
- 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.*
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.*
- 5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).*
- 6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.*
- 7. Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.*



8. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

- (4) *The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;*
- c) *Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);*
- d) *Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:*
  - (1) *Abide by the terms of the statement; and*
  - (2) *Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;*
- e) *Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;*
- f) *Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:*
  - (1) *Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or*
  - (2) *Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.*
- g) *Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).*

#### **CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE**

*Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds in medicare or medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.*

*By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.*

*The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.*



## CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS

*By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:*

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;*
- (b) have not within a 3-year period preceding this proposal been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;*
- (c) are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and*
- (d) have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.*

*The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.*

*The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.*

## CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS (TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)

*By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:*

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.*
- (b) where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.*

*The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.*



**CERTIFICATION REGARDING LOBBYING  
FOR CONTRACTS, GRANTS, LOANS  
AND COOPERATIVE AGREEMENTS**

*The undersigned certifies to the best of his or her knowledge and belief, that:*

- (1) No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.*
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee of an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.*
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.*

*This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.*

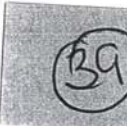
*I hereby agree to the above certifications and assurances.*

\_\_\_\_\_  
*Signature of Certifying Official*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*School Board Chairman*  
*Title*

\_\_\_\_\_  
*Gadsden County School Board Head Start*  
*Applicant Organization*



## DRUG-FREE WORKPLACE REQUIREMENTS GRANTEES OTHER THAN INDIVIDUALS

*By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.*

*This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR, Part 76, Subpart F. The regulations published in the January 31, 1989 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when HHS determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment.*

*Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.*

*Workplace identifications must include the actual address of buildings (or parts of building) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g. all vehicles of a mass transit authority of State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).*

*If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), it previously identified the workplaces in question (see above).*

*Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:*

*"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulations (21 CFR, 1308.11 through 1308.15). "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes; "Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing use, or possession of any controlled substance; "Employee" means the employee of a grantee directly engaged in the performance of work under a grant including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact of involvement is insignificant to the performance of the grant; and (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).*

*The grantee certifies that it will provide a drug-free workplace by:*

- a) *Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;*
- b) *Establishing a drug-free awareness program to inform employees about:*
  - (1) *The dangers of drug abuse in the workplace;*
  - (2) *The grantee's policy of maintaining a drug-free workplace;*
  - (3) *Any available drug counseling, rehabilitation, employee assistance programs; and*



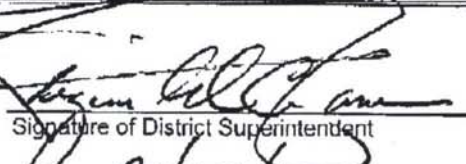
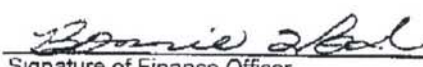
DISTRICT SCHOOL BOARD OF GADSDEN COUNTY  
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE  
PLAN A

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

<b>Federal Programs - Restricted with Carry Forward</b> <div style="text-align: right; margin-top: 10px;"><u>2.65%</u></div>	<b>Federal Programs - Unrestricted with Carry Forward</b> <div style="text-align: right; margin-top: 10px;"><u>18.02%</u></div>
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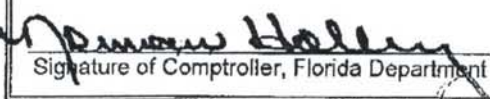
I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2010-2011, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 _____ Signature of District Superintendent <div style="margin-top: 10px;"><u>2/27/12</u> Date Signed</div>	 _____ Signature of Finance Officer <div style="margin-top: 10px;"><u>2/27/12</u> Date Signed</div>
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Your proposal has been accepted and the following rate approved:

<b>Federal Programs - Restricted with Carry Forward</b> <div style="text-align: right; margin-top: 10px;"><u>2.65 %</u></div>	<b>Federal Programs - Unrestricted with Carry Forward</b> <div style="text-align: right; margin-top: 10px;"><u>18.02 %</u></div>
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These rates become effective *July 1, 2012*, and remain in effect until *June 30, 2013*, and will apply to all eligible federally assisted programs as

 _____ Signature of Comptroller, Florida Department of Education	<div style="margin-top: 10px;"><u>4/25/12</u> Date Signed</div>
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**HEAD START REFUNDING APPLICATION**  
**2012-2013**  
**BUDGET NARRATIVE PA-22**

A. Personnel

Children Health and Developmental Services

*Program Management*

<b>Position</b>	<b>Annual Salary</b>	<b>Salary ACF Share</b>	<b>% Time Worked ACF Grant</b>	<b># of Days Worked</b>
<b>(1) Health/Nutrition Mental Health</b>	<b>\$45,417</b>	<b>\$45,417</b>	<b>100%</b>	<b>219 days</b>
<b>(1) Education/Disability Coordinator</b>	<b>\$44,578</b>	<b>\$37,891</b>	<b>85%</b>	<b>219 days</b>
<b>(4) Resource Teachers</b>	<b>\$164,831</b>	<b>\$104,407</b>	<b>85%</b>	<b>196 Days</b>

*Classroom Staff*

<b>(16) Teachers</b>	<b>\$552,984</b>	<b>\$456,610</b>	<b>100%</b>	<b>196 days</b>
<b>(17) Teacher Assistants</b>	<b>\$304,085</b>	<b>\$251,202</b>	<b>100%</b>	<b>196 days</b>

*Other Staff*

<b>(1) Program Assistant</b>	<b>\$28,908</b>	<b>\$28,908</b>	<b>100%</b>	<b>219 days</b>
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Family and Community Partnerships

*Program Management*

<b>(1) Parent Involvement Coordinator</b>	<b>\$44,739</b>	<b>\$38,028</b>	<b>100%</b>	<b>(1) 219 days</b>
<b>(1) Family Services Coordinator</b>	<b>\$45,626</b>	<b>\$45,626</b>	<b>100%</b>	<b>(1) 219 days</b>



*Other Staff*

<b>(4) Program Assistants</b>	<b>\$104,007</b>	<b>\$104,007</b>	<b>100%</b>	<b>(1) 219 days (1) @ 245 days (2) 196 days</b>
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Program Design and Management*Head Start Director*

<b>Head Start Director</b>	<b>\$68,500</b>	<b>\$34,250</b>	<b>100%</b>	<b>245 days</b>
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*Clerical Staff*

<b>(1) Secretary (1) Receptionist</b>	<b>\$60,039</b>	<b>\$51,033</b>	<b>85%</b>	<b>245 days</b>
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*Other Personnel*

<b>3 Bus Monitor</b>	<b>\$20,862</b>	<b>\$20,862</b>	<b>100%</b>	<b>196 days</b>
<b>2 Custodians</b>	<b>\$45,168</b>	<b>\$45,168</b>	<b>100%</b>	<b>219 days</b>

TOTAL PERSONNEL: \$1,263,409B. Fringe Benefits

<b>Item</b>	<b>Base</b>	<b>Amount</b>
<b>.0765 Social Security</b>	<b>\$1,263,409</b>	<b>\$96,651</b>
<b>.0491 Retirement</b>	<b>\$1,263,409</b>	<b>\$62,033</b>
<b>Workman's Comp.</b>		<b>\$27,000</b>
<b>Health/Dental/Life</b>		<b>\$177,288</b>

TOTAL FRINGE BENEFITS: \$362,972  
TOTAL= SALARIES & FRINGE = \$1,626,381

C. Travel

No. of Trips	Destination	Length of Stay	Purpose	Staff Positions	Cost
1	Orlando	4 days	Florida Head Start Annual Conference	All Staff	\$2,900
1	Florida	4 days	National Black Child Institute	All Staff	\$3,600
1	Florida	3 days	Florida Association of Young Children	All Staff	\$2,300
1	Washington, D.C.	5 days	National Head Start	All Staff	\$5,700
1	Atlanta, GA	5 days	Region IV Head Start Annual Conference	Management Team	\$3,300
1	Atlanta, GA	5 days	Region IV Head Start Fiscal Conference	Director, Fiscal Staff	\$1,600
1	Tampa, FL	4 days	One Goal Summer Conference	Director, Staff	\$2,100
1	Mississippi	4 days	Region IV Parent Conference	Management Team	\$2,900

TOTAL TRAVEL: \$22,400

D. Supplies

Type	Cost
Office Supplies (Paper, Pens, Pencils, Copier Maintenance)	\$18,700
Classroom Supplies (books, software, cleaning supplies and curriculum)	\$29,183

TOTAL SUPPLIES: \$47,883

E. Contractual

Name of Organization	Purpose/Scope of Work	Period	Cost
Dentists	Dental Services	12/01/12 – 11/30/13	\$5,000
Speech Pathologist	Speech Therapy	12/01/12– 11/30/13	\$2,600
Williams Scotsman	Lease 2 Portables	12/01/12-11/30/13	\$9,100
Food Service	Adult Meals, Snacks Registered Dietician	12/01/12-11/30/13	\$22,150
Contractor	Playground Maintenance	12/01/12-11/30/13	\$20,000
TBD	Technology (Installation and Updates, Staff and Parent Information	12/01/12-11/30/13	\$7,500
TBD	Interpretation Services	12/01/12-11/30/13	\$5,000
Florida Head Start Association	Agency Dues	12/01/12-11/30/13	\$1,295
TBD	Consultant: Program Compliance	12/01/12-11/30/13	\$6,900
Bryant Landscaping	Lawn Maintenance for Midway, QA3, Stewart Street, Gretna and Havana	12/01/12-11/30/13	\$8,760

TOTAL CONTRACTUAL: \$88,305

F. Other Expenses

Gas/Diesel	Building Maintenance Repairs	Phone	Local Travel (home visits, local meetings and events, travel to centers)	Substitutes	Parent Services – Supplies, (including food) Travel and Training (center Committees, policy Council and male involvement	Printing (activity calendars, parent handbook, resource flyers, program brochures and program forms (Registration Ads)	Other (Field Trips for the children)	Training and Staff Development Tuition, books, fees and supplies
\$16,200	\$12,200	\$6,800	\$36,700	\$28,500	\$18,600	\$15,990	\$22,500	\$7,300
Utilities	Garbage							
\$6,600	3,400							

TOTAL OTHER EXPENSES: \$174,790

H. Indirect Cost

\$2,042,425 x 2.65

TOTAL INDIRECT COST - \$54,124

TOTAL ALL CHARGES PA 22 (PROGRAM OPERATION) - \$2,015,883

TOTAL PA 20 (TRAINING/TECHNICAL ASSISTANCE) - \$26,542

TOTAL BUDGET - \$2,042,425



## **In-Kind Matching Funds**

**2012-2013**

### **In-Kind Provided by the Gadsden County School Board**

#### **Personnel**

Program Design and Management:

Salaries/Benefits

*School Site Administrators	\$64,271.00
*School Site Data Entry	\$9,114.00
*School Site Clerical Support	\$11,771.00
*School Site Janitorial Services	\$10,967.00

**Total Personnel: \$96,123.00**

#### **Contractual**

Travel

*Children's Transportation	\$78,422.00
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**Total Travel \$78,422.00**

#### **Other Expenses**

Rent

Office Space

*5000 square ft. @ \$10 per square ft per year	\$50,000.00
*7 Classrooms @ 765 square ft, each @ \$9 per square ft.	\$48,195.00

\ *1 Teacher Resource Portable Unit @ \$940.00 per year	\$940.00
Utilities	
*Head Start Office for 12 months	\$43,365.00
*12 Classrooms @ \$200.00 per month for 10 months	\$24,000.00
Speech Therapy	\$13,886.00
· Volunteers	
*1250 Hours @ \$7.50 per hour	\$9,375.00
<b>Total Other Expenses</b>	<b>\$189,761.00</b>
 <b>TOTAL FROM GADSDEN COUNTY SCHOOL BOARD</b>	 <b>\$364,306.00</b>
 <b>STATE FUNDS</b>	
Voluntary Prekindergarten (VPK)	
<b><u>Personnel:</u></b>	
<b>Program Design and Management Personnel:</b>	
Salaries/Benefits:	
· Head Start Director	\$34,250.00
 <b>Children Services</b>	
Reimbursement for Head Start Children	
*50 Children @ \$2,241.00 per child	\$112,050.00
<b>Total State Funds</b>	<b>\$146,300.00</b>
 <b>TOTAL IN-KIND MATCHING FUNDS</b>	 <b>\$510,606.00</b>

## **Additional In-Kind Funds from State Voluntary Prekindergarten Program (VPK)**

### **Child Health and Developmental Services Personnel:**

Salaries/Benefits

Teacher/Paraprofessionals

*Salaries	\$150,780.00
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*Benefits	\$24,240.00
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<b>Total:</b>	<b>\$175,020.00</b>
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### **Family and Community Partnerships Personnel:**

Salaries/Benefits:

Parent Involvement Coordinator	\$6,868.00
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*Salaries	\$6,868.00
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*Benefits	\$1,717.00
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<b>Total:</b>	<b>\$8,585.00</b>
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### **Program Design and Management Personnel:**

Salaries/Benefits:

Receptionist/Administrative Assistant

*Salaries	\$9,126.00
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*Benefits	\$1,460.00
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<b>Total:</b>	<b>\$10,586.00</b>
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**Children Services:**

150 Head Start Children @\$2,241.00	\$336,150.00
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<b>Total:</b>	<b>\$336,150.00</b>
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<b>TOTAL ADDITIONAL IN-KIND FUNDS</b>	<b>\$530,341.00</b>
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## **Gadsden County School Board Head Start Program**

**Grant # 04CH0241**

**Funding Year: 2012-13**

### **T/TA Plan Narrative**

In accordance with the expressed expectations of the Region IV Office of the Administration for Children and Families, we certify that by submitting the attached T/TA Plan we have engaged the services of our assigned Program Specialist, Nichele Boyd Ernst. We have given our Program Specialist access to all appropriate documents necessary to undergo both a systems thinking and systems approach to the design and delivery of T/TA services that will enhance services to children and families as we continue to move our program progressively forward.

### ***Preparation***

The initial process leading up to the development of the 2012-13 Training and Technical Assistance Plan began in the Spring of 2012. The Gadsden County Head Start Program's T/TA Plan was developed with the assistance of the Head Start Management Team, the Head Start/Pre-K Program Director, and the Program Specialist. In order to assist in the development of this plan, several program documents were identified and reviewed. Extensive timelines were set to allow adequate time to meet and accomplish this goal. The Head Start Program Director and Managers reviewed all documents, and each Manager compiled an in-depth list of needs identified in their specific component areas. These documents included, (but were not limited to) a review of the Self-Assessment, Community Assessment, Program Improvement Plan, Office of Head Start Monitoring Protocol, PIR data, Auditor General's Report, Parent/Staff Surveys, Strategic Plan, and the School Readiness Plan.

### ***Comprehensive Self Analysis***

After reviewing such documents as the Community Assessment, Self-Assessment, Program Improvement Plan, Child Outcome Data, School Readiness Plan, etc., the team identified program strengths, areas of need in the Head Start Program and within the community, and prioritized goals. This came as a result of completing the Initial Program Profile, prioritizing needs, and completing the Appreciative Inquiry. For example, the Community Assessment identified the fact that high school drop-out rates are at a high percentage in Gadsden County. This area of concern has been addressed in the Training Plan by training parents early on about the importance of regular school attendance, starting in Head Start. The need to address this very important issue also came as a result of the Self-Assessment, which identified that regular school attendance in Head Start is an area of concern. Last year's T/TA Plan was also reviewed to address any unmet or

ongoing training needs, and to identify any trainings that needed to be incorporated into the current Plan. Upon doing this, it was noted that childhood obesity continues to not only be a national concern, but also a major health concern in Gadsden County. The need to educate parents on healthy eating habits and the importance of exercise was again identified during the Self-Assessment process. Obesity related health conditions were also identified during the Community Assessment. Although this issue was addressed in the 2011-12 Training Plan, a continuation of training and education in this area was subsequently included in the 2012-13 Program Improvement Plan and Training Plan.

### ***Systems-Focused Goal Development***

The Office of Head Start Monitoring Protocol framework was used to identify how various systems would be effected when identifying goals and developing outcomes. In doing so, not only did this assist in goal development, but it also assisted in identifying training audiences, responsible Managers, and in the development of the Training Plan budget.

### ***T/TA Plan – Strategic Plan***

Based on the documentation used to determine the training needs of the program, the Management Team and the Head Start/Pre-K Director assigned a priority rating of 1-3 to the program's training needs, with no training needs being rated below a 3. These identified goals, outcomes, and strategies will impact such systems as record-keeping, monitoring, program governance, ERSEA, finance, etc., and will thereby enhance overall services to children and families. The total estimated cost for the Training Plan is \$26,542.

### ***Shared Governance***

The Program Improvement Plan was provided to all Policy Council members for review prior to the August 6, 2012 meeting. At this meeting, the Council members were informed of the steps leading to the development of the Program Improvement Plan. They were informed that the Plan was developed using the Self- Assessment, Community Assessment, School Readiness Plan, Parent/Staff surveys, PIR, and the Auditor General's Report. After reviewing the Plan, it was approved and noted that any training needs would be addressed in the Training Plan, which would also include all required Head Start and State Trainings.

The final Refunding Application, including the Training Plan was approved by the Policy Council on 8/6/12. The Board's approval was given on 7/24/12.

### ***Participants***

<b><u>Title</u></b>	<b><u>Name</u></b>
<b><i>Executive Director (if applicable)</i></b>	<b><i>N/A</i></b>
<b><i>Head Start Director</i></b>	<b><i>Carolyn Harden</i></b>
<b><i>Program Specialist</i></b>	<b><i>Nichele Boyd Ernst</i></b>
<b><i>Fiscal Manager</i></b>	<b><i>Bonnie Wood</i></b>
<b><i>Education Manager/Coordinator</i></b>	<b><i>Gloria McPherson</i></b>
<b><i>Health Manager/Coordinator</i></b>	<b><i>Linda Turrall</i></b>
<b><i>Disabilities Manager/Coordinator</i></b>	<b><i>Gloria McPherson</i></b>
<b><i>Family &amp; Community Partnerships</i></b>	<b><i>Brenda Hardwick/Mary Williams</i></b>
<b><i>Policy Council Chairperson</i></b>	<b><i>Jessica Jackson</i></b>
<b><i>Head Start Parent</i></b>	<b><i>Frances Brown</i></b>
<b><i>Head Start Parent</i></b>	<b><i>Brandice Koonce</i></b>
<b><i>Head Start Community Rep.</i></b>	<b><i>Lila Spence</i></b>



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2012-13**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Improve Parent Knowledge of Practices that Positively Impact Overall Child Health/Development**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Parents will gain the skills necessary to participate in practices that will directly improve the overall health and development of their child(ren).	Improvement in School Attendance Rates  Compliance with Medical Provider health recommendations and Well-Child check-up schedules	Attendance Sheets Workshop Agendas/Sign-In Sheets Child Plus Data Reports (Health) Child Health Records/documentations Home Visit Reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i> <b>Training Strategies:</b> <ul style="list-style-type: none"> <li>a. Train parents on importance of regular school attendance.</li> <li>b. Train parents on the impact that exercise and proper nutrition has on overall health.</li> <li>c. Train parents on maintaining a well-child schedule of care, as recommended by the child's Medical Provider.</li> <li>d. Train parents on appropriate techniques to managing challenging behaviors</li> </ul>	<ul style="list-style-type: none"> <li>a. Family Svc. Coord/ H.S.Staff</li> <li>b. Head Start Staff/ Consultant</li> <li>c. Head Start Staff</li> <li>d. Mental Health Consultant/ Head Start Staff</li> </ul>	<ul style="list-style-type: none"> <li>a. Parents</li> <li>b. Parents</li> <li>c. Parents</li> <li>d. Parents</li> </ul>	<ul style="list-style-type: none"> <li>a. Family Svcs. Coord.</li> <li>b. Health Coord.</li> <li>c. Health Coord.</li> <li>d. Health Coord.</li> </ul>	<ul style="list-style-type: none"> <li>a. Dec.'12-Nov.'13</li> <li>b. Dec.'12-June'13 Aug'13-Nov'13</li> <li>c. Dec.'12-June'13 Aug'13-Nov'13</li> <li>d. Dec.'12-June'13 &amp; Aug'13-Nov'13</li> </ul>	<ul style="list-style-type: none"> <li>a. -0-</li> <li>b. 377.00</li> <li>c. -0-</li> <li>d. 3,200</li> </ul>



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2012-13**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Increase Teacher Competence and Effectiveness in the Classroom**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Teaching Teams will have the skills necessary to assure student growth and success in the classroom.	Teacher compliance with Head Start Standards  Appropriate Implementation of Curriculum	Monitoring Reports Assessment Reports Agendas/Sign-In Sheets Classroom Observations Teacher Reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train new teachers on DLM, Imagine It, Peacemaking Skills for Little Kids Curriculum, and LAP-3 assessment	a. Consultant/ Ed. Coord/ H.S. Staff	a. Teaching Teams	a. Ed. Coord.	a. Aug.'13- Sept'13	a. 1,500
b. Provide individualized training to teachers	b. Ed. Coord./ H.S. Staff/ Consultant	b. Teaching Teams	b. Ed. Coord.	b. Dec' 12- June' 13 Aug'13- Nov' 13	b. 3,000
c. Provide monthly meetings/trainings to new teachers	c. Ed. Coord/ H. S. Staff	c. Teaching Teams	c. Ed. Coord.	c. Aug' 13- Nov 13	c. -0-
d. Provide Conversational Spanish training as needed.	d. Consultant	d. Teaching Teams/ Head Start Staff	d. Ed. Coord.	d. Dec'12- June' 13 Aug'13- Nov' 13	d. 1,100

Part 1: Page \_\_\_\_

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2012-13**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Increase Staff Proficiency in Carrying out Head Start Standards and Regulations**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Head Start Staff will have the skills and training necessary to carry out their job duties and responsibilities.	Accurate/Timely Fiscal Reports  Accurate Family Svcs Reports  Timely follow-up of Family Svcs needs	Professional Development Credentials/ Certifications Staff Evaluations Childplus Reports Fiscal Reports Staff Meeting Agendas/Minutes Conference Agendas Workshop Sign-in Sheets/Agendas Family Svcs. Monitoring/PIR Reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Provide additional Childplus training to Family Services Staff, and provide peer training as needed.	a. Childplus Consultant/ Family Svcs Coordinator	a. Family Services Staff	a. Family Svcs. Coord	a. Dec'12- Nov'13	a. 2,000
b. Provide training to Head Start Staff on new fiscal computer system updates.	b. Fiscal Management Team	b. H.S. Director/ Admin. Assistant	b. Head Start Director	b. Dec'12- Nov'13	b. -0-
c. Provide Professional Development training to Family Services Staff towards Family Services Certificate or Credentials	c. Consultant	c. Family Svcs. Staff	c. Director/ Family Svc Coord.	c. Dec'12- Nov'13	c. 4,500

Part 1: Page

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2012-13**

**Part 2: Required HS Training**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<b>Head Start Act Section 640(a)(3)(B)(ii)</b> Developing skills in working with children with non-English language background and children with disabilities, as appropriate	ESOL Coordinator Education Coordinator Teachers	Teachers Paraprofessionals	Teaching staff will provide appropriate experiences for children with non-English language backgrounds and children with disabilities	Education Coordinator	Aug '13	\$2,400.00
<b>N-30-356-1-30(B)(2) 45 CFR 1304.52(k)(3)(i)</b> Identification and reporting of child abuse and neglect including methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers	Consultant Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator	Aug '13	-0-
<b>45 CFR 1304.41(c)(1)(iv)</b> <b>45 CFR 1304.52(k)(3)(ii)</b> Transition training for Early Head Start or Head Start staff and school or other child development staff	Education Coordinator, Consultant	Director, Management Staff, Teaching Teams	Children and families will successfully transition into and out of the Head Start program	Transition Coordinator	April '13	\$440.00
<b>45 CF1304.52(k)(1)</b> Orientation for new staff, consultants and volunteers	Director, Education Coordinator, Resource Teachers	New Staff	All new staff, consultants, and volunteers will receive an orientation which includes the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program	Director	Dec'12- Nov.'13	-0-



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2012-13**

<b>45 CFR 1306.23(a)</b> Pre and in-service training opportunities designed to improve the ability of staff and volunteers to deliver services required by Head Start regulations and policies	Director, Management Staff, Resource Teachers GPSS	All Staff	Program staff and volunteers will acquire or increase the knowledge and skills they need to fulfill their job responsibilities. This training will be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies	Director	Aug. '13	\$275.00
<b>45 CFR 1306.23(b)</b> Training about the underlying goals of Head Start and the program options being implemented	Director, Management Staff, Resource Teachers	All Staff Parents	Staff and volunteers will increase knowledge about the underlying goals of Head Start and the program options being implemented	Director	Aug. '13	-0-
<b>45 CFR 1310.17(b)(1)</b> Operate the vehicle in a safe and efficient manner	Transportation Director	Bus Drivers, Monitors, Program Assistants	Transportation services provided to children will be completed safely and efficiently, without incidents of injury to persons or damage to property	Transportation Director	Aug. '13	-0-
<b>45 CFR 1310.17 (b)(2)</b> Safely run a fixed route and perform specialized driving maneuvers	Transportation Director	Bus Drivers	Drivers will complete assigned routes and driving maneuvers safely , without incidents of injury to persons or damage to property.	Transportation Director	Aug. '13	-0-
<b>45 CFR 1310.17(b)(3)</b> Administer basic first aid	Transportation Director	Bus Drivers, Monitors, Program Assistants	Staff and volunteers will obtain knowledge and skill in administering first aid to injured students and staff.	Transportation Director	Aug. '13	-0-
<b>45 CFR 1310.17(b)(4)</b> Handle emergency situations	Transportation Director	Bus Drivers, Monitors	Staff and volunteers will obtain knowledge and skill in following appropriate procedures to handle emergency situations.	Transportation Director	Aug. '13	-0-



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2012-13**

<b>45 CFR 1310.17(b)(5)</b> Operate special equipment	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in operating special equipment.	Transportation Director	Aug. '13	-0-
<b>45 CFR 1310.17(b)(6)</b> Conduct maintenance and safety checks	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in conducting maintenance and safety checks to ensure a safe environment.	Transportation Director	Aug. '13	-0-
<b>45 CFR 1310.17(d)</b> Meet applicable driver training requirements of the state in which they operate	Transportation Director	Bus Drivers	Drivers will obtain knowledge and skills related to requirements for state licensure in which they operate.	Transportation Director	Aug. '13	-0-
<b>45 CFR 1304.21</b> (Parent) How to be the primary teacher for their children and full partners in the education of their children	Teacher/ Resource Teacher Parent Involvement Coordinator	Parents	Parents will obtain knowledge and skills in guiding their child's education.	Parent Involvement Coordinator	April '13	-0-
<b>45 CFR 1304.22(a)(5)</b> (Parent) Orientation on the need to prevent abuse and neglect	Teachers/ Parent Involvement Coordinator	Parents	Parents will obtain knowledge and skills needed to prevent abuse and neglect.	Parent Involvement Coordinator	Dec. '12	-0-
<b>45 CFR 1304.52(k)(3)(ii)</b> Preparation for parents to exercise their rights and responsibilities concerning the education of their children in the school setting	Teacher/ Parent Involvement Coordinator /Consultant	Parents	Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting. Parents will develop skill in exercising their rights as parents in the school setting.	Parent Involvement Coordinator /Transition Coordinator	April '13	\$600.00

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2012-13**

<b>45 CFR 1310.21(a)</b> If the agency provides transportation, training that includes vehicle and pedestrian safety	Community Organizations	Parents	Parents and children will demonstrate knowledge and skill in vehicular safety methods and pedestrian safety methods.	Parent Involvement Coordinator	Aug. '13	-0-
<b>45 CFR 1304.23</b> Family assistance with nutrition	Teachers Parent Involvement /Nutrition Coordinator	Parents	Families will receive information on resources to assist with nutrition needs. Families will receive instruction on proper nutrition and meal planning.	Parent Involvement Nutrition Coordinator	Aug. '13	-0-
<b>45 CFR 1304.40(e)(3)</b> Opportunities to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children	Teachers, Parent Involvement Education Coordinator	Parents	Parents will obtain knowledge in proper methods of parenting; develop an understanding of their child's educational and developmental needs; and develop skill in selecting appropriate educational and developmental activities for their children.	Education Coordinator	Aug. '13	-0-
<b>45 CFR 1304.24(a)</b> Parent education of mental health issues	Consultant/ Mental Health Coordinator	Parents	Parents will obtain knowledge of mental health issues in children, including characteristics/signs to watch for.	Mental Health Coordinator	Dec. '12	\$1,800.00

Part 2: Page \_\_\_\_

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2012-13**

**Part 3: Required State Training**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<i>List of Required trainings from state regulations</i>						
CDA Training	Community College	Paraprofessional	Paraprofessionals will gain knowledge and skills in the area of child development and children behaviors	Education Coordinator	Aug. '13 Sept. '13	\$3,600.00
Bus Driver/Monitor Training	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff and parents.	Director	Aug. '13	\$1,750.00
3. Blood Borne Pathogen	Health Department	All Staff	To minimize the risk of transmission of HIV, Hepatitis B, and other blood borne pathogens to staff, volunteers, and children.	Health Coordinator	Aug. '13	-0-



# HEAD START REFUNDING APPLICATION

2012-2013

## BUDGET NARRATIVE PA 20

### Supplies:

Type	Provider/Cost
Child and Family Services Training: (Handouts, Brochures, Child Development CD's, Refreshments) Trainings: School Attendance, Health and Nutrition, Well-Child Schedule of Care, Managing Challenging Behaviors, Program Goals and Outcomes, School Readiness, Child Development, Child Abuse and Neglect, Parents Rights and Responsibilities	Parent Orientations Home Visits Center Committee Meetings Policy Council Meetings Board Meetings County-Wide Parent Trainings Transition Training  <b>Cost: \$2,600</b>
Staff Training/Development (Handouts, Videos, CD's, Books, Refreshments) DLM, Imagine It, Peacemaking Skills, Lap-3 Assessment, Conversational Spanish, Childplus, Fiscal Computer System, Family Services Staff Credential	Consultant – Imagine It and DLM Consultant - Childplus Pre-Service Training Grade Group Meetings Staff Meetings District Leadership Meeting Community College  <b>Cost \$1,500</b>

Type	Provider Cost
Child Attendance Health and Nutrition Managing Challenging Behaviors DLM- Curriculum Imagine It – Curriculum Lap 3 Assessment Conversational Spanish	Community College Health Department Bi-Lingual Instructor T/TA Specialist Transportation Director Western Kentucky Florida State University



Childplus Data System Children with Disabilities Child Abuse and Neglect Family Services Staff Credential Transition Training Program Goals Transportation First Aid/CPR Parents Rights and Responsibilities	Florida A&M University Western Kentucky City of Quincy Fire Department Consultant
	<b>Cost: \$13,800</b>

**Other**

Training and Staff Development	Provider/Cost
Head Start staff will continue training on fiscal computer system; Continue implantation of Head Start Standards, Family Services Staff Credential, School Readiness Plan, Child and Family Engagement Framework	Local, State, and National Conferences Pre/Post Staff Trainings Monthly Staff meetings PAEC Professional Development Trainings
	<b>Cost: \$8,642</b>

**Total Cost for Training and Technical Assistance Plan: \$26,542**

## Salary Survey Summary 2012

Organizations included in our salary survey are: Central Florida Community Action Agency, Early Learning Coalition of Alachua County, Suwannee Valley Four C, School Board of Alachua County, Gadsden County Head Start, Jackson County School Board, Childhood Development Services, and Taylor County School Board.

Funded enrollment or population served by providers: Central Florida Community Action Agency, Early Learning Coalition of Alachua County 4,000+, Suwannee Valley Four C- 494, School Board of Alachua County- 640, Gadsden County Head Start- 259, Jackson County School Board -241, Childhood Development Services- 1348, and Taylor County School Board - 153.

Program Budget: Central Florida Community Action Agency 4.0 million, Early Learning Coalition of Alachua County 14.8 million, Suwannee Valley Four C- 5.8 million, School Board of Alachua County 5.8 million, Gadsden County Head Start- 2.1 million, Jackson County School Board – 2.7 million, Childhood Development Services- 26.5 million, and Taylor County School Board – 1.4 million.

The above organizations provide an array of services directed at low income or economically challenged citizens in their communities. Their primary goals include high quality education opportunities, personal development, and the achievement of self-sufficiency and independence.

Survey pool and organization includes 4 school districts, 3 community actions agencies, and an Early Learning Coalition.

Local area major employers:

<b>Organizations</b>	<b>Employers</b>	<b>Unemployment Rate</b>
CFCAA/ELC/SBAC	Shands Hospital, University of Florida, Publix, SBAC, NFRMC, Nationwide	8.2%
SV4C (Columbia County)	VA Medical Center, Sitel, PCS Phosphate, TIMCO, Anderson Columbia Co	10.7%
GCSB	Coastal Plywood Company, Talquin Electric Cooperative, T Formation	10.6%
JCSB	Family Dollar, Wal-mart, Anderson Columbia, Inc., Mowery Elevator Co.	8.2%
CDS (Marion County)	Munroe RMC, Ocala Regional Medical, AT&T, Lockheed Martin, E-One	13.8%
TCSB	Buckeye Technologies, Doctors Memorial Hospital, Martin Electronics	11.5%



Publix is rank number 6 in American's Largest Private Companies with Corporate Headquarters in Florida, according to Forbes 2011 sources, with revenues of 25.13 billion dollars and 148,000 employees. Other notable companies in Florida include JM Family Enterprises, Southern Wine & Spirits, Brightstar, and Oxbow that all ranked in the top 100 nationally with revenues ranging from 4.0 billion to 9.30 billion, and employees on staff that ranged from 1,100 to 11,600.

	SBAC					
Data items analysis	CFCAA/ELC	SV4C	GCSB	CDS	JCSB	TCSB
Population	247,336	67,531	46,389	331,298	49,900	22,570
Net Migration	-1,999	137	-1	1,372	-65	-10
Per Capita Person Income (2009) *	35,573	26,047	26,512	31,097	26,125	25,898
County ad Millage	19.4166	17.0063	16.8684	11.5980	13.6173	15.0486
Public Schools enrollment	27,495	9810	6,300	41,961	7,161	3,153
Public School teacher	2,060	783	531	3,158	603	230
Number of schools	64	18	23	62	19	9
Staff Employed	118/22/41			346		
Number Unemployed	10,773	3,352	2,268	18,671	1,848	1056
Labor % of population	53.10%	46.50%	45.90%	40.80%	45.10%	40.70%

Table based on information from 2010 year  
 (\* Exception 2009) Florida Enterprise website

The analyses of the above data items groups in the first column, three organizations from Alachua County.

Alachua County is the highest taxing county followed by Columbia and Gadsden counties. Ironically the first two counties percentage compared to the state for Education and Health Services are about 20% in line with state's average. However, Gadsden percentage is the lowest at 5.7% representing few individuals employed in these industries. In addition Alachua had the lowest unemployment rates of the counties in this survey. Net migrations across all counties were level, with the exception Alachua, which showed an increase in the number resident moving out of the county.

The salaries survey disclosed certain positions in our data collection revealed that some counties lower limits of their salary schedule were not in line or were out liners in our samples. For example, Head Start Director for Taylor and Gadsden Counties revealed lower limits of greater than 28% and 9% respectively in our data sample. While other variables may attribute to this lower limit including location, population, the data reveals that they are the lowest taxing counties.

A review of salaries for Head Start teachers revealed variables from county to county. While the Head Start Act requires certain mandates in the near future, some counties have exceeded the education levels for this position. For example, teachers' in Gadsden and Jackson Counties are required to hold a Florida State Teaching Certification from the Department of Education for employment. However, the mandates for the level of education required for Head Start teachers are striving to accomplish what these counties are currently providing to their communities. Alachua County does not currently require its BS level instructors to have a state certificate; however they are paid on the same salary schedule as teacher with certificates. The range of the lower limits was under 6% when comparing our data sample for BS degreed instructors. The range for instructor with AA degrees had a wide disparity (20%) with Taylor County being the outlier from our data sample. Jackson County employs staff with AA degrees as classroom assistants. While their employees are unique, their pay rates were higher than assistants without an AA degree. The range when comparing our data sample revealed a large disparity for classroom assistants. Jackson County lagged behind all other counties in our sample and was almost 30% lower than the highest paying county. Two of counties in this survey for the assistant position were less than 130% of poverty guidelines for the 2008-2009 year, while the other were approximately 150% of the poverty guidelines.



# Fringe Benefits Package

Data Items	SBAC	ELC	CFCAA	CDS	GCHS	JCHS	SV4C	TCHS
Health	Yes Basic plan	Yes	Yes	Yes	Yes Cont. 75%	Yes Cont. 73%	Yes Cont. 75%	Yes
Dental	No	Yes	No	Yes	Yes	No	No	Yes
Disability	No	Yes long, short	Yes short	Yes	No	No	No	No
Life	Yes 10,000-20,000	Yes 1 X Salary	Yes 30 to 50,000	Yes	Yes 1 X Salary	Yes 1 X Salary	Yes 1 X Salary	Yes 20,000
Vacation Days	15 days 12 month employees	N/A	10 days	10 days	15 days 12 month employees	15 days 12 month employees	After Probation Varies	15 days 12 month employees
Sick Days	1 day per month worked	N/A	6 days	12 days	1 day per month worked	1 day per month worked	After Probation 4 hrs PP	1 day per month worked
Retirement Options	Yes 403 (b)	Yes 457	Yes 403 (b)	40	Yes 403 (b)	Yes 403 (b)	Yes	Yes 403 (b)
Retirement Match Contribution	State required amount	6%	5%	5%	State required amount	State required amount	0%	State required amount
Paid Holidays	6 days	10 days	11 days	12 days	6 days	6 days	12 days 9 paid 10 month	6 days
PTO	N/A	160 hours	N/A	N/A	N/A	N/A	N/A	N/A

**To be completed by Head Start/Pre-K Office Staff**

**HEAD START/PREKINDERGARTEN PLACEMENT CRITERIA**

**CHILD'S NAME:** \_\_\_\_\_

Head Start (Income Eligible)	(20)	_____
Title I/VPK eligible (4 yr. old by Sept. 1 <sup>st</sup> )	(10)	_____
Working Parent	(5)	_____
Single Parent	(1)	_____
Teenage Parent (at time of 1 <sup>st</sup> child's birth)	(1)	_____
Medicaid (must be documented)	(1)	_____
Over 5 Children in Immediate Family	(2)	_____
3 Children Under Age 4	(2)	_____
Parent/Guardian Didn't Finish High School	(1)	_____
Age of Child: Turns 5 Between 9/2 - 12/31	(5)	_____
Turns 5 Between 1/1 - 4/15	(2)	_____
Turns 4 Between 9/2 - 12/31	(5)	_____
Turns 4 Between 1/1 - 4/15	(2)	_____
Agency Referral (referral form required)	(3)	_____
Child Has No Parent/Legal Guardian	(2)	_____
LEP Student (Limited English Proficiency)	(1)	_____

TANF \_\_\_\_\_ Foster Child \_\_\_\_\_ Parent/Guardian Receives SSI \_\_\_\_\_

Active Military Family \_\_\_\_\_ Protective Services Child \_\_\_\_\_

Transitioning From Early Head Start (EHS) \_\_\_\_\_

**TOTAL POINTS EARNED:** \_\_\_\_\_

Qualifies for: Title I/VPK (4 yr. old) \_\_\_\_\_ HS \_\_\_\_\_ Over Income \_\_\_\_\_  
(Test Score 115 or below)

Date: \_\_\_\_\_

Staff Initials: \_\_\_\_\_

### Head Start Center Information for 2012-2013

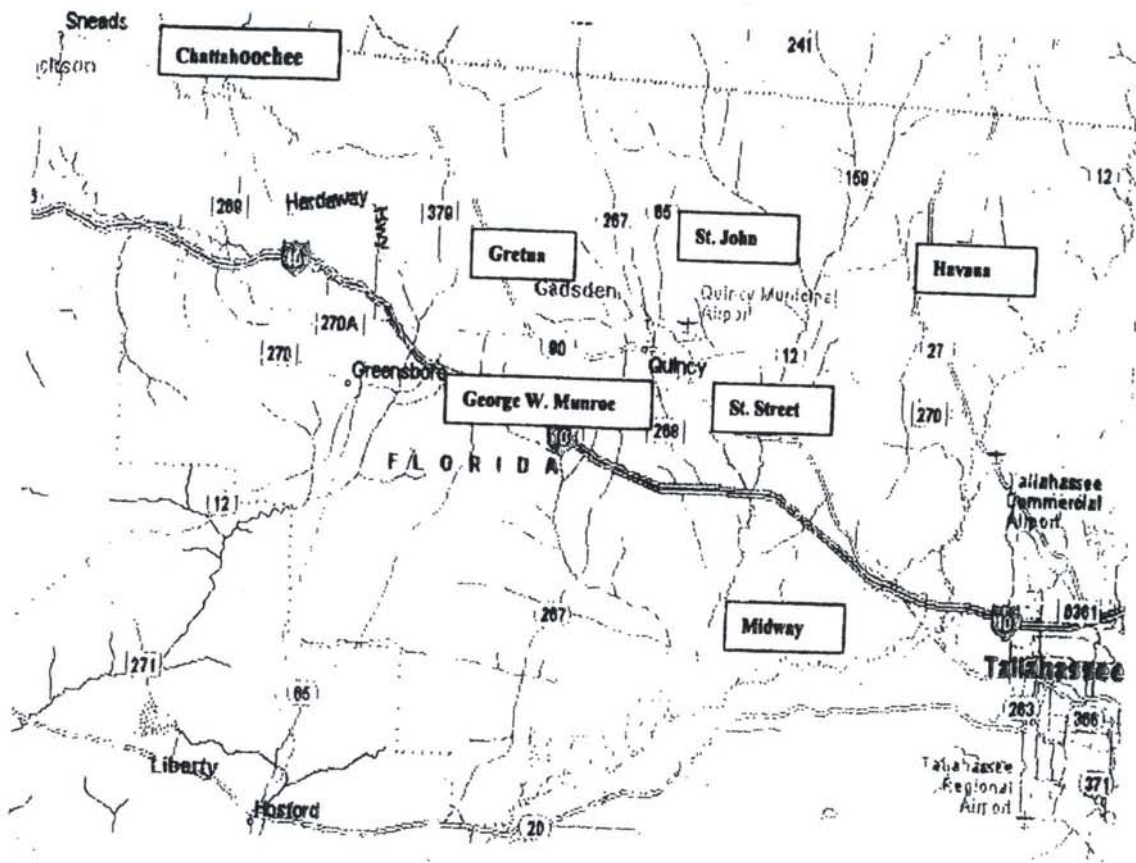
<b>Names of Centers</b>	<b>Current License</b>	<b>NAEYC</b>	<b>Condition:</b>	<b>Meets ADA Regulations</b>
Chattahoochee Elementary	N/A	SACS Accredited	Good	Yes
Gretna Elementary	N/A	SACS Accredited	Good	Yes
George W. Munroe Elementary	N/A	SACS Accredited	Good	Yes
Stewart St. Elementary	N/A	SACS Accredited	Good	Yes
St. John Elementary	N/A	SACS Accredited	Good	Yes
Havana Elementary	N/A	SACS Accredited	Good	Yes
Midway Head Start Center	N/A	SACS Accredited	Good	Yes
Quincy Area Center	Yes	SACS Accredited	Good	Yes

#### **Hours of Operation:**

School Sites: 8:30 a.m. – 3:00 p.m.

Midway Head Start Center: 8:00 a.m. – 2:45 p.m.

Quincy Area Center: 7:30 a.m. – 5:30 p.m.



## GADSDEN COUNTY, FLORIDA



**Gadsden County School Board**

**2012-13**

**Head Start/Pre-K  
Program Improvement Plan**

# Head Start/Pre-K Program Improvement Plan 2012-13

## Child Health, Safety, Nutrition & Mental Health Services:

### Strengths:

- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- Playground area and equipment well maintained through contracted provider
- Local Dentist on site at Head Start/Pre-k Registrations
- School Nursing staff available to all school sites
- Local Health Department has partnered with Head Start Program to combat obesity epidemic in the community
- Head Start and Early Head Start Health Coordinators work closely together
- Strong Community Partnerships and collaboration (i.e. WIC, School Health Personnel, Health Department)
- Strong, active Health Advisory Committee
- Mental Health Provider is very accessible to parents and staff, and provides services in a timely manner.

### Areas Needing Improvement:

- Parents' awareness of, and implementation of strategies to combat childhood obesity
- Mental health resources for families/children
- Parents' awareness of the importance of maintaining a schedule of well child care as recommended by their child's doctor
- Timely receipt of updated health information from parents

### Areas Needing Immediate Improvement:

- N/A

### Corrective Actions:

- Train parents on importance of healthy eating habits and exercise for themselves and their children

### Time Line:

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013

- Work with Advisory Committee Members and community agencies to access local mental health service providers

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Train parents on importance of preventive healthcare practices (i.e., maintaining a schedule of well child care as recommended by child's doctor)

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Work with Family Services Staff to communicate with parents regarding health updates during routine home visits

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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**Persons Responsible:**

- Health Coordinator

## **Education, Early Childhood Development & Disability Services:**

### **Strengths:**

- Classroom materials and equipment to support curriculum
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- Training availability and accessibility
- Child Assessment Instrument (LAP-3) with Red-e-Learner database and Florida VPK Assessment
- Services for children with disabilities provided through school district
- Cooperation between different component areas

### **Areas Needing Improvement:**

- Parent Involvement
- Communication between DLL children/parents/staff
- The inclusion of learning strategies that promote critical thinking and language development in daily lesson plans
- Teacher understanding of the difference between child-initiated and adult-directed classroom activities
- Training and support for teachers new to Head Start/Pre-K

### **Areas Needing Immediate Improvement:**

N/A

### **Corrective Actions:**

- Center Committee Chairpersons become more active in encouraging parent participation at events and classrooms

### **Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Use of District's Parent Link to remind parents of scheduled trainings

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Explore possibility of providing bus transportation to and from parent training events

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Contract with individual to assess children in Spanish, to interpret during parent/teacher conferences, and to provide conversational Spanish training, as needed

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Complete CLASS observations on each classroom

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Update Ongoing Classroom Monitoring Checklist to include CLASS strategies

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013

- Train new teachers on DLM, “Imagine It”, and “Peacemaking Skills for Little Kids” curriculum, and LAP-3 assessment

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013

- Explore possibility of monthly meetings/trainings with teachers new to the program

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013

- Continue providing individualized training for teachers and paraprofessionals

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013

**Persons Responsible:**

- Education Coordinator
- Resource Teachers
- Head Start Director
- Parent Involvement Coordinator

## **Family and Community Partnerships/ERSEA**

### **Strengths:**

- Positive customer service to families
- Strong community partnerships and collaboration
- Parent's knowledge of how to access Head Start/Pre-K services
- Active and involved Policy Council and Center Committees
- Monthly Staff Meetings and Family Services Meetings
- Regular parent trainings
- Family Service Workers conduct home visits to identify family needs/concerns
- Staff serve on Early Head Start and Community Councils
- Male Involvement Program
- Parent involvement with classroom activities
- Parent Link Messages (for Policy Council and Center Committee Officers)
- Funded enrollment maintained throughout school year
- End of month enrollment above 90% monthly
- Staff follow-up on attendance issues

### **Areas Needing Improvement:**

- Parents providing teachers/staff with updated and accurate contact information
- Increased utilization of Child Plus for monitoring and reporting
- Parent's notifying teacher/school (re: student absences)
- Parent attendance at Head Start sponsored trainings.

### **Areas Needing Immediate Improvement:**

- N/A

### **Corrective Actions:**

- Provide teachers with new information sheets to send home to all parents

### **Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013

- Attend Child Plus training on Head Start sponsored conferences and provide ongoing peer training on Child Plus as needed.



**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Provide incentives for classrooms with highest parent participation at trainings.

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Provide information and encouragement to parents regarding the importance of regular attendance in the program (Parent Trainings/Home Visits)

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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- Involve teachers in encouraging their parents to attend Head Start offered trainings.

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013
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**Persons Responsible:**

- Family Services Coordinator
- Parent Involvement Coordinator
- Family Services Staff

## **Program Design & Management:**

### **Strengths:**

- Director receives monthly budget status reports
- Director works closely with Fiscal Assistant and Assistant Superintendent of Business and finance
- No audit findings from Office of Head Start Triennial Review (December 2012)
- Full support from School Board
- Computerized record-keeping system
- Staff Qualifications
- Management Team and staff work closely together to ensure Program Standards are followed
- Accurate and timely financial reports to Regional Office
- Bilingual staff member
- Community Assessment, Self-Assessment, OHS Monitoring tool, and Parent and Staff Surveys are used for program planning
- Monthly Management Team Meetings
- Monthly Staff Meetings
- Monthly District Leadership Team Meetings

### **Areas Needing Improvement:**

- Continue to strengthen internal controls (Financial and Program Operations)
- Improve the quality and effectiveness of staff providing services to children and families

### **Areas Needing Immediate Improvement:**

N/A

### **Corrective Actions:**

- Consultant, along with Head Start staff, will review and update Program's Strategic Plan.

### **Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013

- Head Start Family Services Staff will receive training to promote professional development

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013

- Fiscal Management Team will train Head Start staff on new computer system updates.

**Time Line:**

Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013	July 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013

**Persons Responsible:**

- Program Director

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8ee

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEM: Purchase of the District Wide Student Information System

DIVISION: Technology

\_\_\_\_\_ This is a CONTINUATION of a current project, grant, etc.

#### PURPOSE AND SUMMARY OF ITEM:

The district is seeking board approval to purchase Skyward's Student Information System. Skyward provides an integrated Student solution that expedites and increases state reporting accuracy. Skyward offers a teacher grade book which allows flexibility to accomplish standards based grading. When going through the selection process, the district's selective review team vetted several vendors before deciding on a comprehensive solution for our district. Skyward's solution will help us to streamline our processes and better utilize the features of a student information system. Parents and district employees will be able to easily keep track imperative information such as grades, discipline and attendance. Only an internet connection is required to run Skyward's software. Therefore teachers, administrators, students and parents will have access to this software anytime, anywhere.

FUND SOURCE: RTTT General Fund

AMOUNT: \$160,909.00 \$22,276.00

PREPARED BY: Dr. Sonja Bridges

POSITION: Director of Media/Technology

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#### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

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**Software Services and License Agreement  
SSS Information Systems**

**Gadsden County School District  
Skyward, Inc.**

**July 31, 2012**

**Software Services and License Agreement**

**THIS SOFTWARE SERVICES AND LICENSE AGREEMENT** is entered into, on the 31st Day of July 2012, by and between the Gadsden County School District, Florida, a body corporate existing under the Laws of the State of Florida, herein called "GCSD", ("the District"), and SKYWARD, Inc., a Wisconsin corporation having its principal place of business at 5233 Coxe Drive, Stevens Point, WI 544481 ("SKYWARD"), with reference to the following facts:

**WHEREAS** the District is responsible for provision of all public educational services required to be provided by state and local law to children through 12th grade and certain adult education services for students in the County of Gadsden Florida certain other incorporated municipalities within the County of Gadsden Florida, and certain unincorporated areas of the County of Gadsden Florida. It is governed by and acts by and through the authority of an elected School Board of Education.

**WHEREAS** SKYWARD is engaged generally in the business of supplying technology and technology-related services to government agencies and instrumentalities throughout the United States of America. Among other things, SKYWARD is engaged in the business of developing, licensing, installing and maintaining, computer software for use in the management and operation of schools and educational service programs, with particular but not exclusive emphasis on K-12 education.

**WHEREAS** Florida and federal law requires the District to maintain systems and procedures for collection, storage, retrieval, and processing of a wide variety of information relating to its finances, students and programs.

**WHEREAS** SKYWARD has heretofore acquired all rights to its School Student Suite (SSS) software products and has continued the development of the same, which programs provide the majority of the District's requirements for its SSS. In addition, SKYWARD has the technical and personnel capacity to develop, test, integrate and deploy additional features to complete substantially all of the District's requirements for SSS, and to convert and maintain its programs, as enhanced in adding GCSD functionality and installing an acceptable system to GCSD.

**WHEREAS**, The parties have now reached an agreement and understanding, subject to the approval of the Board of Education of the District, as to the specific products and services to be provided by SKYWARD to the District and the terms and conditions on which such products and services will be provided.

**NOW, THEREFORE**, in consideration of the mutual promises of the parties and other good and valuable consideration, receipt of which is hereby acknowledged, and subject to the approval of the Board of Education of the District as required by law, the parties agree as follows:

1. **DEFINITIONS.** The following terms shall have the meanings set forth below:

1.1 **"Acceptance Test"** shall mean the conduct of the series of tests and protocols specified in the Project Documents for a particular Deliverable, the successful completion of which signify the successful delivery of such Deliverable. In the case of a documentary Deliverable, the Acceptance Test for such Deliverable shall mean the review by the District of such documentary Deliverable and certification that such Deliverable complies in all material respects with the requirements for such documentary Deliverable.



1.2 **“Additional School”** shall mean any separately functioning school unit (whether an additional physical plant or a separately identified school unit operating within the same physical plant as another school unit) founded or created within the District after the date of execution of this Agreement.

1.3 **“Agreement”** shall mean this Agreement, together with all Exhibits and Schedules hereto and any amendments made in accordance with the terms hereof.

1.4 **“Baseline Software”** shall mean the Software as the same is commercially available as of the Commencement Date and owned or licensed by SKYWARD, which computer programs will be licensed to the District as part of the SSS, as such programs shall be upgraded and enhanced by SKYWARD from time to time hereafter.

1.5 **“Board of Education”** shall mean the School Board of Gadsden County of the District, as the same is constituted from time to time.

1.6 **“Business Day”** shall mean a day in which general business operations of the District are conducted, whether or not schools are open, but shall not include any day in which the general business offices of the District are closed. All other references to “days” refer to calendar days.

1.7 **“Change Order”** shall mean a modification or clarification of the Project Documents that is duly adopted by the Parties in accordance with the Scope Management Process.

1.8 **“Change Request”** shall mean a request by a Party for a Change Order made in accordance with the Scope Management Process.

1.9 **“Commencement Date”** shall mean contract signing date.

1.10 **“Critical Deliverable”** shall mean a Deliverable, the acceptance of which is necessary for the release of any significant component of Software into Production, as more specifically identified in the Project Documents.

1.11 **“Defect”** shall mean a characteristic or condition of the Licensed Software which results in the failure of such software to operate in accordance with the Specifications and/or which results in the input, storage, computation, transfer or display of erroneous information. Defects shall be characterized by their severity as set forth in the Maintenance Service Schedule.

1.12 **“Deliverable”** shall mean any unit of work required to be delivered by SKYWARD to the District as a Deliverable in the Statement of Work.

1.13 **“Deliverable Date”** shall be the deadline date for the delivery or completion of a Deliverable under this Agreement.

1.14 **“Delivery”** of a Deliverable shall be deemed to have taken place (or the Deliverable shall have been deemed “Delivered”) as follows:



1.14.1 In the case of items to be delivered in tangible form, upon the transfer of possession of the item to the control of the respective District personnel designated to receive such possession at the designated time and place, or if no place is designated at such person's office.

1.14.2 In the case of items to be delivered by electronic transmission, upon the successful completion of transmission and installation to the designated District computer and verification of the accuracy of such transmission.

1.14.3 In the case of items for which payment is conditioned upon the completion of an acceptance test, upon the certification by the designated agent or employee of the District that such acceptance test has been completed to the reasonable satisfaction of such agent.

1.14.4 In all other cases, upon the completion of the Services encompassed by such Deliverable in all material respects as set forth in the applicable schedule to this Agreement.

1.15 **"Dispute Statement"** shall mean a statement submitted by a Party under Section 10 below.

1.16 **"District"** shall mean the Gadsden County Public Schools, each and every subdivision or unit thereof constituted now and in the future including schools and or territories within Gadsden County, Florida and charter schools in Gadsden County and other entities with whom the District contracts and each and every entity in the future which reports to or is the responsibility of the Gadsden County School Board, Florida with respects to its responsibility to provide educational services to students at any level of education. The District acknowledges the software is sold based on the scope of services in the Skyward SSS proposal.

1.17 **"Documentation"** shall mean all material, other than Object Code and Source Code, that relates to the operation, installation, maintenance, and actual or potential upgrade or modification of the Licensed Software, including without limitation, instruction manuals, technical manuals, specifications, flow charts, use case diagrams, templates, and forms, regardless of whether such material is visually readable or recorded electronically.

1.18 **"End User"** shall mean an individual who supplies, analyzes, and/or retrieves student, school, employee, financial or related data by directly or indirectly invoking a computer program.

1.19 **"Enhanced Software"** shall mean those any and all future Releases of SSS Software that will be developed by SKYWARD under this Agreement, but which will be made available by SKYWARD to other Persons in the future. Specifically, Enhanced Software shall include any Release of SSS first made available to any customer or licensee of SKYWARD from and after July 31, 2012.

1.20 **"SSS"** Shall mean the School Student Suite of software (or individual components thereof) offered by SKYWARD, whether offered under the current trademark or another mark.

1.21 **"Force Majeure Event"** shall mean fire, flood, earthquake, elements of nature or acts of God; acts of war, terrorism, riots, civil disorders, rebellions or revolutions; strikes, lockouts, or labor difficulties, equipment failures, computer viruses, malicious acts of third parties, interruption of telecommunications service; or any other similar cause beyond the reasonable control of the respective Party, that could not have been prevented by reasonable precautions of the kind ordinarily taken by well-managed firms engaged in software development and maintenance (such as, by way of illustration and not limitation, regular software backups and regular use of commercial anti-virus software, but not including duplicate or parallel computer systems or on or off-site backup or disaster recovery equipment).

1.22 **"SSS"** shall mean the "School Student Suite", the requirements for which are set forth in the Statement of Work and the Specifications.

1.23 **"Issue Resolution Process"** shall mean the procedures for identifying and resolving issues related to the determination or interpretation of Project Documents, as set forth in Section 3.8 of this Agreement.

1.24 **"District Features"** shall mean those certain computer programs and program functions developed for delivery to and installation and use by the District.

1.25 **"District Resource Plan"** shall mean the schedule of personnel and other resources that the District has committed to provide in support of its obligations during the Project.

1.26 **"District Supplied Software"** shall mean and include any computer programs specified in the Statement of Work to be supplied by the District, either for use during development or during production.

1.27 **"License"** means the licenses set forth in Section 4 hereof.

1.28 **"Licensed Software"** shall mean any and all computer software sold to the District for the operation of the SSS, including without limitation software owned or licensed by SKYWARD or Third Party Software, and any revisions, modifications, releases or enhancements thereto prepared by or for SKYWARD, but excepting Third Party Software specifically identified in the Statement of Work as being the responsibility of the District.

1.29 **"License Fees"** shall mean any fees paid or to be paid by the District to SKYWARD in respect of the right to copy, install, distribute use, or make derivative works from Licensed Software under this Agreement.

1.30 **"Maintenance Materials"** shall mean the Object Code, Source Code and Documentation for error corrections, minor enhancements, updates, and Releases of the Licensed Software supplied or to be supplied by SKYWARD pursuant to its responsibilities under the warranty or maintenance service provisions of this Agreement.

1.31 **"Maintenance Service Schedule"** shall mean the description of maintenance services attached hereto as Exhibit C.



1.32 **“Object Code”** shall mean the form of a computer program that may be loaded for execution without intervening process other than the use of a program loader, linkage editor or similar computer program.

1.33 **“Party”** shall mean the District and/or SKYWARD, as the context requires.

1.34 **“Person”** shall mean any natural person or entity recognized by law.

1.35 **“Platform Software”** shall mean any computer program required for the operation, installation, debugging or maintenance of another program, including without limitation, operating systems, database management systems, compilers, interpreters, runtime or execution environments, development environments and the like.

1.36 **“Pricing Schedule”** shall mean the schedule of prices and payments attached hereto as Exhibit B- Proposal.

1.37 **“Production”** shall mean the use of the SSS in the ordinary course of the operations of the District.

1.38 **“Product Plan”** shall mean the complete set of requirements and specifications for the SSS as finalized in accordance with this Agreement.

1.39 **“Project”** shall mean and include all work to be performed under the terms of this Agreement, including without limitation all Services and all intangible and tangible Deliverables.

1.40 **“Project Documents”** shall mean the Statement of Work, the Pricing Schedule, the Specifications, together with any supporting charts, schedules, or documents specified in those documents or any Change Order approved by the parties.

1.41 **“Project Manager”** shall mean the individual designated by the respective Party pursuant to Section 3.1.

1.42 **“Proposal”** shall mean SKYWARD’ proposals which are attached as exhibits, together with all written clarifications exchanged by the Parties on or before the date hereof, including all text, graphics, summaries and documents referred to in such Proposal.

1.43 **“Proprietary Information”** shall mean all information relating to finances as provided in Florida Statute 119.071(2)(c) and data, programs, or support information which is a trade secret as defined in 812.081(c) as provided in Section 815.04(3)(a) and 688.002(4), Florida Statutes Proprietary Information shall not include information which the (provider) of the information can demonstrate: A) Is public knowledge or which becomes public knowledge through no breach of this Agreement; or B) Is required to be disclosed to the public by reason of a statute or by any public or regulatory authority.

Proprietary Information may be conveyed by written, graphic, electronic, oral, or physical financial condition, models, source code, object code, drawings, formulas, processes, ideas, inventions as provided above.

All Proprietary Information shall be marked as proprietary with an appropriate legend, marking, stamp or other obvious written identification by the disclosing party prior to disclosure. In the event either Party discloses its Proprietary Information to the other Party other than in the manner provided for above, the disclosing party shall promptly inform the receiving party that such information is deemed proprietary by reference to Florida or Federal statute, and shall provide the receiving party with a brief written description of such information within thirty (30) days of such disclosure, identifying therein the manner, place, and date of such disclosure and the names of the receiving party's representative to whom such disclosure was made. Notwithstanding the foregoing, all information, the privacy or disclosure of which is protected by applicable law or regulation shall be treated as proprietary information of the person holding the interests so protected, whether or not such information is marked or otherwise identified as confidential or proprietary.

1.44 **"Release"** when referring to computer software, shall mean a modification or addition to existing computer software that requires substantial reconfiguration and/or re-installation of computer software in Production. Releases shall include any and all new releases of existing software products and/or replacement products made available by SKYWARD that provide substantially all of the operational functions of the Licensed Software with paid Maintenance contract.

1.45 **"Resource"** shall mean the time or effort of a Party or its employees or contractors or a quantity of components, supplies, software, software rights or material to be supplied by or on behalf of a Party under this Agreement.

1.46 **"SSS Software"** shall mean the suite of software (or individual components thereof) offered by SKYWARD, among other things, for student and school information management, whether offered under the current trademark or another mark.

1.47 **"Scope Management Process"** shall mean the provisions relating to processes for the modification or amendment of the Statement of Work and/or the pricing relating thereto, as the same are set forth in Exhibit D attached hereto.

1.48 **"Services"** shall mean and include all services to be performed or provided pursuant to this Agreement, the Statement of Work, and any Schedules and Exhibits hereto, including without limitation, software development, maintenance, testing, project management, consultation, and provisioning of Third Party Software, whether under the initial Statement of Work, any Change Order, or any Work Order.

1.49 **"Source Code"** shall mean and include all forms of a computer program, other than the program's Object Code, including without limitation, the instruction sequences in whatever language written, internal documentation, job control languages, scripts, configuration and data files, required for the compilation, debugging, linkage editing, loading, and maintenance of the Object Code of such computer program, but not including Platform Software and Third Party Software, unless expressly so provided.



1.50 **"Specifications"** shall mean the detailed set of specifications for the System as set in the specifications or Scope of Work and Services of the Proposals and/or the documents referenced in such specifications document, as defined by the Product Plan.

1.51 **"Statement of Work"** shall mean the statement of work attached hereto as Exhibit A, as the same shall be modified or amended in accordance with the terms of this Agreement and/or the Scope Management Process.

1.52 **"Test Environment"** shall mean a configuration of hardware and Platform Software owned by the District and provided on District premises for the purpose of configuring and testing Deliverables and managing release for use in Production.

1.53 **"Third Party Software"** shall mean any computer program supplied by a Person other than SKYWARD, which is required for the operation of the SSS, including without limitation, any Platform Software and any applications software that will be dependent on the Baseline Software, the Enhanced Software or the District Features for its operation.

1.54 **"Work Order"** shall mean a request for small or routine services issued by the District pursuant to procedures set forth for Work Orders in the Scope Management Process.

1.55 **"Confidential Information"** shall mean and include (1) student records and reports that are confidential and exempt from disclosure under Section 119.07(1), Florida Statutes, as provided in Section 1002.22, Florida Statutes, (2) District employee personnel files that are confidential and exempt from disclosure under Section 119.07(1), Florida Statutes, as provided in Section 1012.31, Florida Statutes, and (3) any other information, record, or document that is confidential or subject to privacy protection as otherwise provided by law, including but not limited to District's and Skyward's Proprietary Information.

## **2. PRODUCTS AND SERVICES TO BE PROVIDED BY SKYWARD**

2.1 General Scope. SKYWARD shall provide to the District, on the terms and conditions set forth in this Agreement, all products and services required for the development, installation, and maintenance of the SSS as set forth in the proposals, other than the provision of hardware and Third Party Software expressly excluded under the terms of this Agreement and the responsibilities expressly reserved to the District as set forth in the Statement of Work. Without limiting the generality of the foregoing, SKYWARD shall provide all those Services and Deliverables as are set forth in the Statement of Work on or before the Due Dates set forth for such Services and Deliverables in the Statement of Work.

2.2 Order of Precedence. Any actual or asserted ambiguity in the Agreement shall be resolved by reference first to the proposals and second to the Statement of Work.

2.3 Software Maintenance Services during the Term of this Agreement. SKYWARD shall provide all services required by the District to maintain and upgrade the SSS Software as set forth in the Maintenance Service Schedule. The Maintenance Services Fee will not be increased through June 30, 2016. Starting July 1, 2016 the Maintenance Services fee may be increased by SKYWARD to SKYWARD's prevailing level for similar maintenance services to similar customers



2.4 Adoption of Updates, etc. In creating and delivering the Maintenance Materials, SKYWARD shall use its best efforts to avoid the need of the District to upgrade Platform Software, provided that without limitation, if any upgrade of a Platform Software is required in order to correct a "Defect" causing a Priority 1 or Priority 2 fault, SKYWARD shall assume all cost and fees to such Platform Software Upgrade, or amend the upgrade to the extent that the District will not incur any additional costs to implement a period of time commencing on the date of this Agreement and continuing for a period of 4 years. After 4 years from the date of this Agreement, SKYWARD will assume only those costs related to the SSS software resulting from non planned generational upgrades.

2.5 Source Code and Documentation. SKYWARD agrees to deliver to Customer a copy of the current source code for all Licensed Software (and any upgrades to such software at the time of any such new release or upgrade) at no charge to the District for the District's use if SKYWARD at any time goes out of business, files for bankruptcy, has an involuntary petition for bankruptcy filed against it, makes an assignment for the benefit of creditors or otherwise in any way discontinues support for the then current version of the license.

2.6 Electronic Delivery. All Deliverables of Licensed Software and Documentation required or permitted under the terms of this Agreement shall be delivered from a point of transmission outside of facilities owned or operated by the District by electronic transmission via common telecommunications carrier or the public Internet to and for storage within computing hardware and electronic storage devices owned or under the control of the District. No tangible media Object Code, Source Code or Documentation shall be delivered to the possession and/or ownership of the District.

2.7 Standard of Care. In providing services under this Agreement, SKYWARD will endeavor to perform in a manner consistent with that degree of care and skill ordinarily exercised by other providers of similar software products and services and under similar circumstances. Upon notice to the SKYWARD and by mutual agreement between the parties, SKYWARD will, without additional compensation, correct those services not meeting such a standard.

2.8 Acceptance of Deliverables; No Waiver. Delivery of a Deliverable shall not be deemed complete unless and until the Deliverable shall have successfully completed the Acceptance Tests specified for such Deliverable. In the event that a Deliverable shall not satisfy the requirements of the applicable Acceptance Test, SKYWARD shall promptly correct and/or revise the Deliverable such that the Deliverable shall satisfy the requirements of the specified Acceptance Test and shall continue to correct and/or revise the Deliverable until such time as the Acceptance Test for such Deliverable shall have been completed successfully. No failure to object or inaction on the part of the District shall be deemed an acceptance of any Deliverable under this Agreement, nor to delay or waive the due date for any Critical Deliverable, except that the District's use of the Deliverable in Production shall be deemed its acceptance. If a Critical Deliverable is missed, either Party may invoke the Dispute Resolution Process set forth in Section 10 hereof. As part of this resolution process, the Parties may negotiate and assess damages to either party for failure to perform, mutually amend schedule and/or requirements as it relates to the missed deliverable, or terminate this agreement for breach as provided for herein.



2.9 Third Party Software Procurement. The District may elect to purchase licenses to one or more items of Third Party Software products itemized in the Pricing Schedule, by issuing a purchase order for the same to SKYWARD. SKYWARD shall thereafter arrange for the delivery of the same to the District, by electronic means to the maximum extent made possible by the licensor of such Third Party Software. In such event, the District shall pay the price for such items in accordance with the price, formula or method set forth in the Pricing Schedule provided that license rights for such Third Party Software shall run directly to the District from its respective licensor, the District's rights with respect to such Third Party Software shall be solely those rights (including rights to install, use and make derivative works) conveyed under the respective licensor's license agreements. In the event that SKYWARD acts as a sub licensor to the District of such Third Party Software, SKYWARD shall assign to the District or otherwise assure to the District that the District has all rights to such software as it would have under the licensor's prevailing direct end user license agreements. SKYWARD shall arrange for the District to contract with the licensor of such software for customary maintenance and update services.

2.10 Hardware Procurement. The District may elect to purchase one or more items of computing hardware set forth in the Pricing Schedule, by issuing a purchase order for the same to SKYWARD. The price for such hardware shall be as set forth in the Pricing Schedule, or if no specific price shall be set forth, shall be the price quoted by SKYWARD in accordance with the formula set forth in the Pricing Schedule. Prices shall be FOB Gadsden County, with risk of loss passing to the District at time of receipt by District in a designated secure destination. The District shall be entitled to all manufacturers' warranties, indemnities and remedies.

2.11 No Obligation of the District. Nothing herein, however, shall require the District to purchase any hardware or Third Party Software other than Licensed Software from SKYWARD and the District shall be free in its sole discretion to select any vendor it so chooses for such purchases.

### **3. PROJECT MANAGEMENT**

3.1 Project Managers. At the time of execution of this Agreement, each Party shall designate in writing and communicate to the other, an individual as its Project Manager, who shall serve as a single authoritative point of contact for the other Party during the course of its activities pursuant to this Agreement. Neither Party shall change its Project Manager for a period of at least three (3) months after designation, except (i) in the event such Project Manager ceases all employment with the Party, (ii) the other Party reasonably requests a change in such Project Manager, or (iii) the other Party consents to such change on notice which is reasonable in light of the circumstances. Thereafter, changes in SKYWARD' Project Managers shall be subject to the same provisions of Section 7.2 of this Agreement as are applicable to any others of SKYWARD' designated management personnel. Project Managers shall have authority to negotiate all Change Orders in accordance with the Scope Management Process, other than those requiring approval by the Board of Education or SKYWARD or District Executive Sponsors, and shall be authorized by their respective Party to make reasonable staff re-assignments (subject to the provisions of Section 7.2) and to make all communications to the other Party and its designated Project Manager as are required or convenient to the efficient progress of the Project. Nothing herein, however, shall be construed as precluding communication between subordinate



persons for the purpose of consultation and cooperation, provided that no such subordinate shall have actual or ostensible authority to authorize Change Orders, except as expressly provided in the Scope Management Process.

3.2 Product Plan. The Parties shall work together as provided in the Statement of Work to finalize a Product Plan, which Product Plan shall, when approved by both Parties, state the final Specifications for the Project. If the Parties cannot reach agreement as to such Product Plan within 180 days after the Commencement Date, the matter shall be escalated in accordance with the dispute resolution process set forth in Section 10. Notwithstanding the foregoing, nothing herein shall constitute the District's waiver of or agreement to waive any requirements from SKYWARD for the SSS as set forth in the Specifications.

3.3 Reporting. During the term of this Agreement, SKYWARD shall provide periodic status and performance reports with the content and at the intervals as set forth in the Statement of Work.

3.4 Documentation Standards. In connection with the delivery to the District of each installment, component or version of the Licensed Software or Maintenance Materials, SKYWARD shall provide all Documentation reasonably required for the configuration, installation, testing, maintenance and operation of such installment, component or version, as required by the Statement of Work. Technical Documentation shall be in most cases in the form of electronic tutorials and written in a manner sufficient to enable a software engineer or programmer ordinarily skilled in the art and in the use of the Platform Software to maintain such software with commercially reasonable effort, to make reasonable modifications and enhancements for maintenance of existing functionality, and to aid in isolating and correcting design or functional errors in the Licensed Software. Documentation of user instructions shall be in accordance with best industry practices for similar software. Acceptance testing shall include review of associated Documentation for compliance with these standards.

3.5 Inspection Rights. The District and its agents shall have the right, on a non-interference basis and upon reasonable notice to SKYWARD, to visit and inspect the facilities (and any hardware or software) used by SKYWARD or any subcontractor to perform its obligations hereunder. SKYWARD shall reasonably cooperate with and assist the District in exercising its inspection rights under this Section.

3.6 Use of Contractors. Prior to subcontracting any portion of the Services, SKYWARD shall notify the District of the proposed subcontract and proposed subcontractor, including without limitation any legal entity and/or any individual not in the exclusive employ of SKYWARD who would be involved in any manner in the Services, other than activities relating the development of the SSS software product. The notice should provide background information with respect to the proposed subcontractor that is appropriate to the nature and scope of the subcontractor's activities. In the event the District objects to such subcontractor, SKYWARD shall not use such subcontractor in connection with such work. No subcontracting or other arrangement shall release SKYWARD from its responsibility for its obligations under this Agreement. No subcontractor may be engaged unless such subcontractor and each of its employees providing services on the relevant engagement certifies in writing such qualifications as are required by the District for contractors generally, and agrees in writing to guard the



confidentiality of Proprietary Information of the District to the same standard of care as binds SKYWARD under this Agreement and agrees in writing, prior to commencing work, that all work is a "work for hire" under the Copyright Laws of the United States and that in the event that such work is not eligible for treatment as such a work for hire, such subcontractor presently, prospectively and irrevocably assigns any copyrights in such work to SKYWARD.

3.7 Scope Management. Neither the functional requirements of the Licensed Software nor the specifications, manner of delivery, or schedule of activities set forth in the Statement of Work, nor shall the charges therefore be modified, except in accordance with the procedures set forth in the Scope Management Process. In particular, SKYWARD's response to a Change Request from the District (or SKYWARD offer of a Change Request) shall constitute its firm offer to perform the additional or modified Services and/or provide the additional or modified Deliverables as set forth in the Scope Management Process. Notwithstanding the foregoing, no provision set forth in this Agreement shall be deemed amended, except in strict compliance with the terms outlined in this Agreement.

3.8 Issue Resolution Process. In the event the Parties fail to reach agreement on matters not wholly specified in the Project Documents, upon the request of either Party, the Parties shall follow the Issue Resolution Process set forth in the Statement of Work, provided that the participation of a Party in such Issue Resolution Process shall not limit or otherwise affect the remedies that the Party otherwise may have under this Agreement or applicable law.

#### **4. INTELLECTUAL PROPERTY RIGHTS AND CONFIDENTIAL INFORMATION**

4.1 Object Code License. SKYWARD grants to the District a perpetual, non-exclusive, non-transferable, non-refundable royalty-free right and license to install and use the Object Code of all Licensed Software on any, some or all computing devices used by or for the benefit of the District in connection with the operation of the District, effective on delivery of each component or installment thereof, subject only to payment therefore as provided in this Agreement and the Pricing Schedule. The right granted by this paragraph shall extend to the right of contractors to the District, other government agencies, students, parents, health care providers, and other End Users who have a reasonable need to avail themselves of the services provided by the SSS for the sole purpose of conducting District business, to use the Licensed Software by remote or local access, and to install and use any applets or plug-ins that are part of the Licensed Software and are provided for the purpose of using or facilitating the use of the Licensed Software or any portion thereof on a remote or client basis. The District shall not sublicense any rights granted to the District under this Agreement.

4.2 Documentation License. Upon delivery to the District of Documentation other than documentation of Third Party Software, SKYWARD grants to the District a non-exclusive, perpetual, royalty-free right and license to copy, make derivative works, distribute and display such Documentation to authorized users of the SSS. In the case of Documentation containing Proprietary Information of SKYWARD, the distribution of copies of such Documentation shall be limited to Persons with a reasonable need to know such Proprietary Information in connection with their activities for the District who are bound by obligations of confidentiality at least as strict as the obligations of confidentiality of the District to SKYWARD with respect to the particular materials being delivered or proposed to be delivered



4.3 Software Acquired from Third Parties. Skyward does not hold any 3rd party source code.

4.4 Protection of Proprietary Information. The District agrees that it will not disclose SKYWARD's Proprietary Information to any Person, except to (a) the District's employees with a need to know who are bound by agreements or employment policies restricting the right of such employees to use or disclose such Proprietary Information for any purpose other than the Project, and (b) authorized contractors, in accordance with Section 4.2 of this Agreement. The District agrees to preserve the confidentiality of SKYWARD's Proprietary Information with the same level of care it uses with respect to its own Confidential Information, but in no event less than a reasonable level of care. The foregoing obligation does not apply to Proprietary Information which is (a) already known to the District at the time of its receipt from SKYWARD, (b) is disclosed to the District by a third party who had the right to make such disclosure without any confidentiality restrictions, (c) is, or through no fault of the District, has become generally available to the public, or (d) is independently developed by the District without access to, or use of, SKYWARD's Proprietary Information. Notwithstanding the foregoing, the District may disclose Proprietary Information of SKYWARD to the extent that such disclosure is (i) necessary for the District to enforce its rights under this Agreement, or (ii) required by law or by the order of a court or similar judicial or administrative body. In the event the District receives a third party subpoena, notice to produce or other judicial or administrative request for disclosure, the District shall notify SKYWARD as soon as is reasonably practicable after the receipt of such request in order to permit SKYWARD to take such action as SKYWARD sees fit to obtain protective orders or other relief from the compulsion of process against the District to compel such disclosure.

4.5 Protection of Confidential Information. SKYWARD agrees that it will not disclose the District's Confidential Information to any Person, except to SKYWARD's employees with a need to know who are bound by agreements or employment policies restricting the right of such employees to use or disclose such Confidential Information for any purpose other than the Project. SKYWARD agrees to preserve the confidentiality of the District's Confidential Information with the same level of care it uses with respect to its own Proprietary Information, but in no event less than a reasonable level of care. SKYWARD shall implement operating practices and procedures that will (i) maintain the confidentiality and assure the physical security of all student records accessed and used in the course of providing professional services under this Agreement; (ii) prohibit the release or disclosure of such records to anyone except authorized Board personnel, (iii) prevent any unauthorized access to such records, and (iv) preclude the unauthorized use, release, or disclosure of the information contained in such records. The foregoing obligation does not apply to Confidential Information which is required by law or by the order of a court or similar judicial or administrative body. In the event SKYWARD receives a third party subpoena, notice to produce or other judicial or administrative request for disclosure, SKYWARD shall notify the District as soon as is reasonably practicable after the receipt of such request in order to permit the District to take such action as the District sees fit to obtain protective orders or other relief from the compulsion of process against SKYWARD to compel such disclosure.

4.6 Public Records. The parties acknowledge that they are subject to the provisions of Chapter 119, Florida Statutes relating to the release of public records. District shall notify



SKYWARD as soon as is reasonably practicable after the receipt of a public records request that may include SKYWARD's Proprietary Information in order to permit SKYWARD to take such actions permitted under the law to protect its Proprietary Information.

4.7 Rights in Data. The District is and will remain the owner of all data provided to SKYWARD by the District pursuant to this Contract. SKYWARD will not use such data for any purpose other than providing Services and support the District under this Agreement, nor will any part of such data be sold, assigned, leased or otherwise disclosed to third parties (other than authorized subcontractors for purposes of performance of the Services) or commercially exploited by or on behalf of SKYWARD. SKYWARD will not possess or assert any lien or other right against such data. The District agrees not to provide or otherwise make the Licensed Software available in any form to any person, except in strict conformity with the licenses expressly granted under this Agreement.

4.8 SKYWARD Intellectual Property / Residual Rights. Except as otherwise provided in this Agreement, SKYWARD retains all right, title, and interest in and to any inventions (patentable or otherwise), discoveries, improvements or copyrightable works, discovered or prepared by Skyward employees with respect to the Licensed Software (whether the Baseline Software, Enhanced Software or the District's Features) that SKYWARD creates or licenses to the District in connection with its performance of Services hereunder (collectively "SKYWARD Intellectual Property"). The District shall execute such truthful acknowledgments, affidavits or other documentation reasonably required by SKYWARD, during and for a reasonable period after the Term, to assist in proving SKYWARD creation and/or ownership of SKYWARD Intellectual Property. Subject to any restrictions expressed elsewhere in this Agreement, each Party and its respective subcontractors shall have the right to re-use any of their know-how, ideas, concepts, methods, processes, expressions, skill, experience or similar information, however characterized, whether in tangible or intangible form, and whether used by them during the Project or not, at any time and without limitation, provided that such use shall not infringe the patents, copyrights, or trade secrets of the other Party. Each Party further retains ownership of any and all of its respective intellectual property rights that existed prior to the effective date of this Agreement including, without limitation, all methods, concepts, designs, reports, programs, and templates, and any Third Party Software. Nothing in this Contract will prevent SKYWARD or its authorized subcontractors from marketing, developing, using, and performing services similar to or competitive with the Services and products furnished under this Contract or will prevent the District from engaging other contractors to provide services of any sort to the District (provided that the intellectual property rights of SKYWARD are not thereby infringed).

5. WARRANTIES. SKYWARD represents, warrants, and covenants to District as follows (collectively the "Warranty"):

5.1 Warranty General. The Warranties set forth in Sections 5.2 through 5.9 hereof will survive the termination of this agreement for any reason provided that the District: (i) continues to use the delivered version of the Licensed Software; and (ii) has not modified the Licensed Software or documentation without SKYWARD's consent. The Warranty set forth in Section 5.10 shall be as set forth therein.



5.2 Software Limitations. At the time of installation, no software comprising a Deliverable or licensed hereunder shall contain any virus, "Trojan horse," timer, clock, counter, or other limiting design, instruction, or routine that would erase data or programming or cause the software or any hardware or computer system to become inoperable or otherwise incapable of being used in the full manner for which it was designed and created (a "Software Limitation"). SKYWARD shall not include any such Software Limitation in any Maintenance Materials provided to the District. SKYWARD also shall use all reasonable practices and security procedures necessary to avoid insertion of Software Limitations prior to installation of any Deliverable. Any Deliverable shall operate compatibly with major commercially available virus protection programs that District may use. Further, no Software Limitation shall be triggered by: (i) any Deliverable being used or copied a certain number of times, or after the lapse of a certain period of time; (ii) any Deliverable being installed on or moved to a central processing unit or system that has a serial number, model number, or other identification different from the central processing unit or system on which such Deliverable or Licensed Software originally was installed; or (iii) the occurrence or lapse of any similar triggering factor or event.

5.3 Year 2000. All Deliverables shall be Year 2000 Compliant. For purposes of this Agreement "Year 2000 Compliant" means that each Deliverable shall (i) not be materially affected by any inability to completely and accurately address, present, produce, store, and calculate data involving dates beginning with January 1, 2000, and will not produce abnormally ending or incorrect results involving such dates as used in any forward or regression date-based function; or (ii) function in such a way that all "date" related functionalities and data fields include the indication of century and millennium, and will perform calculations that involve a four-digit year field.

5.4 Accuracy of Documentation. SKYWARD shall use reasonable efforts to ensure the documentation is complete and describes the application Deliverable and components thereof accurately so as to enable a staff consisting of a reasonable number of information systems professionals with ordinary skills, who has successfully completed related Skyward training and experience to utilize the Deliverable for the purposes for which it is being acquired by or intended for use by District. If documentation is deemed insufficient, SKYWARD shall have 30 business days to rectify.

5.5 Non-infringement. The Licensed Software shall not violate or infringe upon the rights of any third party, including, without limitation, any patent rights, copyright rights, trademark rights, trade secret rights, or other proprietary rights of any kind. Lawful use by the District Rights of the SSS Software in accordance with the Specifications does not require the District to secure rights to use Platform Software or other Third Party Software (whether acquired through SKYWARD or through or from others) except for those specific items identified in the Statement of Work in the quantities and/or for the categories of users set forth in the Statement of Work.

5.6 Authority. SKYWARD has full power and authority to enter into this Agreement and to perform hereunder and there under, and such entry and performance do not and shall make diligent effort including investigation and review to ensure any rights of any third party are not violated



5.7 No Claims. There is no action, suit, proceeding, or material claim or investigation pending or threatened against it in any court, or by or before any federal, state, municipal, or other governmental department, commission, board, bureau, agency, or instrumentality, domestic or foreign, or before any arbitrator of any kind, that, if adversely determined, might adversely affect any Deliverable or restrict SKYWARD' ability to complete the transactions contemplated by this Agreement, or restrict District's right to use any Deliverable. SKYWARD knows of no basis for any such action, suit, claim, investigation, or proceeding.

5.8 Third Party Warranties. SKYWARD has the right to assign and transfer to District all of SKYWARD' rights under any and all warranties received from the supplier (other than SKYWARD) of any component of any Deliverable, and has the right to assign or transfer to District such supplier's warranties.

5.9 Title. SKYWARD has full title and right to license and deliver to District, all Deliverables, including without limitation software owned by SKYWARD and Third Party Software (other than LCSD Supplied Software).

5.10 Limited Warranty. For a period of one hundred and eighty days from the date of the first day of end user training, the Licensed Software shall: (i) be free from Defects in material and workmanship and remain in good working order and (ii) function properly and in conformity with the Proposals and the Statement of Work and in accordance with this Agreement.

5.11 Disclaimer of Warranties. THE FOREGOING WARRANTIES, TOGETHER WITH ANY OTHER WARRANTIES SET FORTH IN THIS AGREEMENT, ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

5.12 Assignment of Warranties. If under this Agreement, SKYWARD procures goods or services for the District, SKYWARD shall assign or otherwise transfer to District, or afford the District the benefits of, any manufacturer, licensor or other provider's warranty for such goods and/or services.

## **6. OBLIGATIONS OF THE DISTRICT**

6.1 Development Facilities. During the term of this Agreement, the District shall provide SKYWARD' personnel with limited office space and certain other facilities as specifically described in the Statement of Work, subject to compliance by SKYWARD, its employees and permitted subcontractors with all applicable rules of occupancy of such facilities imposed by the lessor to the District of such facilities and all applicable rules, policies and procedures of the District as applied to District employees and other contractors using such facilities. In no event may such facilities be used for any purpose other than performing Services pursuant to this Agreement. Except as expressly provided in the Statement of Work and/or the Pricing Schedule, SKYWARD shall be solely responsible for all other costs associated with its personnel, contractors, software development, computing equipment and other facilities as a specified in the Proposals.

6.2 Staffing. The District shall provide those certain personnel identified in the LCSD Resource Plan to perform the functions therein stated, subject to reasonable coordination with their respective work schedules and responsibilities.

6.3 Testing Platforms. The District shall be responsible for supplying and operating at its expense, the Test Environment, including all hardware and Platform Software (other than software to be supplied by SKYWARD) required for the conduct of preliminary and final acceptance testing as described in the Statement of Work.

6.4 SSS Operation. The District shall be responsible for the operation of the SSS in Production, including without limitation, the following:

6.4.1 Installing the Licensed Software and Platform Software in the computing and telecommunications environment required for Production (with the assistance of SKYWARD during the initial release to Production, as well as any update or Upgrade involving a material change in hardware Platform Software that is required to be installed by the District under this Agreement).

6.4.2 Implementing proper procedures to assure security and accuracy of input and output, and restart and recovery in the event of a malfunction.

6.4.3 Establishing proper backup procedures.

6.4.4 Using reasonable efforts in the event of system malfunction to establish temporary operating procedures or work-arounds.

6.5 Installation of Releases. The District shall determine in its sole discretion whether and when to install updates or Releases of the Licensed Software provided such action or inaction will have no impact on the Project schedule. SKYWARD shall not be responsible for activities required for the actual installation of such updates or Releases unless so provided in the Statement of Work. The District shall be responsible for installing any Release from SKYWARD that is reasonably required because of the withdrawal of support by a third party for any Platform Software, state requirements or when such update or Release is required to support SKYWARD's commitment to the Project schedule.

6.6 Proprietary Notices. District agrees that any copies of the Licensed Software and Documentation that it makes pursuant to this Agreement shall bear all copyright, trademark, and other proprietary notices included therein by SKYWARD or the respective third party licensor. District may add its own copyright or other proprietary notice to any copy of the Licensed Software or Documentation that contains modifications made by District in accordance with the terms of this Agreement.

6.7 Indemnity. Except to the extent that SKYWARD has an obligation to indemnify the District under this Agreement, and subject to the monetary limitation set forth in Section 728.28, Florida Statutes the District hereby indemnifies and shall hold harmless SKYWARD, its Board of Directors, officers, employees and agents from and against any claim(s), action(s), costs, fees, expenses, losses and liabilities based on or arising out of any act or omission of the District, its School Board employees or agents or those for whom the District is, at law,



responsible. The foregoing indemnity and hold harmless is conditioned on such loss being proximately caused in whole or in part by the negligent or willful act or omission of the District, its employees, or contractors, and conditioned further that nothing herein shall be deemed to require the District to indemnify SKYWARD, its Board of Directors, officers, employees, or agents for or against its own negligent or willful acts or omissions.

6.8 Exception for Third Party Software. Notwithstanding any other provision of this Agreement to the contrary neither the District nor any of its Board members, officers, employees, attorneys and representatives shall be liable to SKYWARD in any fashion or to any extent for any claim brought against SKYWARD by or in the name of any licensor or supplier of Platform Software, based on the District's failure to purchase or maintain licenses to such Platform Software unless SKYWARD has identified clearly and unambiguously in the Statement of Work the requirement for such licenses and the specific basis of computation of any fees or other charges due such licensor or supplier, such that the amount of such charges is fully known as of the date of execution hereof.

## **7. OTHER OBLIGATIONS OF SKYWARD; INSURANCE & INDEMNITIES**

7.1 Compliance with Laws and Regulations. At all times during the term of this Agreement, SKYWARD shall comply with all applicable federal, state, and local laws and regulations. To the extent applicable, SKYWARD shall ensure that, as of the date of final acceptance of any Deliverable, such Deliverable likewise complies with all federal, state and local laws and regulations. SKYWARD shall provide District with assistance in complying with all applicable federal, state, and local laws and regulations. SKYWARD shall be responsible for assuring that the Licensed Software complies with all applicable provisions of federal, state and local laws and regulations respecting the privacy and protection of student, parent, and patient information and that all of its employees and contractors comply individually with all such laws and regulations.

7.2 Staffing and Management. During the term of this Agreement, SKYWARD shall not reassign or modify the operational authority of the management personnel listed in the Scope Management Process without the consent of the District, except (a) upon request by the District, (b) as the result of the termination by SKYWARD of the employment of the affected person, or (c) upon reasonable request initiated by such affected person. SKYWARD shall furthermore refrain from reassigning or reallocating work on the Project if a reasonably foreseeable consequence of such reassignment or reallocation would be to require the repetition of work or delay in the completion of the delivery of any Deliverable. Notwithstanding the foregoing, upon request by the District for a change in such management personnel, SKYWARD shall use commercially reasonable efforts to remove and replace such individual SKYWARD personnel assigned to the Project in a timely fashion.

7.3 Financial Reporting; Audit and Inspection of Records. SKYWARD shall, on an annual basis, provide District with compiled financial information if District requests them in writing. SKYWARD agrees that until the expiration of three years after expenditure of funds under this Agreement, the District and any of its duly authorized representatives shall have access to and the right to examine any and all directly pertinent books, documents, papers, and records of the SKYWARD involving transactions or containing financial data that is related to



SKYWARD'S performance hereunder and as related to this Agreement. SKYWARD agrees that payments made under this Agreement shall be subject to reduction for amounts charged that are found on the basis of audit examination not to constitute allowable fees or costs. All required records shall be maintained until an audit is completed and all questions arising from such audit are resolved, or until three years after completion of all work under this Agreement.

7.4 Indemnity. SKYWARD shall indemnify and hold harmless District, all members of the Board of Education, and their employees, agents, and attorneys from and against any losses suffered by District as a result of SKYWARD's breach of its warranties set forth in this Agreement, or arising out of or in connection with SKYWARD's provision of the Services, the Deliverables, or any component or part thereof, or SKYWARD's failure to provide the same, provided, however, the foregoing indemnity and hold harmless is conditioned on such loss(es) being proximately caused in whole or in part by the actions or negligent or willful omissions of SKYWARD, its employees, subcontractors, or anyone employed directly by SKYWARD. Except with respect to SKYWARD's Warranty as set forth in Sections 5.5 through 5.7 hereof, this Indemnification shall not exceed the total amount of all payments made by the District to SKYWARD in the proceeding 365 days from the date that the District makes the first payment to SKYWARD under this Agreement. SKYWARD'S indemnification obligations with respect to Sections 5.5 through 5.7 hereof shall be unlimited. SKYWARD also shall defend, indemnify, and hold harmless District, all members of the Board of Education, employees, agents, and attorneys from and against any claim, demand, challenge, suit, loss, cost, damage, or liability based on any assertion that any Deliverable or any component or part thereof infringes, misappropriates, or violates any patent right, copyright right, trade secret, or other proprietary right of any third party. District shall notify SKYWARD in writing of the initial claim or action brought against it. The selection of counsel, the conduct of the defense of any lawsuit, and any settlement shall be within SKYWARD's control; provided that District shall have the right to participate in the defense of any such infringement claim using counsel of its choice, at District's expense. No settlement shall be made without notice to the District.

7.5 Use Disruption. If a third-party intellectual property claim causes the use of any Deliverable, any Documentation, or any component or part thereof to be seriously endangered or disrupted, SKYWARD shall, at the option of District, (i) replace the same without additional charge, by compatible, functionally equivalent and non-infringing product(s); (ii) modify such Deliverable, Documentation, or component or part, to avoid the claim or infringement and retain all functionality; (iii) obtain license(s) for District to continue use of such Deliverable, Documentation, or component or part, and pay any additional fee required for such license(s). Nothing in this section shall relieve SKYWARD from any obligation to deliver all material functions of the SSS as required by the Project Documents, nor shall it otherwise limit any other rights or remedies that the District may have under this Agreement.

7.6 General Insurance Requirements. SKYWARD shall secure and maintain, as a minimum, insurance as set forth below with insurance companies reasonably acceptable to the District to protect SKYWARD from claims which may arise from operations under the Agreement, whether such operations be by SKYWARD or anyone employed by SKYWARD. SKYWARD further shall furnish upon request of the District's Risk Management Department, certificates of such insurance, signed by an authorized representative of the insurance carrier, which shall include a minimum thirty-one (31) day cancellation clause. Failure to maintain the



insurance and furnish the required certificates may be considered a breach of the contract by SKYWARD and the District may exercise any, some or all of its rights on breach by SKYWARD.

7.6.1 Workers' Compensation Insurance in accordance with provisions of the Florida Labor Code, adequate to protect SKYWARD from claims under Workers' Compensation Acts which may arise from operations under the contract, whether such operations be by the contractor or anyone directly employed by them. SKYWARD, in submitting this proposal hereby certifies, pursuant to Section 4.40 of the Florida Labor Code, that it is aware of the provisions of Section 4.40 of the Florida Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and it will comply with such provisions before commencing the performance of the work of this contract.

7.6.2 Comprehensive Bodily Injury and Property Damage Liability Insurance for Combined Single Limit Bodily Injury and/or Property Damage Liability of not less than \$1,000,000 each occurrence, \$2,000,000 aggregate. The policy so secured and maintained shall include coverage for Contractual Liability, Products Liability or Completed Operations, and Owned, Hired, and Non-owned Automobiles Insurance; and shall be endorsed to name the Gadsden County Public Schools and School Board of Gadsden County as additional insureds and to provide specifically that any insurance carried by the District which may be applicable to any claim or loss shall be deemed excess and the contractor's insurance primary despite any conflicting provisions in the contractor's policy to the contrary.

7.7 Damage to Property. SKYWARD shall be responsible and liable for all damage to the property of the District which is caused by SKYWARD sub-contractors, or their respective employees, during the term of this Agreement and shall, at its own expense, repair and/or replace all damaged property to its original condition.

7.8 Errors and Omissions. SKYWARD shall maintain the following insurance coverage, at its sole expense, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with SKYWARD' fulfillment of any of its obligations under this Agreement or either party's use of any Deliverable or any component or part thereof: (i) comprehensive general liability coverage; (ii) errors and omissions insurance which covers professional errors and omissions of SKYWARD and all professionals who are employees of SKYWARD and are engaged to furnish professional services in connection with the services hereunder. Coverage under each policy will be a minimum of One Million Dollars (\$1,000,000) for each instance and four Million Dollars (\$4,000,000) in the aggregate. Each policy shall be issued by a reputable insurance company qualified to do business in Florida. Upon District's request, SKYWARD shall ensure that the general liability policy shall name District, any agency or instrumentality for which the District provides or manages educational services, the members of the School Board of Gadsden County , and its officers, employees, agents and attorneys, as additional insured. SKYWARD shall provide District with evidence of compliance with SKYWARD' obligations under this Section. In the case of failure to furnish such evidence or upon cancellation of any required insurance, District may declare a breach of this Agreement or may withhold all future payments until SKYWARD complies with this requirement or may purchase such coverage and offset the cost against any amounts



otherwise due to SKYWARD. SKYWARD shall provide thirty (30) days prior written notice to District of any impending cancellation or termination of such insurance.

## **8. FINANCIAL MATTERS**

8.1 Subscription Fee Agreement. SKYWARD will provide all Services, as defined in the Proposals. In the event that the District elects to engage SKYWARD to provide Training Services or Data Conversion Services pursuant to Section 1.160 above in respect of any Additional School, it shall pay to SKYWARD the fee for such Training Services and/or Data Conversion Services for each Additional School so elected, at the rates as negotiated or set forth in the Pricing Schedule, and invoiced on satisfactory completion of such services for such Additional School.

8.2 Payment on Deliverables. For all Licensed Software and Documentation deliverables, The District shall pay to SKYWARD the fees and costs set forth beside the respective Deliverables as defined in Exhibit B.

8.3 Time and Manner of Payment. The District shall pay each amount set forth in the Pricing Schedule on or before forty-five (45) days after its receipt of an invoice for the amount, which invoice shall have been rendered no earlier than the successful completion of the acceptance tests or criteria set forth as a condition of such payment. Payment for hardware deliverables, if any, shall be net forty-five (45) days from the later of invoicing or Delivery to the District. Except in the case of suspension of payments for failure to Deliver Critical Deliverables as provided in this Agreement, in the event the District disputes any amount due under an invoice, it shall nonetheless pay the amount with which it has not dispute and shall use the dispute resolution procedures provided by this Agreement to resolve any such dispute.

8.4 Work Orders. In the event that an authorized representative of the District shall issue a Work Order for Services, Third Party Software and/or equipment under this Agreement, the District shall pay to SKYWARD an amount determined by the time and materials fee schedules under the Pricing Schedule, not to exceed the maximum cumulative amount for Work Orders under this Agreement, as set forth in the Scope Management Process and the Pricing Schedule. Amounts due under this paragraph shall be paid within thirty (30) days after receipt by the District of SKYWARD' statement for the respective Services, itemizing the time and materials expended on the particular Work Order for the month preceding and cumulatively for that Work Order and the aggregate of Work Orders to date.

8.5 Form of Invoicing. Invoices shall itemize services, dates and deliverables consistent with the terms of this agreement. Additional documentation shall be furnished by SKYWARD to the District's Accounts Payable Section upon request. Invoices shall be mailed to:

Gadsden County Public Schools  
Accounts Payable  
35 Martin Luther King Jr. Blvd,  
Quincy, FL 32351

8.6 Change Orders. When quoting a price for a Change Order under this Agreement, SKYWARD shall determine the fee by the process and formula set forth in the Scope Management Process and Pricing Schedule.

8.7 Reduction of Scope. The District may determine to eliminate certain of the Services or Deliverables from the scope of the Project. In such event, the parties shall negotiate in good faith as to an equitable reduction in the applicable prices set forth in the Pricing Schedule.

8.8 Most Favorable Customer. SKYWARD agrees to treat District as its most favored customer. SKYWARD represents that all of the fees and prices, warranties, benefits, and other terms being provided to District under this Agreement are equivalent to or better than the fees and prices, warranties, benefits, and other terms being offered by SKYWARD to any other customer for similar services under similar circumstances of similar size in student Full Time Equivalency.

8.9 Suspension of Payments. In the event that any Critical Deliverable shall not be delivered or Accepted on or before the applicable dates specified for such Critical Deliverable, all payment for Deliverables to be delivered subsequent to such delayed deliverable shall be suspended until the acceptance of all Critical Deliverables which have not been timely delivered or accepted. In no event shall the suspension of a payment under this paragraph relieve SKYWARD from any other date for delivery or Acceptance or performance of its obligations hereunder.

8.10 Taxes. SKYWARD acknowledges that the District is exempt from sales and use taxes imposed under Florida law in accordance with Section 212.08(6), Florida Statutes. Except as expressly provided in the Statement of Work, all software Deliverables are presumed to be deliverable solely by electronic transmission and not on tangible media.

8.11 Allowances for Suspension or Delay Caused by District. In the event that the District shall suspend the Project, delay any Deliverable Date, fail to provide resources on a timely basis in accordance with the District' Resource Plan, or fail to respond to a request for review and approval, the following provisions shall apply:

8.11.1 The due date for any Deliverable set forth in the Statement of Work that is dependent on such performance by the District shall be deemed adjusted equitably to allow for the effect of such suspension or delay on SKYWARD' ability to supply or perform such Deliverable, taking into account a reasonable adjustment in assignment by SKYWARD of its resources to provide Deliverables under this Agreement; and

8.11.2 In the event of a suspension of the Project or the delaying of a due date that is not attributable to SKYWARD's failure to deliver a Deliverable that successfully completes a relevant Acceptance Test, SKYWARD shall be entitled to reimbursement for any such costs that cannot reasonably be mitigated by temporary reassignments of personnel or other resources, including without limitation the hourly charges for any SKYWARD personnel



necessarily idled by such delays but whose capacity is required to be maintained for timely future performance by SKYWARD, priced as set forth in the Pricing Schedule.

## **9. FORMALITIES, TERM AND TERMINATION**

9.1 Approval by the District. This Agreement shall only be effective upon its approval by the School Board of Gadsden County, FL in accordance with applicable law and District policies and procedures, with a budget encumbrance intended to fund performance through June 30, 2013. See the Exhibit B. Each fiscal year of the District thereafter, it is expected that the School Board of Gadsden County, FL will consider for allocation the amount set forth in the Pricing Schedule for the respective year of the term of this Agreement ("Fiscal Allocation"). Nothing herein, however, shall be construed so as to require the District to allocate any sums on this Agreement beyond the Initial Allocation.

9.2 Initial Term. The term of this Agreement shall commence on the date of its approval by the School Board of Gadsden County, FL and shall continue thereafter for a period of sixty (60) months ("Term"), unless sooner terminated in accordance with this Agreement. Notwithstanding the foregoing, the terms and conditions applicable to maintenance services shall continue thereafter until the expiration of the year on account of which maintenance services shall have been paid.

9.3 Termination. GCSD reserves the right to terminate this agreement with ninety (90) days notice prior to each Fiscal Year (July 1) without penalty or obligation. In the event GCSD has not purchased the source code, the source code and all documentation will be returned promptly to SKYWARD.

9.4 Termination for Convenience. The District may terminate this Agreement at any time without cause upon a minimum 90 days' notice to SKYWARD, in which case the following provisions shall apply:

9.4.1 The notice may be effective as of a date certain or may apply only after the delivery of certain enumerated Deliverables.

9.4.2 The District shall pay to SKYWARD upon receipt of an invoice from SKYWARD otherwise complying with this Agreement, for any Services in respect of a Deliverable not yet Delivered which have actually been performed by SKYWARD, pro-rated on a percentage completion basis based on SKYWARD' reconciliation of labor actually expended compared to labor originally estimated by SKYWARD in constructing its bid.

9.4.3 The District shall pay to SKYWARD upon receipt of an invoice from SKYWARD otherwise complying with this Agreement, upon Delivery of any Deliverable specified to be delivered under the notice.

9.4.4 No other payments shall be due to SKYWARD.

9.4.5 Source code and all documentation must be returned within 30 days if the termination occurs prior to December 31, 2012. If it is returned Skyward will return a prorated amount based on the payment percentages.



9.5 Failure to Progress. The Statement of Work provides certain Deliverable Dates for the delivery of certain Critical Deliverables identified therein. If Delivery of any Critical Deliverable shall not have been completed by the Deliverable Date for such Critical Deliverable, and such delay is not materially caused by any fault of District or a third party over which SKYWARD does not have the right to control, the District shall give SKYWARD notice providing a period of not less than thirty (30) days to complete Delivery of such Critical Deliverable. In the event that SKYWARD shall fail to complete Delivery of the Critical Deliverable identified in such notice within the stated cure period, the District may, in its sole discretion, thereafter either (a) extend the time for cure, or (b) declare an immediate termination of this Agreement (or Services related to such Critical Deliverable) for Failure to Progress without further payment obligation on the part of the District with respect to the portion so terminated (other than charges already due and owing). In the event of a termination for Failure to Progress in accordance with this section, the District shall have no further liability to SKYWARD with respect to any payments not yet due and owing that are related to the portion so terminated.

9.6 Termination for Breach. In the event that SKYWARD a) commits a material breach of this Agreement, that, if capable of being cured within thirty (30) days, is not cured within thirty (30) days after notice of breach from the District to SKYWARD; b) commits a material breach of this Agreement which is not capable of being cured within thirty (30) days and fails to (A) proceed promptly and diligently to correct the breach, and (B) cure the breach to the District's reasonable satisfaction within ninety (90) days after receiving notice; or c) commits a material breach of this Agreement which, by its nature, cannot be cured, then the District may (without limitation on other remedies that may be available to it under this Agreement, at law or in equity), by giving written notice to SKYWARD, terminate this Agreement, in whole or as to selected Deliverables or Services, as of a date specified in the notice of termination.

9.7 Material Breach. For the purposes of the foregoing provision "material breach" shall mean the failure of SKYWARD to perform any material obligation, including without limitation, the following:

9.7.1 Failure to Deliver a Critical Deliverable within the notice period specified for a notice of Failure to Progress.

9.7.2 Chronic failures to deliver Deliverables on a timely basis, without such failures being materially caused by fault of the District, a third party over which SKYWARD does not have the legal right to control, or an event of Force Majeure.

9.7.3 Breach of any warranty given pursuant to Section 5 of this agreement, which breach materially affects the ability of the District to deploy and/or use the SSS.

9.8 Termination for Nonpayment. Except with respect to a payment that is being withheld by the District due to a material breach of SKYWARD'S obligations hereunder about which the District has notified SKYWARD as set forth in Section 9.6, or a payment that the District is withholding due to a Failure to Progress as addressed in Section 9.5 hereof, if the District fails to pay SKYWARD when due any charges under the Agreement within ninety (90) days after presentation of an invoice and fails to make such payment within thirty (30) days of



notice from SKYWARD of the failure to make such payment, then SKYWARD may terminate this Agreement without further notice, provided, however, that such termination shall not relieve the District of its payment obligations to SKYWARD for services rendered and reimbursable expenses incurred through the effective date of the termination. Source Code and Documentation must be returned in 30 days.

9.9 Termination for Bankruptcy. This Agreement may be terminated by either party, without notice, in the event that either Party shall have ceased business, become the subject of an order for relief or insolvent under applicable bankruptcy laws or made an assignment for the benefit of creditors. (Source Code and Documentation will be transferred to the District for complete ownership)

9.10 Payment on Termination. In the event that the District terminates this Agreement or any portion thereof prior to its expiration on any basis other than for SKYWARD' material breach or Failure to Progress, the District shall pay SKYWARD for all Deliverables Delivered prior to the effective date of termination and for partially completed Deliverables on a percentage completion basis. In the case of a termination for Failure to Progress, the District shall continue to be liable for Services not terminated, but shall not be liable for any amounts related to partial completion of Deliverables associated with the Critical Deliverable in question. In the case of a termination for material breach by SKYWARD, the District shall not be liable for any payments on account of Deliverables not delivered as of the effective date of such termination. In no event shall the District be liable for any future payments, lost profits, costs or expenses of SKYWARD, incurred with respect to Services not actually performed.

9.11 Transition on Termination. In the event of a termination of this Agreement, except as otherwise provided, the District shall nonetheless continue to have all rights to use and maintain for its own benefit any and all Deliverables already in Production or completed and delivered as if no termination had taken place, subject to payment for such Deliverables. The right to use the Licensed Software nonetheless shall be subject to full payment of license fees as set forth in the Pricing Schedule. In the case of termination by the District for breach by SKYWARD or for Failure to Progress, SKYWARD shall provide those certain transition services identified in the Statement of Work, subject to payment at the time and materials rates set forth in the Pricing Schedule, and shall promptly assign to the District all of SKYWARD' rights to use Platform Software, which rights were acquired by SKYWARD primarily for the ability to provide the Services to the District under this Agreement, upon payment by the District of any amounts set forth in the Pricing Schedule on account of such Platform Software. In the event of a termination for material breach or for Failure to Progress, the District may thereafter engage such contractor or contractors as it determines in its sole discretion to provide any of the Services not yet provided by SKYWARD to the District or any other services the District determines in its sole discretion to be necessary or convenient to the development, maintenance and operation of the SSS, subject to compliance with provisions of this Agreement relating to the use of contractors to service the Licensed Software.

9.12 Force Majeure. Neither party shall be liable for any delay or failure to perform, to the extent caused by a Force Majeure Event. Upon occurrence of a Force Majeure Event, the non-performing Party shall be excused from any further performance or observance of the affected obligation(s) for as long as, and to the extent that the Force Majeure Event continues



and the non-performing Party (i) continues to perform to the extent practicable; (ii) takes commercially reasonable measures to mitigate the effects of the Force Majeure Event; and (iii) uses commercially reasonable efforts to recommence performance or observance whenever and to whatever extent possible without delay. Any Party whose performance is affected by a Force Majeure Event will immediately notify the other Party by telephone (to be confirmed in writing within two (2) business days of the inception of such delay) and describe in reasonable detail the circumstances causing such delay.

## **10. DISPUTE RESOLUTION AND REMEDIES**

10.1 Project Managers. All disputes, claims or controversies arising out of or relating to the validity, interpretation, performance, termination, breach, threatened breach of this Agreement, or any Failure to Progress ("Dispute(s)") shall initially be referred by the Party raising the Dispute to the Project Managers designated by the Parties. If the Project Managers are unable through good faith discussions to resolve the Dispute within ten (10) Business Days after receiving written notice of the Dispute, the Dispute shall be submitted to the Senior Executives.

10.2 Senior Executives Resolution. If the Project Managers are unable to resolve the Dispute within 10 Business Days after submission by either or both Project Managers, the Dispute shall be referred to the Senior Executives. Each Project Manager will, within ten (10) business days after referral, provide to both of the Senior Executives a Dispute Statement describing in detail the substance of the Dispute and the Parties' respective positions, and supported by such documentation as may be appropriate to acquaint the Senior Executives with the issues. The Dispute Statements will not limit either Party's right to identify additional relevant issues at any time, or waive, prejudice or limit either Party's rights or remedies with respect to any issues. Dispute Statements will be provided without prejudice to the providing Party for settlement purposes, and shall not be admitted in evidence or otherwise used or referred to in litigation. For the purpose of this provision, the Senior Executives shall be the Executive Sponsor for the District and the Group President for SKYWARD. Either party may redesignate its Senior Executive from time to time during the term of this Agreement by thirty (30) days' notice to the other party, provided that once a dispute resolution procedure shall be commenced under this section, neither party may redesignate its Senior Executive without the consent of the other party as long as such Senior Executive remains in the employ of the respective party.

10.3 Mediation. Within ten (10) business days after delivery of the Dispute Statements, the Senior Executives of both parties shall meet at a mutually acceptable time and place, and thereafter as often as they reasonably deem necessary, to attempt to resolve the dispute. All reasonable requests for information made by one party to the other will be honored. If the Senior Executives are unable to resolve the Dispute within twenty (20) business days of receipt of the Dispute Statements, the parties may pursue all claims based upon such Dispute as otherwise provided by law.

10.4 Continued Access. The parties agree as follows with respect to any dispute or disagreement concerning the Licensed Software or component thereof or any of the transactions arising out of or contemplated by this Agreement: during such dispute or disagreement under this Agreement or any proceeding to resolve such dispute, pending final resolution of such dispute or



disagreement, SKYWARD shall not interfere with the access or use by the District of the Licensed Software. In addition, the Parties expressly agree that if any dispute or disagreement arises with respect to the performance of any of either Party's obligations which would otherwise delay the schedule for either Party's performance of any of its subsequent obligations, to the extent technically and operationally feasible, each Party shall proceed to the performance of such subsequent obligations according to the existing schedule as if such dispute or disagreement were non-existent, but shall be entitled to reimbursement or relief for delay as set forth in this Agreement.

10.5 Applicable Law. This Agreement shall be construed in accordance with and governed by the substantive law of the State of Florida.

10.6 Jurisdiction. The parties consent to the exclusive personal jurisdiction of the Court of the County of Gadsden or the United States District Court for the Northern District of Florida (Tallahassee) for the purpose of any and all judicial proceedings authorized under the terms of this Agreement.

10.7 Limitation on Liability. The liability of the District to Skyward from all causes, except for the District's gross negligence or willful misconduct relating to its obligations under this Agreement or the intentional unauthorized use or disclosure of confidential information, shall not exceed the amount of the Fiscal allocation for the fiscal year then in process, less any amount that have theretofore been paid to Skyward out of such Fiscal Allocation. Except with respect to SKYWARD's Warranty as set forth in Sections 5.5 hereof, the liability of SKYWARD to the District from all causes shall not exceed the total amount of payments made by the District to SKYWARD for 365 days from the date that the District makes the first payment to SKYWARD under this agreement. SKYWARD shall have no liability for any claim of copyright or patent infringement based upon the use of other than a current unaltered Release that SKYWARD has requested the District to install, as set forth in this Agreement, if the alleged infringement would have been avoided by the use of such current unaltered Release.

## **11. MISCELLANEOUS PROVISIONS**

11.1 Publicity. Neither party shall make issue or distribute a public statement announcing the existence of this Agreement or the Services except with the consent of the other party, which consent shall not be unreasonably withheld or delayed. Upon the later of the execution of this Agreement or its approval by the School Board of Gadsden County, the parties shall confer and agree as to the information to be disclosed in press releases announcing the Agreement. Notwithstanding the foregoing, the Parties shall be entitled to discuss the Project publicly at any time after its submission for approval by the School Board of Gadsden County in connection with obtaining such approval, any hearings thereon, of any requests by members of the public or media and SKYWARD shall be entitled to discuss the Project with potential customers and to disclose its existence in customer proposals. Either party shall be entitled to make such reasonable disclosures as are required by law, including without limitation any disclosures required for compliance with the Securities Laws of the United States or any state, of any licensing entity, and the like.



11.2 Solicitation of Employees. During the term of this Agreement and for a period of one (1) year thereafter, neither Party shall solicit any employee of the other to work for such Party, provided that nothing herein shall preclude a Party from hiring an employee of the other Party who has responded to general advertising or general employment programs solicitation of such Party.

11.3 Entire Agreement. This Agreement, including its Exhibits and Schedules and the documents incorporated by reference herein, constitutes the sole and entire understanding and agreement of the parties with respect to its subject matter, and supersedes and replaces all prior agreements, representations and understanding of the parties.

11.4 Amendment. This Agreement may not be amended or modified, except by an Agreement signed by duly authorized officers of the respective parties and, in the event applicable law requires the action of the School Board of Gadsden County to amend the subject provisions hereof, the due approval of such amendment by the School Board of Gadsden County

11.5 Severability. In the event that any portion of this Agreement shall be deemed unenforceable by any dispute resolution tribunal, the remainder of the Agreement shall remain in full force and effect.

11.6 Assignment. This Agreement may not be assigned by SKYWARD without the written consent of the District, except in connection with the sale of substantially all of the assets of the operating unit of SKYWARD responsible for the PaC Software and may not be assigned by the District without the consent of SKYWARD. An assignment of rights to receive monies due and becoming due given as security for payment of a SKYWARD institutional debt shall be permissible upon thirty (30) days prior notice to the District. Any assignment in contravention of this provision shall be void and no assignment shall relieve the assignor of any obligations under this Agreement. This Agreement shall be binding upon the Parties hereto their respective successors and assigns.

11.7 Headings and Captions. The captions and headings used in this document are for convenience of reading only and are not to be used in the interpretation or construction of this Agreement.

11.8 Reasonable Behavior. The parties shall deal with one another in good faith. Whenever this agreement requires or contemplates any action, decision, consent or approval, the parties shall act reasonably and in good faith and (unless the parties have expressly agreed in writing to some other discretionary standard) and may not unreasonably withhold or delay any such action, decision, consent or approval.

11.9 No Third Party Beneficiaries. Nothing herein contained is intended to constitute any person a third party beneficiary under this agreement, nor to create any obligation on the part of either party to any person who is not a party to this Agreement.

11.10 No Partnership or Agency. Nothing in this Agreement shall be deemed to constitute either party the agent, joint venture, or partner of the other for any purpose and neither party shall be authorized to bind the other legally in any form.

11.11 Survival. Articles 4, 5, 10 and 0 and Sections 2.4, 6.6, 6.7, 7.4, 9.10 and 9.11 of this Agreement shall survive the expiration or termination of this Agreement.

11.12 Notices. Any notices required or permitted under the terms of this Agreement shall be in writing and shall be effective upon receipt, or five (5) days after mailing, postage prepaid, certified, and returns receipt requested, addressed to the parties as follows:

TO THE DISTRICT:

Superintendent of Schools  
Gadsden County Public Schools  
35 Martin Luther King Jr. Blvd,  
Quincy, FL 32351

With a copy to:

TO SKYWARD:

Jerry J. King  
Vice President - Finance  
Corporate Office  
SKYWARD, Inc.  
5233 Coye Drive  
Stevens Point, WI 54481

Either party may from time to time substitute a new address or addresses for notices by delivery to the other party of a notice complying with this paragraph. This notice procedure relates to provisions of this memorandum and is not intended to override or replace provisions of the Statement of Work or Scope Process related to operational communications during the term of this Agreement.

11.13 Non-Waiver of Timely Performance. Each party hereto may specifically waive any item(s) of performance under this Agreement by the other party, provided that no such waiver shall be binding or effective unless in writing and no such waiver shall constitute a continuing waiver of similar or other items of performance. A waiving party, at any time, and

upon notice given in writing to the party whose performance has been waived, may direct future compliance with the waived term or terms.

11.14 Counterparts. This agreement may be executed in duplicates and counterparts, each of which shall be effective as an original for all purposes.

**IN WITNESS WHEREOF**, the parties have executed this Agreement, effective as of the date first above written.

SKYWARD, Inc. By \_\_\_\_\_

Executive Vice President- New Business

The School Board of Gadsden County, Florida

By \_\_\_\_\_

EXHIBITS:

- A: Statement of Work
- B: Pricing/Proposal Schedule
- C: Maintenance Services
- D: Scope Management Process



**Statement of Work  
for the  
Configuration, Installation and Deployment  
of the  
SSS Information Systems  
for the  
Gadsden County School District, FL**

**Exhibit A**

**July 31, 2012**

## Statement of Work

THIS STATEMENT OF WORK describes the work and Deliverables to be provided by SKYWARD, Inc. ("SKYWARD") to the Gadsden County School District, Florida, a body corporate existing under the Laws of the State of Florida, herein called "GCSD", under that certain Software Services and License Agreement between the Parties dated July 31, 2012 ("Agreement"). The capitalized terms used in this Statement of Work shall have the meanings set forth in the Agreement.

## **PROJECT OVERVIEW AND INTRODUCTION**

### **1. Introduction.**

**1.1 Scope.** GCSD has selected SKYWARD's software to be implemented as the basis for its School Student Suite (SSS) package. GCSD has engaged SKYWARD as the prime vendor to implement the software. The Enterprise Resource Project will implement the SKYWARD'S software package in a cooperative effort between GCSD and SKYWARD and will be carried out in four (4) major Phases, as follows:

- Project Initiation
- SKYWARD's Readiness;
- Deployment for GCSD administrative units;
- Project Closeout

SKYWARD shall build and expand upon the functionality that is already incorporated in the existing Skyward's software application as needed to meet the Specifications for the new GCSD Student Information System.

GCSD and SKYWARD will approach this project as a cooperative implementation, rather than custom development effort, in order to minimize the software change and development efforts required for the project. In this regard, both parties agree that the primary design objective for this project is to use the functionality that already exists in the SKYWARD SSS application rather than to substantially modify this functionality. Nonetheless, SKYWARD is solely responsible for the design and implementation of the GCSD SSS in a manner such that the GCSD SSS functions in accordance with the Specifications in all material respects. This understanding serves as the basis for the work plan and budget that has been proposed and accepted for this project.

The Statement of Work, Project Work plan, SKYWARD resource allocations, and GCSD Resource Plan have been structured to help accomplish this overall vision.

SKYWARD shall provide all Services and Deliverables required under this Statement of Work with respect to the installation, customization, configuration, testing, training and maintenance of the

GCSD SSS, except for those responsibilities allocated to GCSD under this Statement of Work, all for the fixed price set forth in the Agreement and the Pricing Schedule (to be determined during Contract Negotiations.).

**1.2 GCSD SSS Objectives.** The GCSD SSS Project has been initiated by GCSD, and with SKYWARD as its primary Contractor for the Project, will develop and implement a comprehensive, “state of the art,” business information system. The parties acknowledge that the key objectives for the GCSD SSS are as follows:

- 1.2.1** Provide for compliance with the requirements set for the Florida Department of Education (FLDOE) for reporting of student data that is administered by the Florida Department of Education. This is defined on the web site [www.fl DOE.org](http://www.fl DOE.org). The SKYWARD SSS must also interface with other State and Federal applications.
- 1.2.2** Meet the requirements as specified in the Work Plan and/or Fit Gap Analysis Process.
- 1.2.3** Provide the framework to address additional requirements beyond the scope of this contract through an effective scope management process.

These goals provide a starting point for defining the objectives set for this Project. It is understood that additional objectives may be identified during the initial phase of the project as GCSD and SKYWARD work together to refine the vision for an integrated business information system.

**1.3 SKYWARD Responsibilities.** SKYWARD shall provide the following Services:

- 1.3.1** Building, revising as necessary, and maintaining a single, comprehensive Project Work Plan in collaboration with the GCSD SSS Project Manager (PM).
- 1.3.2** Providing functional and technical knowledge of SKYWARD SSS software.
- 1.3.3** Providing GCSD with a FLDOE-compliant SSS software and assisting GCSD in implementing GCSD and FLDOE functionalities which include Florida Cost reporting and any other requirements to report staff and business data to meet Federal and State requirements.
- 1.3.4** Providing Consultation and Assistance on the development of site-specific business rules and providing Florida-specific templates for consideration by GCSD.
- 1.3.5** Providing Consultation and Assistance on business processes and “best practices” in the use of SKYWARD SSS software and assisting with planning a GCSD-wide Organizational Change Management program.
- 1.3.6** Configuring SKYWARD SSS software in accordance with the approved Product Plan and associated Configuration/Specification Documents.



- 1.3.7** Documenting application configuration selections and providing training to District application administrators on the methods and consequences of making application configuration changes related to site-specific business rules.
- 1.3.8** Designing, building, testing, and verifying new modules, functions, and capabilities for SKYWARD SSS software.
- 1.3.9** Designing, building, testing, and verifying the interfaces from SKYWARD SSS software and any GCSD Third Party Software packages and services. Any non SKYWARD products, GCSD will pay Time and Materials excluding interfaces for the purpose of filling Federal and State requirements.
- 1.3.10** Supplying and deploying a web-based compliant release of the SKYWARD SSS software system on a GCSD District-wide basis, with the features required herein in connection with the deployment of the implementation phase of the Project.
- 1.3.11** Recommending an electronic project management system for management and communication during the Project that is acquired by GCSD.
- 1.3.12** Developing the data conversion programs to load the data provided by GCSD into SKYWARD SSS software.
- 1.3.13** Assisting in defining and testing of conversion programs to and from existing legacy systems.
- 1.3.14** Leading and collaborating with GCSD on data conversion activities and assisting GCSD in verifying the accuracy of data following conversion.
- 1.3.15** Transferring technical knowledge of the SKYWARD SSS software to the GCSD project team members.
- 1.3.16** Designing and developing GCSD training programs, including course materials.
- 1.3.17** Delivering training, as specified for GCSD technical staff and administrative personnel as set forth in the approved Training Plan.
- 1.3.18** Providing Consultation and Assistance to GCSD, within the GCSD hardware architecture environment, in the evaluation of alternative technical platforms, including hardware, systems and operating software, database management software, and application support software.
- 1.3.19** Developing specifications for the technical platform selected by GCSD, within the architected framework, including hardware, systems and operating software, database management software, and application support software.



- 1.3.20 Testing of interfaces during unit and integration testing. SKYWARD is responsible to develop the interfaces for State and Federal legislative requirements. This includes State DOE reporting, Federal requirements as dictated by the Skyward User Group and Bank interfaces for direct deposits.
- 1.3.21 Defining and overseeing systems integration and performance tests for each release of SKYWARD SSS software as part of the operational integration and deployment process.
- 1.3.22 Facilitating GCSD's systems integration and performance tests by collaborating with GCSD in its review.
- 1.3.23 Assisting in developing production support processes for problem management.
- 1.3.24 Assisting in developing systems operations procedures and processes, including tuning and capacity planning.
- 1.3.25 Providing Consultation and Assistance in planning for the deployment of each new release of the SKYWARD SSS software in the GCSD operating environment.
- 1.3.26 Providing Level 3 post Production support, as defined in the Maintenance Service Schedule.
- 1.3.27 Providing Level 2 assistance during each deployment phase.
- 1.3.28 Providing project leadership and responsibility, with GCSD, for managing the Project.  
Conducting quarterly Project Status Reviews to assure the Project is making adequate progress towards meeting contract requirements.
- 1.3.29 Providing non-District contact information (SKYWARD email address, SKYWARD telephone number, pager numbers, and mobile phone numbers).

**1.4 GCSD Responsibilities.** GCSD shall provide the following support, services, and facilities during the term of the Project as further set forth in this Statement of Work:

- 1.4.1 Coordinating with SKYWARD in building, revising as necessary, and maintaining a single, comprehensive SSS Project Work Plan.
- 1.4.2 Ensuring executive sponsorship, knowledge of existing systems, knowledge of GCSD's functional requirements, and – with SKYWARD – project management.
- 1.4.3 Collaborating and cooperating with SKYWARD to accomplish the objectives of the Project through providing the resources set forth in the GCSD Resource Plan.

- 1.4.4 Providing timely review and approval of project Deliverables and timely resolution of project issues.
- 1.4.5 Describing the processes and procedures GCSD uses to manage financial and employee information.
- 1.4.6 Testing, and verifying interfaces from the GCSD legacy systems or any third party packages licensed directly by GCSD and not provided under this Contract.
- 1.4.7 Administering the SKYWARD's pap security and authorization functionality in Production.
- 1.4.8 Assisting in developing end user training material.
- 1.4.9 Assisting in delivery of training for faculty/school personnel.
- 1.4.10 Planning and conducting organizational change management activities, such as modifying business processes; building and delivering project communications to interested stakeholders; negotiating with collective bargaining units for changes in collective bargaining agreements where appropriate and practicable; and developing process improvement and efficiency measures and metrics.
- 1.4.11 Determining, installing, and maintaining site-specific business rules.
- 1.4.12 Providing assistance in system development and system testing.
- 1.4.13 Reviewing and approving the design and execution of integration and performance tests specifically tailored to address technical issues in the GCSD environment.
- 1.4.14 Ensuring that the telecommunications network is appropriately configured, sized, and functioning properly.
- 1.4.15 Acquiring, implementing, and maintaining all components of the Technical Platform as specified by SKYWARD in the Specifications and subsequently the Product Plan.
- 1.4.16 Maintaining all systems software (*e.g.*, operating systems, DBMS, etc.) as well as application development software at supported release levels.
- 1.4.17 Providing facilities and required infrastructure for training GCSD staff.
- 1.4.18 Providing facilities and Test Environment infrastructure for testing of releases of the software provided by SKYWARD.
- 1.4.19 Completing final acceptance testing for each release of the software and Deliverables.

- 1.4.20 Cleansing and extracting relevant existing data from legacy systems and providing it in a SKYWARD specified format for conversion.
- 1.4.21 Working with SKYWARD to verify data accuracy following conversion.
- 1.4.22 Operating the GCSD SSS in the Production environment.
- 1.4.23 Providing a SKYWARD trained production help desk for both Level 1 and Level 2 support as defined in the Maintenance Service Schedule.

## 1.5 Scope Management.

There shall be no changes in the Services or Deliverables, except as expressly adopted by the Parties pursuant to the Scope Management Process attached to the Agreement as Exhibit D.

## 1.6 Additional Definitions. The following additional definitions shall apply throughout this Statement of Work:

- 1.6.1 **“Baseline SKYWARD’s SSS software”** the then current release of the SKYWARD’s software at the time of Project Initiation, based on the regular SKYWARD product development schedule.
- 1.6.2 **“Consultation and Assistance”** advice and examples provided by one party to another to help the responsible party complete its assigned activities, tasks, and deliverables.
- 1.6.3 **“FTP Site”** the site maintained by SKYWARD from which GCSD may download software and Documentation deliverables to machines under the control of GCSD.
- 1.6.4 **“Health Check”** a process for evaluating and assessing the status of a project that includes project planning, monitoring and control, communication, customer issues, and people management.
- 1.6.5 **“Integration Testing”** the testing of the relationships of the individual GCSD SSS modules, components, services, or deliverables to one another, including the relationships of the GCSD SSS to the GCSD technology infrastructure.
- 1.6.6 **“Product Plan”** a complete mapping of the GCSD functional and technical requirements to the SKYWARD SSS software Release Schedule, together with the deadlines and other dates, as developed as part of the Fit/Gap Analysis and finalized as the detailed features and characteristics are detailed in the configuration and specifications for each SKYWARD SSS software Release.
- 1.6.7 **“Project Work Plan”** – a schedule of the individual tasks to be performed by the respective Parties during the Project, including fixed and dependent times, personnel and resources required from the respective Parties.



- 1.6.8 “System of Record”** – a system which is the authoritative source for reporting of GCSD’s official information regarding staff records for all facilities and business functions.
- 1.6.9 “System Testing”** shall mean the testing of multiple components.
- 1.6.10 “Technical Platform”** the combination of hardware and Platform Software within the GCSD architected framework, reasonably required for the proper operation of the GCSD SSS.
- 1.6.11 “Test Environment”** the configuration of hardware and software as set forth in Section 4.1 and operated by GCSD for the purpose of conducting Integration and Acceptance Testing of software deliverables and protocols under this Statement of Work.
- 1.6.12 “Unit Testing”** the testing of an individual GCSD SSS module, component, service, or deliverable.
- 1.7 SKYWARD’s SSS software Modules and Services.** The Project Implementation will include the following SKYWARD SSS software modules and services
- 1.7.1 Base SSS Management System** includes;
- Student Records,
  - Grade Book,
  - Family Access
  - Health Records,
  - Discipline,
  - Graduation requirements,
  - EduTrack
  - Lesson Plans
  - Fee Tracking
  - Text Book tracking
  - Response to Intervention
  - Sky2Go
- 1.7.2 Schools Interoperability Framework (SIF) Agent** is not included in this Statement of Work.
- 1.7.3 Florida / Mandatory Enhancements.** Skyward agrees that all enhancements developed in conjunction with any current or future Florida customer of Skyward’s SSS products shall be provided at no additional charge to GCSD as long as they are not to be sold to the user base as a new module. Furthermore, mandatory changes as necessitated by the FLDOE (Florida Department Of Education) shall be included in the paid maintenance cost of the product and provided on a timely basis and at no additional charge to GCSD.



**1.7.4 System Interface.** Skyward shall provide Consulting and technical support and assistance to interface to third party software solutions at the indicated time and materials rate specified in the Pricing Schedule.

**1.7.5 Electronic Delivery Protocols.** All deliveries of SKYWARD's SSS Software and Documentation required under the Agreement shall be transmitted electronically and not by the delivery of any printed or tangible medium, in accordance with the following protocols:

**1.7.5.1** SKYWARD shall establish on a computer under its direct control not owned or otherwise controlled by GCSD, an "FTP Site," in which all of such Deliverables are stored in digital formats.

**1.7.5.2** The FTP Site shall contain, at the minimum, a repository of the SKYWARD's SSS software, including error corrections, Updates and Releases to be delivered under this Agreement, indexed with release dates and other descriptive information about each Release.

**1.7.5.3** Delivery shall be accomplished by causing the Test Environment computing hardware to access the FTP Site over the public Internet, and request the transmission of all applicable modules for storage in the Test /Production Environment, so as to create a duplicate of the repository in the Test/Production Environment.

**1.7.5.4** Release to Production shall take place as described in this Statement of Work.

**1.7.6 Third Party Software.** Third party software may be utilized as part of the total SKYWARD's SSS software GCSD School Information System solution. Unless specified in this Statement of Work to be supplied by GCSD at District expense, SKYWARD shall be responsible for supplying the SIF agent and/or ODBC driver.

## **2. Specific Resources to Be Supplied by GCSD**

**2.1 Personnel.** GCSD shall provide, at District expense, those certain staff and employees identified in the GCSD Resource Plan [to be defined at contract negotiations] attached hereto during the times indicated, for the purpose of managing the Project and performing the activities required of GCSD.

**2.2 Facilities.** GCSD shall provide and operate (to the extent required) the following physical resources at District expense in support of the Project:

**2.2.1** Facilities and infrastructure for personnel assigned pursuant to Section 2.1 above.

**2.2.2** Data telecommunications means suitable to the development of the GCSD SSS, by which deliverables may be received electronically by GCSD.

- 2.2.3 Limited space to be temporarily used by SKYWARD employees when their presence is required in connection with testing and configuration of the Deliverables.
- 2.2.4 Facilities for the co-location of the SKYWARD Project Management team with GCSD facilities.
- 2.2.5 All facilities, equipment, Platform Software, telecommunications services and other items required for the operation of the GCSD SSS in Production.
- 2.2.6 All facilities and infrastructure to accommodate training.

Except as expressly set forth above, SKYWARD shall be responsible for leasing or otherwise acquiring all office space, computing equipment, telecommunications equipment and services, supplies and other facilities required by SKYWARD in order to perform the Services.

### 3. Project Management

- 3.1 **Project Management Generally.** The Project will be managed through active cooperation and communication between the Parties and the formation of working teams consisting of District Personnel and SKYWARD staff designated under this Statement of Work to support the Project.
- 3.2 **GCSD Project Management Personnel.** GCSD will assign a Project Manager ("GCSD PM"), associated with the Information Services Department who shall be available to manage the project. Participation at the local facility/school level will be managed and controlled by the GCSD PM. Other staffing shall be in accordance with the GCSD Resource Plan and Project Work Plan developed by the Parties.
- 3.3 **SKYWARD Project Management Personnel.** SKYWARD shall designate a Project Manager, who shall be available to manage the Project. Such person may alternate physical presence between facilities of GCSD and SKYWARD's offices at which SKYWARD is doing the work required under this Agreement. Other staffing shall be consistent with the Project Work Plan developed by the parties. SKYWARD will also designate additional staff to support the project that will be co-located to provide leadership in the various technical areas of the Project. Such individual(s) shall be highly expert and have demonstrable experience in logistic coordination of highly complex software development and deployment projects.



- 3.4 Steering Committee.** GCSD will appoint and convene a Steering Committee consisting of senior level executives. The Steering Committee shall meet at intervals set forth in the Project Work Plan to review the project and coordinate the activities of the Parties.
- 3.5 Issue Resolution Process.** In the event that there are differences of opinion or delays in responses by either Party in connection with Project Management activities or as generally invoked in accordance with the Agreement, the SKYWARD service call process will be used, including the levels of escalation.
- 3.6 Electronic Project Management.** SKYWARD will recommend project management software product(s) ("Project Management Software") for GCSD to install in a computing environment under the control of GCSD. The Project Management Software shall, at the least provide the following features:
- 3.6.1** Enter information about all personnel and other resources required for the Project at each stage of the Project.
  - 3.6.2** Assignment of Resources to each task and Deliverable.
  - 3.6.3** Identification of task dependencies.
  - 3.6.4** Monitoring of progress on each task.
  - 3.6.5** Identification of personnel and resources that are current pacing items.
  - 3.6.6** Tracking of actual and budgeted expenditures
  - 3.6.7** Identification of each version of SKYWARD's SSS software and the status of development, testing, and deployment.
  - 3.6.8** Identification of all reported faults or defects in software and the status of efforts to correct such faults or defects.
  - 3.6.9** A common repository of all Change Requests and Change Orders and a list of sections affected.
- 3.7 Reporting.** During the entire term of the Project, SKYWARD shall provide the district a secured web site where personnel can review all outstanding issues, updated programs, releases and documentation.
- 3.8 Management Meetings.** SKYWARD' managers and their District counterparts shall meet via video conference, phone or at GCSD office if requested by either party. It is expected that weekly project status meetings and monthly executive steering committee meetings will be held.

#### **4. Establishment of Testing Environment and Testing Protocols**

- 4.1 District Facilities.** Within 30 days after the completion of the fit/gap analysis phase, SKYWARD will provide the following equipment, the database server and operating system. GCSD will provide any additional servers such as web and/or report servers as recommended by SKYWARD technical staff.
- 4.2 Pre-Delivery Test Requirements.** Prior to Delivery to GCSD of any subsequent software release, SKYWARD shall conduct tests of the respective Deliverable to assure its compliance with requirements for such Deliverable, including unit testing and System Testing.
- 4.3 Minimum Test Criteria.** Unless otherwise expressly agreed in this Statement of Work or the Specifications no Software Deliverable need be accepted by GCSD in connection with any deployment phase unless it passes at least the following tests:
- 4.3.1 Unit Testing.** SKYWARD shall provide reports of satisfactory pre-delivery unit testing. That is, SKYWARD shall test all system components, customizations, interfaces, etc. that are coded or modified, as individual units, prior to incorporating these components into the Test Environment. These tests shall be done by SKYWARD's unit test standards and processes, and shall be consistent with industry best practices.
  - 4.3.2 Functional Compliance.** The Deliverable shall perform all functions strictly in accordance with the Product Plan and Configuration/Specification Deliverables.
  - 4.3.3 Integration Testing.** The Deliverable shall work properly in connection with all other GCSD SSS and GCSD technical infrastructure components as specified in the Product Plan. District must notify in writing of any and all changes to the network, 3<sup>rd</sup> party application software, Operating systems or any other software or hardware that may have a negative impact on the Deliverable.
  - 4.3.4 Regression.** No modification shall adversely affect the accuracy of any previously operational feature of the system.
  - 4.3.5 Production Test.** The test criteria for the acceptance test will be defined as part of the project plan. Considerations should be given to full load simulation and length of time for continuous running without errors.
- 4.4 Testing Configuration.** SKYWARD will provide Consultation and Assistance to the GCSD in the installation and configuration of the Test Environment so as to (a) permit the realistic simulation of the Production Environment for the purpose of testing any, some, or all of the software Deliverables, and (b) permit identification and correction of errors and inefficiencies determined during testing, and (c) permit the pre-assembly of an operational system to support migration of new releases, patches and other modifications and enhancements to the Production Environment once they have passed acceptance tests.



- 4.5 Software Acceptance Testing.** All acceptance testing protocols shall at the minimum verify that the modules being tested with the Skyward documentation.. Upon the Delivery of each software Deliverable and the approval of applicable Test Scripts, GCSD shall conduct tests within 10 Business Days of receipt of the applicable Deliverable in the Test Environment with requested Consultation and Assistance from SKYWARD. GCSD shall determine in accordance with the provisions of the Agreement if the results of such acceptance tests are satisfactory to indicate conformity with the Product Plan and Configuration/Specification Deliverables in all material respects.
- 4.6 Faults or Defects.** In the event that the software Deliverable fails to meet the standards set for Acceptance Testing, GCSD, shall itemize the Faults or Defects, and SKYWARD shall perform such root cause analysis and other procedures to isolate the problem, develop corrections as soon as practicable, and rerun the applicable portions of the tests and such of the other tests as GCSD determines to repeat to ensure the faults have been corrected. The process of fault detection, analysis, correction, and retest shall continue until the applicable Deliverable has successfully passed the acceptance test.
- 4.7 Releases to Production.** Deliverables that have passed the designated acceptance tests shall be migrated to the Production Environment in accordance with the mutually agreed upon migration procedures, provided that GCSD's Project Manager has given written approval.

## **5. Data Conversion/Data Conversion Services**

- 5.1 Data Conversion Generally.** SKYWARD shall provide the mechanisms for converting or importing data and formats specified by SKYWARD proposals. To the extent practicable, GCSD will use the same tools and processes for data conversion as are used for interfaces and data integration employed by the GCSD SSS.
- 5.2 Responsibilities of GCSD.** GCSD will be responsible for all cleansing, extracting, running conversion verification reports and providing in the SKYWARD specified format, the data to populate the GCSD SSS.

## **6. Training**

### **6.1 Development of Training Program**

- 6.1.1** In accordance with the Project Work Plan, SKYWARD shall design and develop the Training Plan, comprised of training curriculum and training materials for each phase of the GCSD SSS implementation, i.e. GCSD District Office, high schools, K-8, middle schools, elementary schools and adult education. Training will be based upon a 3 billable consecutive days per Skyward trainer. If less, it must be mutually agreed upon by Skyward and GCSD.

**6.1.2** SKYWARD will provide training for GCSD Technical Staff identified in the GCSD Staffing Plan to facilitate the transfer of knowledge for operation, technical support, help desk support (Levels 1 and 2 and specified in the Maintenance Service Schedule), and software maintenance (installation, testing, and deployment of new SKYWARD's SSS software Releases). Once SKYWARD has delivered the initial technical training as specified in the Training Plan approved by GCSD and within the constraints of the Level of Effort set forth in the approved Project Work Plan, GCSD will be responsible for ongoing training of technical staff.

**6.2 Training District End Users** SKYWARD will provide training for GCSD End Users in accordance with the Training Plan approved by GCSD and within the constraints of the Level of Effort set forth in the approved Project Work Plan. After the SKYWARD completes the "go-live" training, GCSD will assist SKYWARD to provide retraining, additional training, supplemental training, and training for new school staff in the event of employee turnover, changing job assignments, and the like.

**6.3 Responsibilities of GCSD.** GCSD is responsible for providing qualified staff that will become GCSD SSS trainers in accordance with the GCSD Staffing Plan, the approved Project Work Plan, and the Training Plan accepted by GCSD. GCSD will assume the primary training responsibility for the new SIS after initial deployment in accordance with the GCSD Staffing Plan, the approved Project Work Plan, and the Training Plan accepted by GCSD, with SKYWARD providing Consultation and Assistance. GCSD shall also audit classes to assure consistent quality of training delivery across GCSD. GCSD will be responsible for providing retraining, additional training, supplemental training, and training for new school staff for all schools in the event of employee turnover, changing job assignments, and the like.

**6.4 Adjustment of Plan.** The Training Plan will be based on the accepted Product Plan and will focus on the changes to GCSD's student records administration business processes within the context of the GCSD SSS implementation. The Training Plan will be adjusted based on the detailed Configuration/Specification deliverables developed for each SKYWARD's SSS software release as well as the "lessons learned" during the rollout of the SSS.

**6.4.1** Wherever practical and unless mutually agreed to otherwise by Skyward and GCSD, onsite training shall be conducted on a block schedule of 3 consecutive days to minimize training costs,

**6.4.2** If any training class is anticipated to have more than fifteen (15) participants, GCSD shall provide a training proctor or assistant to assist with the training activity.

## **7. Organizational Change Management**

**7.1 Organizational Change Management Requirements.** In addition to determining the functional and technical requirements that will best meet the needs of GCSD in this project, it will also be important for GCSD to consider the organizational change management requirements for the new system. These include the extent to which changes need to be made



in existing operating practices and procedures to accommodate and support the new school information system. It also includes any staff issues or concerns that have to be included in the training for this project, in order to help staff accept and use the new system.

- 7.2 District Responsibility.** GCSD has the responsibility for organizational change management with consulting and assistance from SKYWARD. The change management needs for the project will be addressed in at least two key ways, as highlighted below.
- 7.3 Initial Organizational Change Management Readiness Review.** As a first step, GCSD will conduct a formal change management readiness review and complete the same by the conclusion of the fit/gap analysis phase of the Project, focusing on such issues as:
- 7.3.1** The extent to which staff currently use automation and are ready to work with and accept the level of technical functionality planned for the new GCSD SSS system.
  - 7.3.2** The extent to which adequate data input processes and procedures are in place to support the data input requirements for the new system.
  - 7.3.3** The extent to which current work methods, practices, and procedures, such as the way that teachers record their daily attendance or prepare and enter grades, support the way the new system is designed to work in the classroom and in the administrative setting.
  - 7.3.4** The extent to which teachers and administrative staff will have to change their current operating practices to best use the new system.
  - 7.3.5** The extent to which any teacher or staff resistance can be expected as the new system is implemented, and the best ways to address this potential resistance in the training planned for the new system.
  - 7.3.6** The extent to which current hardware may hinder acceptability of the new system.

This information will be useful for finalizing the training requirements and curriculum for the new system. It will also be useful for determining the extent to which changes need to be made in existing work methods, practices, and procedures. The GCSD staff assigned to this project will be responsible for completing all change management reviews and interviews. GCSD is responsible for the collection of the information. SKYWARD will provide Assistance to GCSD in interpreting the results of this review effort.

- 7.4 Continuing Organizational Change Management Perspective.** SKYWARD will consider the GCSD organizational change management needs for this project as a formal review element at key decision points in the project. During the Fit/Gap Analysis, SKYWARD will bring to the attention of the GCSD PM any requirements issues that the SKYWARD's SSS software may have change management impact. The team will follow this same approach in planning all system training and implementation steps.

## **PROJECT PHASES AND STEPS**

### **8. Project Initiation**

**8.1 Project Charter and Kick-off.** Promptly after the Commencement Date, the Parties shall work together to establish a Project Charter, including the following activities:

**8.1.1.** Conduct a visioning session to establish project “branding” and logo.

**8.1.2** Establish the Project Management infrastructure described in Section 4, above.

**8.1.3** Complete comprehensive, integrated Project Work Plan to manage all activities related to the Project.

**8.1.4** Refine and confirm Project Charter and other project management documents.

**8.1.5** Plan and conduct Project Kick-Off.

**8.2 Services.** SKYWARD shall provide the following Services during the Project Initiation Phase:

**8.2.1** Make the Baseline SKYWARD’s SSS software available to GCSD on the SKYWARD FTP Site.

**8.2.2** Permit GCSD to conduct Beta Testing activities by individuals designated by GCSD through unrestricted access to the Host Environment for the purpose of examining all completed features of the Baseline Software.

**8.3 Project Work Plan.** No later than 30 days after the Commencement Date, SKYWARD will develop and recommend an overall Project Work Plan, subject to the approval of GCSD, which approval will not be unreasonably withheld or delayed. The Project Work Plan will include all tasks and activities with appropriate staffing assignments as agreed upon by GCSD and SKYWARD.

**8.4 Responsibilities of GCSD.** GCSD shall provide the following during the Project Initiation Phase:

**8.4.1** Define Key Project Success Factors in collaboration with SKYWARD

**8.4.2** Respond with comments, approvals, and rejections on a timely basis.

**8.4.3** Review and approve or reject Product Plan and Work Plan on a timely basis.

**8.5 Deliverables.** The following Deliverables shall result from the Project Initiation Phase. (Critical Deliverables are marked with “C”) Commencement date is defined as contract signing date.



<b>Deliverable/Milestone</b>	<b>Due Dates</b>
Project Charter (including “branding”)	Commencement Date plus 30 days
Project Work Plan	Commencement Date plus 30 days
Project Management Guide, including risk management and other project management processes and methodologies	Commencement Date plus 5 days
Installation of Baseline SKYWARD’s SSS software in Hosted Environment for Beta Testing	Commencement Date plus 5 days
Object Code for all Software provided by SKYWARD	Within 30days after Purchase if applicable.
Project Orientation Manual	Commencement Date plus 30 days

## **9.0 Fit/Gap Analysis Phase**

### **9.1 Fit/Gap Analysis.**

**9.1.1** During the Fit/Gap Analysis Phase, in accordance with the schedule as specified in the Project Work Plan, SKYWARD will work with GCSD to determine how each functional and technical requirement will be implemented within the GCSD SSS using the Baseline SKYWARD’s SSS software as a starting point for addressing GCSD’s requirements. During the course of the Fit/Gap Analysis, SKYWARD and GCSD may identify functional and technical requirements of the GCSD SSS that are not in the requirements set forth in the Proposals. After consultation with GCSD, SKYWARD shall provide its assessment of the impact on the overall project scope based on the agreed upon disposition of the New Requirements, covering those items described in the Scope Management Process.

**9.1.2** SKYWARD shall map the specific requirements to the planned SKYWARD’s SSS software release schedule through the development of an GCSD SSS software Plan. In order to expedite the completion of such analysis, SKYWARD shall provide tentative recommendations for review by GCSD on a weekly basis for feedback by GCSD and GCSD shall use reasonable efforts to advise SKYWARD promptly as to any areas of concern or disagreement. Within ten (10) Business Days of its receipt of SKYWARD’ proposed draft of the entire Product Plan, GCSD shall review such draft and either approve in full, reject in full, or approve in part and reject in part such recommended characteristics and values. The parties shall thereafter resolve any differences with respect to any items rejected.

**9.1.3** Once the Product Plan has been accepted, SKYWARD will develop the detailed Configuration/Specifications for each SKYWARD’s SSS software release that will support the GCSD implementation phases, i.e. high schools and K-8 schools. The detailed

Configuration/Specification deliverables for each release will be developed and delivered to GCSD in accordance with the approved Project Work Plan.

**9.1.4** SKYWARD will also evaluate and recommend Technical Platforms within the GCSD hardware architecture for deployment of the new GCSD SSS and develop the technical specifications and product architecture for establishing the production operational environment for GCSD SSS. In evaluating and recommending the available Technical Platforms, SKYWARD shall take into account potential savings by GCSD in using special computer purchasing arrangements with respect to the software and platforms specified by SKYWARD, available to GCSD. Notwithstanding the foregoing, SKYWARD shall not recommend a Technical Platform unless, in the exercise of due professional care, it shall have reached the conclusion that such Technical Platform is scalable to the foreseeable needs of GCSD without unacceptable degradation of response times, reliability, or other key performance specifications.

**9.2 Services.** During the 20 days Skyward provided in the Fit/Gap Analysis Phase, SKYWARD shall provide the following Services:

**9.2.1** Develop specifications and implementation plans for the installation and operation of the GCSD technical architecture to support GCSD SSS.

**9.2.2** Create a project orientation document or manual to properly educate new team members from each Party about the Project, its design and management protocols.

**9.2.3** Complete the Fit/Gap Analysis.

**9.2.4** Complete the Product Plan.

**9.2.5** Design the SSS Application Interfaces with third party systems.

**9.2.6** Update the Project Work Plan based on the accepted Product Plan and the completed design of the SSS Application Interfaces.

**9.2.7** Test and certify that the web-based version of SKYWARD's SSS software will operate within acceptable performance ranges on designated configurations of GCSD computing hardware.

**9.3 Product Plan.** The Product Plan that is the Critical Deliverable from the Fit/Gap Analysis Phase shall consist of the following elements:

**9.3.1** The final set of features incorporating all requirements for the GCSD SSS mapped to each release of the SKYWARD's SSS software.

**9.3.2** The timetable for the delivery of each component of the system to be provided by SKYWARD.

**9.3.3** The final recommendations for Platform Hardware and Software.

**9.3.4** Design of the Application Interface Requirements.

**9.3.5** Acceptable Performance test results for the test scripts that are developed.

**9.4 Deliverables.** The following Deliverables shall result from the Fit/Gap Phase. (Critical Deliverables are marked with a “C”)

<b>Deliverable/Milestone</b>	<b>Due Date</b>
Confirmation of Current State Requirements	C. Commencement Date plus 45 days
Confirmation of Future State Requirements	C. Commencement Date plus 60
Technical Fit/Gap Analysis	C. Commencement Date plus 60
Product Plan	C. Commencement Date plus 45 days
Detailed specifications for all customizations	C. Commencement Date plus 60 days
Technology Platform Evaluation	C. Commencement Date plus 25 days
Technology Platform Specifications	C. Commencement Date plus 30 days
Data Integration Strategy and Plan	C. Commencement Date plus 45 days
Final Project Work Plan	C. Commencement Date plus 75 days

**9.5 Responsibilities of GCSD.** GCSD shall provide the following during the Fit/Gap Phase:

**9.5.1** Communicate Project Milestones to appropriate stakeholders.

**9.5.2** Collaborate on Data Integration Strategy and Plan

**9.5.3** Integrate SKYWARD’s SSS software with District Disaster Recovery and Business Recovery Plans



9.5.4 Develop Change Management Plan

9.5.5 Respond with comments, approvals, and rejections on a timely basis.

9.5.6 Review and approve or reject Product Plan and Work Plan on a timely basis.

## 10. SKYWARD's SSS software Readiness

**10.1 Enhancements.** SKYWARD will develop, test and make available for testing and installation enhancements, improvements, and new modules for the SKYWARD's SSS software as defined in the Product Plan and the Configuration/Specification Deliverables for each major deployment, i.e. high schools and elementary schools. The purpose of SKYWARD's SSS software Readiness Phase is to design, code, and test SKYWARD's SSS software modifications and enhancements as specified in the Product Plan. The Product Plan will separately identify those modifications that are marketable enhancements to the national SKYWARD's SSS software release from those that are GCSD-only customizations. In all cases, as appropriate, every attempt will be made by SKYWARD to include all enhancements in the national release so as to avoid multiple product paths; and GCSD-unique patches or add-ons.

**10.2 Specific Features.** The following features will be added to the Baseline SKYWARD's SSS software in accordance with the Product Plan prior to the "go-live" deployment. These include the list of interfaces documented above in Section 1.7. .

**10.3 Services.** SKYWARD will perform the following Services during this phase:

**10.3.1** Develop the interim interfaces necessary to support the phased transition from the current environment to the Skyward's SSS software environment,

**10.3.2** Develop permanent interfaces to those current systems that will remain after completion of the Skyward's SSS software implementation as described in Section 1.8.

**10.3.3** Develop new functions and modules after successful RFE (Skyward's Request for Enhancement) process described in the Scope Management Process (Exhibit D).

**10.3.4** Develop Configuration Specifications based on the Product Plan and functional requirements documents.

**10.3.5** Deploy Releases according to the schedule and configuration specified in the Product Plan.

**10.3.6** Prepare Release Notes for each standard release

**10.3.7** Design and Develop Training Plan



**10.4 Responsibilities of GCSD.** During this Phase GCSD shall be responsible for the following:

**10.4.1** Integrate Skyward's SSS software with District Disaster Recovery and Business Recovery Plans.

**10.4.2** Develop Network and Operations Integration Strategy

**10.4.3** Develop Security Profiles and Security Administration Plan

**10.4.4** Develop Data Back-up and Recovery Procedures

**10.5 Dependencies.** Commencement of this Phase is dependent on the completion of the Product Plan.

**10.6 Deliverables (Skyward).** In conjunction with the Project Work Plan to be developed under Section 9.4, the following Deliverables Milestones shall be included with a due date assigned to each milestones used to measure whether the project is on target for complete implementation by January 1, 2013. These deliverables shall include be not be limited by the following:

**10.6.1** Release-Specific Customer Request Form (CRF) Specifications

**10.6.2** Tested Interim Interfaces

**10.6.3** Tested Permanent Interfaces

**10.6.4** Technical Fit/Gap Analysis

**10.6.5** Phase-Specific Configuration Specifications

**10.6.6** Tested National Releases per Product Plan

**10.6.7** Standard Release Notes

**10.6.8** Configuration/Specification for GCSD full implementation Release

**10.6.9** Application Integration

**10.6.10** Training Plan

## **11. GCSD School Business Suite Implementation**

**11.1 Conversion to the System of Record**

The parties will work together to establish Skyward SSS software as the System of Record on or before the commencement of the GCSD Business Deployment as described below.

## **11.2 Full GCSD Business Deployment**

The SSS Software will be deployed in the GCSD District described in the Project Implementation Phase, above. Thereafter all legacy GCSD District data will be converted to the Skyward SSS data formats. Once data conversion has been verified, all SSS modules shall go live successively using the new interface and functions.

## **11.3 SKYWARD Services**

SKYWARD will provide the following Services during this phase of the Project:

- Perform Project Management, including periodic milestone and plan updates.
- Complete GCSD SSS modules configuration/specifications documentation.
- Conduct Documentation Review.
- Configure software for GCSD SSS implementation.
- Confirm Technology “Readiness” for GCSD District Release.
- Migrate software release to GCSD production environment
- Confirm GCSD “Readiness” for GCSD District Release.
- Conduct Documentation Review.
- Conduct GCSD District Pre-Go-Live Training.
- Deploy and “Go Live” with GCSD District Release.
- Provide Assistance to GCSD with Level 2 Customer Support not to exceed 60 days from the date of Go-Live.
- Provide Level 3 Customer Support as specified in the Maintenance Service Schedule.

## **11.4 District Responsibilities**

GCSD will obtain the computer hardware capacity and technical resources necessary to deploy and operate the GCSD SSS for all schools across GCSD.

- Update change management plan
- Update operational integration plan
- Production system performance reports
- Go-Live Readiness Review-GCSD District
- Post Go-Live Training
- Data Conversion
- Readiness Reviews
- Level 1 and Level 2 Customer Support
- Formal acceptance by a district-based team

## **11.5 Deployment Teams**

SKYWARD shall supply two deployment teams to effect the GCSD District and Schools Deployment. These associated costs will be deducted from the price schedule.

## **11.6 Dependencies**

Timely completion of this phase is dependent on the following:

- GCSD District/School personnel shall be operational using Skyward SSS software.
- District shall have extracted the necessary GCSD staff and business data required for deployment.
- GCSD will expand the Help Desk and Customer Support operations to accommodate Skyward SSS software.

## **11.7 Deliverables**

The following Deliverables will result from this Phase:

**11.7.1** Updated Project Plan

**11.7.2** Monthly Management Reports

**11.7.3** GCSD Business Rule Specification Document

**11.7.4** GCSD ERP Interface Specification Document

**11.7.5** GCSD Data Conversion Plan

**11.7.6** Updated Documentation and Training Plan

**11.7.8** Test Plans and Testing Scripts

**11.7.9** Integration Test Results

**11.7.10** Performance Test Results

**11.7.11** Go Live Readiness Review

**11.7.12** Pre and Post Go Live Data Conversion

**11.7.13** Pre and Post Go Live Training

**11.7.14** Level 2 Customer Support assistance

**11.7.15** Go Live GCSD

- 12. Project Close-Out.** The objective of the Project Close-Out Phase is to establish the ongoing working relationship between GCSD and SKYWARD after the GCSD SSS Project is completed.

**12.1 SKYWARD Responsibilities.** SKYWARD will provide the following Services during this phase of the Project:

**12.1.1** Perform Level 3 Support as specified in the Maintenance Service Schedule

**12.1.2** Perform Project Close-Out, including “lessons learned” feedback sessions.

**12.1.3** Collaborate on a potential ongoing working relationship between GCSD and SKYWARD for the continuing improvement and promotion of Skyward’s SSS software.

**12.2 District Responsibilities.** There will be a formal signoff by the executive steering committee to accept this project.

**12.3 SKYWARD Deliverables.** Final payment and Project Closeout is dependent on completion of all tasks and deliverables as indicated in this agreement. SKYWARD shall deliver the following Deliverables:

**12.3.1** Final Documentation and Tools

**12.3.2** “As-Built” Functional Requirements Document

**12.3.3** “As-Built” Technical Specifications

END OF DOCUMENT



## EXHIBIT B



### YOUR SCHOOL MANAGEMENT SYSTEM PROPOSAL

Quincy, Florida

112281oler-kmap

The following pricing for software and services is provided specifically for your district. If you would like information on a product or service not included below, please contact your Account Executive.

#### Software as a Service Pricing - 3 Year Contract

##### Web Installation

##### 15 Buildings:

Carter-Parramore Academy/Hope Academy, Chattahoochee Elementary, Crossroad Academy, Gadsden Central Academy, Gadsden Elementary Magnet School, George Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Elementary, Havana Middle, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary, East Gadsden High, and West Gadsden High

##### The Skyward Student Management Suite Core Package includes:

Student Management, Educator Gradebook, Graduation Requirements, Health Records, Family Access, EduTrack, Lesson Plan, Special Education, Fee Tracking, Textbook Tracking, Response to Intervention, Sky2Go & Progress Media Fee

#### School Management System Investment Summary

	Software License	Services	Annual License Fee	Total
Student Management Suite	\$ 47,200.00	\$ 100,676.00	\$ -	\$ 147,876.00
System Wide Services and Software	595.00	34,595.00	119.00	35,309.00
<b>Total <u>School Management System</u>:</b>	<b>\$ 47,795.00</b>	<b>\$ 135,271.00</b>	<b>\$ 119.00</b>	<b>\$ 183,185.00</b>

<b>Total First Year School Management System Investment:</b>	<b>\$ 183,185.00</b>
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#### Three Year Total Investment

First Year	\$ 183,185.00
Second Year	47,319.00
Third Year	47,319.00
<b>Total <u>Three Year Investment</u>:</b>	<b>\$ 277,823.00</b>

## EXHIBIT B



### Pricing Detail

Gadsden County School District

Student Count = 5,900

#### Student Management Suite

Student Management Suite Software and Services		Software License <sup>1</sup>	Services <sup>2</sup>	Annual License Fee	Total
<b>Core Package</b>	\$ 8.00 / student	\$ 47,200.00	\$ -	\$ -	\$ 47,200.00
Student Management		-	44,700.00	-	44,700.00
Educator Gradebook		-	8,375.00	-	8,375.00
Graduation Requirements		-	2,250.00	-	2,250.00
Health Records		-	2,250.00	-	2,250.00
State Reporting Training		-	5,250.00	-	5,250.00
EduTrack		-	2,250.00	-	2,250.00
Lesson Plan		-	2,250.00	-	2,250.00
Special Education		-	6,175.00	-	6,175.00
Fee Tracking		-	4,350.00	-	4,350.00
Response to Intervention		-	1,125.00	-	1,125.00
<b>Optional Modules</b>					
eSign - Electronic Signature - 3 blocks		-	600.00	-	600.00
<b>Subtotal Student Management Software and Services:</b>		<b>\$ 47,200.00</b>	<b>\$ 79,575.00</b>	<b>\$ -</b>	<b>\$ 126,775.00</b>
<b>Student Management Suite Data Migrations <sup>3</sup></b>					
Demographics - 15 entities		\$ -	\$ 4,651.00	\$ -	\$ 4,651.00
Scheduling - 15 entities		-	4,070.00	-	4,070.00
History - Grading - 15 entity		-	7,344.00	-	7,344.00
Immunizations - 15 entities		-	1,836.00	-	1,836.00
Discipline Detail - 15 entities		-	3,200.00	-	3,200.00
<b>Subtotal Student Management Suite Data Migrations:</b>		<b>\$ -</b>	<b>\$ 21,101.00</b>	<b>\$ -</b>	<b>\$ 21,101.00</b>
<b>Total Student Management Suite Solution: <sup>4</sup></b>		<b>\$ 47,200.00</b>	<b>\$ 100,676.00</b>	<b>\$ -</b>	<b>\$ 147,876.00</b>

Pricing detail continued on following page

## EXHIBIT B



### Pricing Detail, continued

Gadsden County School District

Student Count = 5,900

#### System Wide Services and Software

Services	Software License <sup>1</sup>	Services	Annual License Fee	Total
Web Server Setup and Installation <sup>5</sup>	\$ -	\$ 2,560.00	\$ -	\$ 2,560.00
System Administration Class	-	280.00	-	280.00
<b>SmartStart Implementation Service</b>				
Consultative Services	-	14,500.00	-	14,500.00
Project Management	-	13,875.00	-	13,875.00
<b>Third Party Software</b>				
<b>Crystal Software <sup>6</sup></b>				
Crystal Reports Developer (1 named user)	595.00	-	119.00	714.00
Crystal Application Setup	-	480.00	-	480.00
Training - to be used with the Student Management Suite	-	2,900.00	-	2,900.00

<b>Total System Wide Services and Software:</b>	<b>\$ 595.00</b>	<b>\$ 34,595.00</b>	<b>\$ 119.00</b>	<b>\$ 35,309.00</b>
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### Optional Services

#### ASP Hosting Services

**ASP Service** provides an option to remotely host your Skyward solution through an Application Service Provider (ASP). Our ASP Provider operates servers within its own facilities allowing you secure access to all applications through a browser via the Internet. The ASP Service is fully responsible for all aspects involved in database disaster recovery, loading releases and updates, operating and maintaining host servers, software, and databases.

**The ASP monthly cost for your district to run the Student Management Suite would be:** **\$ 1,770.00 \***

\* This is a 36 month contract.

*If you are interested in learning more about the ASP option or would like a complete ASP proposal, please contact your Skyward Account Executive for further information.*

#### OpenEdge Management

OpenEdge (OE) Management provides a tool to monitor all your Skyward database services to ensure peak performance and up time. OE Management monitors your database and associated web services and will send immediate notifications for any issues that arise as well as report on performance. Additionally, the notification will include critical information that will enhance analysis and troubleshooting. The summary pricing below includes your first year of license fees and setup/training.

**The first year pricing for your district to run OpenEdge Management for 5900 students would be:** **\$ 3,210.00 \***

*If you are interested in learning more about OpenEdge Management or would like a complete OpenEdge Management proposal, please contact your Skyward Account Executive for further information.*



## EXHIBIT B



### Software Modules and Data Migrations Not Included on this Proposal

#### Student Management Suite Software Modules

*Test Score Import*

#### System Wide Software Modules

*Schools Interoperability Framework (SIF) Agent  
Data Warehouse  
Skylert*

#### Student Management Suite Data Migrations

*History - Detailed Attendance  
Nurses/Clinic Log  
Examinations  
Activities*

### Pricing Footnotes

- <sup>1</sup> This is a 3-Year Contract with automatic renewal after the 3 years. The contract will renew at the then-current rate.
- <sup>2</sup> Training for Family Access, Textbook Tracking and Sky2Go is not included in this proposal.  
*If the district would like to implement these modules in the future, training will be incurred at the then current rate.*
- <sup>3</sup> Data Mapping: Skyward data migrations do not include a data mapping deliverable (documentation on field association between previous system and Skyward tables / fields). If your district is interested in Skyward providing detailed data mapping documentation, please contact your Account Executive for a proposal on Data Mapping deliverable options.
- <sup>4</sup> One (1) license of Crystal Reports Developer must be purchased from Skyward to use Crystal within Skyward's Custom Reports option.  
*Pre-printed forms for report cards can only be printed using supported laser printers. Dot-matrix printers are not supported. Skyward software requires client access to run Microsoft products Excel and Word.*  
*Skyward requires an SSL (Secure Socket Layer) certificate to run any web-based applications.*  
*Skyward's IT Services can provide you more information including cost and installation of an SSL certificate for your district.*
- <sup>5</sup> Prior to the acceptance of the proposal Skyward must verify web access to your server.  
*If not available, Skyward will provide a quote for on-site installation and setup.*
- <sup>6</sup> The Upgrade Annual License Fee (ALF) provides investment protection to the customer with product updates from Business Objects, and patch/hot-fix downloads from the Crystal website.  
*Customers are encouraged to purchase the ALF which will ensure they are always on the most recent version.*  
*Skyward can not guarantee reports will function if a customer is not on the same release.*  
*Phone calls and support use technical support hours or pay for time and materials.*  
*Product will be shipped from Skyward. Pricing above does not include shipping charges. These charges will be billed to the customer.*  
*This version of Crystal Reports is a "restricted" license. Usage of this license for data access must utilize your Skyward Database as the primary data source. For an unrestricted license, please contact your Skyward Account Executive.*



## EXHIBIT B



### Software Installation and Training

#### Web Hardware Scope of Work

- Installation of one (1) database server. Includes Progress installation, Skyward program installation, Monolith Setup, and backup script setup.
- Installation of one (1) program server. Includes Skyward program installation, configuring up to 2 clients, and Monolith product update feature.
- Installation of one (1) separate Webspeed server.
- Load and configure converted data (via the web).
- Training on Database administration.

#### Student Management Suite

Software Training Includes:	Classroom and On-Site Software Training			
	Max. Number of People Attending	Total Class Days at Skyward	Class Breakdown	On-Site Days
Student Management				
Application Setup			Web Setup	
Entity Setup			Web Training	
Educator Access	10	-	-	1
Inquiry Overview	10	-	-	3
Class I - Demographics & System	10	-	-	6
Class II - Current Year Schedules	10	-	-	3
Class IIb - Current Year Attendance	10	-	-	3
Class III - Grading	10	-	-	4
Class IV - Next Year Scheduling	10	-	-	6
Discipline			Web Training	
Athletic Eligibility			Web Training	
Educator Gradebook (Train the Trainer)				
Application Setup - Standards			Web Setup/Training	
Educator Gradebook - Standards	10	-	-	2
Application Setup - Secondary			Web Setup/Training	
Educator Gradebook - Secondary	10	-	-	3
Graduation Requirements			Web Training	
Health Records			Web Training	
Family Access			Web Installation/Training	
State Reporting			Web Training	
EduTrack			Web Training	
Lesson Plan			Web Training	
Special Education				
Application Setup			Web Setup	
Teacher Training	10	-	-	1
On-Site Training	10	-	-	3
Fee Tracking	10	-	-	3
Response to Intervention (RTI)			Web Training	
eSign - Electronic Signature			Phone / Mail Training	
<b>Total Student Management Suite Training Days:</b>		<b>0</b>		<b>38</b>

Training detail continued on following page

## EXHIBIT B



### Software Installation and Training, continued

#### System Wide Services and Software

Software Training Includes:	Classroom and On-Site Software Training			
	Max. Number of People Attending	Total Class Days at Skyward	Class Breakdown	On-Site Days
System Administration - Introduction	3		Web Training	
System Administration - Advanced Admin	3		Web Training	
Consulting Service	10	-	-	10
Crystal Reports Developer				
Application Setup			Web Setup	
Training - to be used with the Student Management Suite	10	-	-	2
<b>Total System Wide Services and Software Training Days:</b>		<b>0</b>		<b>12</b>

#### Training Footnotes

**Skyward On-Site Training Policy.** A maximum of 10 people may attend each on-site day unless otherwise noted in the training grid. Should more people attend the training over the numbers stated, the school district will be charged an additional \$200 for each person.

**Web training** allows Skyward to remotely present, discuss, and review our product directly with you. This application utilizes the Internet and is conducted live between your staff (at their own workstation) and a Skyward service representative without the need for them to travel to your location. This provides you with a lower cost of training and/or implementation along with greater flexibility of your installation timeline.

The **System Administration class** was designed to provide the information necessary to maintain and administer the Skyward system. This course will cover a full range of administrative tasks from basic to advanced levels including terminology, database administration tasks, server administration, and web application administration.

The training for **Educator Gradebook** is based on a 'Train the Trainer' approach. Skyward trainers will provide in-depth training to a select group of district members designated for training remaining district staff on this software module.

#### State Reporting Training - Student Management Suite

The State Reporting Training for your district will consist of the following:

##### Florida

- Post data migration code cleanup / verification / system setup
- Data Element location review
- SURVEYS processing review
- FTE processing review
- FASTER processing review
- Various other state reports processing review
- Follow-up Q&A

##### Federal

- Setup of CRDC Extract

## EXHIBIT B



### Custom Forms (Checks, W-2's, etc.) and Peripherals

**Nelco** is the exclusively recommended supplier of preprinted, blank laser, pressure seal (blank and preprinted) checks and MICR toner cartridges. To request free samples or to place your order, visit [www.skywardforms.com](http://www.skywardforms.com) or contact your customer service representative, Andy Thompson, at 1-800-266-4669.

**American** has worked with Skyward for over 14 years and offers a complete line of hardware, software, service, and support for peripheral equipment needed to run Skyward's Food Service, Fixed Assets, and TrueTime software. All items have been completely tested by Skyward and are in use by other Skyward customers nationwide.

Dan Hoerl  
American  
15134W Pierce Lane  
Stone Lake, WI 54876  
(612) 860-8960 - Cell Phone

"American, your one-stop source for your Skyward needs"  
(877) 436-4657 - Toll Free Order Line  
(877) 466-7157 - Toll Free Fax Line  
Website: [www.americanbus.com/aces/](http://www.americanbus.com/aces/)  
User Name: Skyward and Password: American

### ASP Readiness Review

As you consider Skyward's ASP hosting services, we can provide your district with an initial readiness review to ensure your district's internet connection provides adequate bandwidth. Please contact your ISP (Internet Service Provider) internet connection and provide the following information to your Skyward Account Executive for

- ISP (Internet Service Provider) Name
- Type and Total bandwidth contracted with your ISP
- Available/free bandwidth during school hours (typically available through a bandwidth utilization report; preferably during the past 30 days with students present)

### Annual Software License Information

Your Software License Fees Include:

- Two (2) product updates yearly
- User Group directed state reports <sup>1</sup>
- Unlimited 800 customer service software support
- Localized training sessions
- Quarterly corporate newsletter

<sup>1</sup> For a complete list of our all supported state reports, please visit <http://www.skyward.com/StateReports> and choose your state.

### Terms and Conditions

- See attached Terms and Conditions page for further information.  
The Terms and Conditions page must be executed by an authorized District representative.
- The Sales Agreement will be sent to you for execution.  
The Sales Agreement page must be executed by both Skyward and an authorized District representative to be valid.



## TERMS AND CONDITIONS

All proposals are valid for 30 days from date of proposal.

This information is distributed exclusively by Skyward, Inc. It is to be used by the Gadsden County School District administrative staff only. Any copying or distributing of the proposal, or any part of the proposal, to sources outside the Gadsden County School District is prohibited without written consent which shall not unreasonably be withheld, of Skyward, Inc.

### Software

**Classroom Training:** Skyward classroom training shown in this proposal is calculated on the basis that up to 3 people may attend each class (with initial software purchase). Classroom training is to be provided at the Skyward Branch Office. Skyward reserves the right to cancel due to low enrollment. Additional training may be purchased at the then current price (currently \$275) per person, per class day.

**On-site Training:** On-site training is based on the school district having training facilities available. Additional on-site training may be purchased at the then current rate (currently \$1450 per day). Up to 10 people, per instructor, may attend the on-site training. One day of training consists of 6 hours on-site.

### Skyward on-site training policy:

A maximum of 10 people may attend each on-site day unless otherwise noted in the training grid. Should more people attend the training over the numbers stated, the school district will be charged an additional \$200 for each person.

**Cancellation of Training Days:** The customer must cancel 24 hours in advance of scheduled training. If the training is not cancelled according to this policy the district will be billed for the scheduled classroom or on-site training.

**Expiration of Training Days:** The customer may utilize Classroom and On-Site training days, included with the purchase of Skyward software, for a period of up to twelve (12) months. The twelve-month period will commence upon implementation of each respective software module. Training days not utilized within the twelve-month period will expire and are non-refundable.

Skyward software systems will be installed by Customer Service Representatives. Schools running on an existing network installed by any other than Skyward must have their technical support person at the site to provide any assistance during the software loading. If no one is available, Skyward will bill the district at the then current rate.

Skyward PaC software only supports printers with drivers written by Microsoft™. Third party drivers, other than Microsoft™, may not be supported. Skyward software uses Microsoft Word and Excel for exports and form letters within the software. It is the school Districts responsibility to have a licensed copy for each user that will use these features.

**Data Mapping:** Skyward data migrations do not include a data mapping deliverable (documentation on field association between previous system and Skyward tables / fields). If your district is interested in Skyward providing detailed data mapping documentation, please contact your Account Executive for a proposal on Data Mapping deliverable options.

### Third Party Software and Hardware

Third party software and hardware proposals are for informational purposes only. Third party software and hardware prices should be verified by Customer prior to ordering software and hardware.

This proposal is being presented without a Technology Analysis from our Networking Engineers. Data gathered for this proposal was provided by your school district to Skyward. Any additional required services or hardware will be billed at our normal rates. To ensure accuracy we recommend a Skyward Technology Analysis be initiated prior to ordering.

In the event Skyward provides any third party software and/or hardware as part of this Agreement (i.e. Skyward procures, assembles, delivers and/or installs such software and hardware, or provides training), Customer agrees that it shall benefit by and be bound by any and all warranties, warranty limitations, license agreements, and any other rights and obligations provided by the third party software and/or hardware supplier to the purchasers and users of its products, whether provided in written or electronic format. Skyward will provide additional information on the manufacturers coverage and options upon request.

**Skyward does not provide any warranties for third party software and hardware.**

### Payment Terms:

- 1 **Skyward and 3rd Party Annual Software License:**  
The Annual Skyward Software License will be pro-rated from date of installation of software onto Customer's system or access to Skyward data through ASP through June 30 of the current fiscal year.  
Subsequent years of Skyward Annual Software License will be billed on a June 30 fiscal year basis at the agreed rate and are due July 1.  
The contract will renew at the then-current rate.  
3<sup>rd</sup> Party Annual License Fees along with SkyLert will be billed at a full year rate upon installation with subsequent years billed on an annual basis from the installation date.
- 2 **Scheduling of Installation**  
Installation of purchased software must occur within 12 months of the date Skyward receives PO. Purchases subsequent to this conversion will be quoted at the then-current price.
- 3 **Professional Services**
  - a. **Installation and Training Services** – Payment for all training and installation services due upon installation of any Skyward programs onto Customer's system.
  - b. **Project Management/Consultative Services** – Payment due upon execution of Software Agreement and/or Terms and Conditions.
  - c. **Technical Support Hours** – Technical Support Hours must be used within 24 months of purchase. Unused hours will be cancelled and are not refundable.  
Payment due upon execution of Software Agreement and/or Terms and Conditions.
  - d. **Data Migration Fees** – Payment for data migration services due upon installation of any Skyward programs onto Customer's system.
  - e. **Hardware Implementation** – Payment due upon completion of hardware installation.
- 4 **Subsequent years after contract expiration:**  
Subsequent years following initial three (3) year contract will automatically renew as a single year contract.  
The contract will renew at the then-current rate.
- 5 **Third Party Software and Hardware** – Payment due upon delivery.

5.10.11

Customer agrees to the terms and conditions listed above and set forth in the Proposal(s).

Customer Signature

Printed Name

Date



## Exhibit C

### Maintenance Services Schedule

THIS Maintenance Services Schedule ("Maintenance Schedule" or "Schedule") sets forth the Services to be provided by Skyward ("Skyward") to the Gadsden County School District, Florida, a body corporate existing under the Laws of the State of Florida, herein called ("GCSD", or "the District") relating to technical support of the School Student Suite referred to in that certain Software Services and License Agreement between the Parties dated July 31, 2012 ("Agreement"). The capitalized terms used in this Schedule shall have the meanings set forth in the Agreement.

#### 1. INTRODUCTION

**1.1 Scope.** During the term that Maintenance Services are to be provided to the District by Skyward under the Agreement, Skyward shall correct all Defects in all Skyward developed Software, shall assist for fee the isolation and identification of Defects in Third Party Software for support by the vendor of such software utilized by Maintained Software, and shall provide those other items of support services as are specifically described in this Schedule.

**1.2 Warranty Support.** This Schedule also describes Skyward's responsibilities with respect to warranty claims made within the warranty period applicable to the respective elements of Licensed Software.

**1.3 Additional Definitions.** The following definitions shall apply in addition to any definitions set forth in the Master Agreement:

**1.3.1 "Business Time"** shall mean time accounted for based only on Normal Hours of Operation. One Business Time day shall be accounted for in one-half day increments. That is, a Business Day includes the entire day if the call is placed prior to Noon on that day, but one-half day if the call is placed after Noon on that day.

**1.3.2 "Clock Time"** shall mean actual elapsed time without regard to Normal Hours of Operation.

**1.3.3 "Fault"** shall mean an incident or series of related incidents in which the SSS shall fail to perform in accordance with its specifications as the result of a Defect in the Maintained Software.

**1.3.4 "Maintained Software"** shall mean all computer software for which Skyward is the primary licensor or source, including without limitation, the Skyward SSS Software and the GCSD Features, as well as any Third Party Software that is an integral part of the SSS package.

**1.3.5 "Normal Hours of Operation"** shall mean Skyward's normal hours of operation, which are 8 a.m. to 6 p.m. Eastern Time, Monday through Friday excluding holidays.

**1.3.6 "Service Level Commitment"** shall mean for each type of Fault, the maximum response time, level of effort, or other metric to which Skyward has committed under this Schedule.

**1.3.7 "Update"** shall mean a modification to the Licensed Software reflecting corrections or minor revisions not sufficient to constitute a Release.

## **2. MAINTENANCE SERVICES**

**2.1 Catalog of Services.** When referred to in this section, the following service descriptions will apply:

**2.1.1 Error Corrections.** When Skyward is obligated to provide error corrections and/or bug fixes for a component, it will provide to the District within the applicable Service Level Commitments, a revised software module or patch correcting the Defects to which the corrections apply. Patches should be used only when installing a revised module is impracticable. Revised Documentation shall be delivered to the extent necessary to reflect changes made by the error correction that has been distributed.

**2.1.2 Updates.** Skyward will provide to the District such revisions of the Licensed Software as have been generally made available to licensees of the respective programs to which such Updates apply.

**2.1.3 Releases.** Skyward will provide to the District all new releases of the product in question, including without limitation, those incorporating substantial new functionality on the same schedule as delivered to its other customers.

**2.1.4 Level Two Support.** Level Two Support is defined as the triage process of determining the nature of problems that is (network, hardware, software) that cannot be resolved at Level One. Issues related to failure of the respective item of Licensed Software to function in a manner consistent with Documentation, will be escalated to Level Three. All other issues will be addressed by the District. GCSD does not currently intend to purchase Level Two Support from Skyward, but such services will be provided at GCSD's request at the prices set forth on the Pricing Schedule.

**2.1.5 Level Three Support.** Level 3 Support shall consist of analyzing Faults reported by providers of Level 2 Support, constructing and testing error corrections or bug fixes, and distributing the same, with complying Documentation to the District within the service level commitment period applicable with the Priority Level of the reported Fault.

**2.1.6 Priority Levels.** Faults shall be characterized and prioritized in accordance with the following Priority Levels:



**2.1.6.1 A "Priority 1" Fault** shall mean any failure of Licensed Software that precludes all work at the total system level from being done on a computer system or that materially impairs a major function of the software. Nonexclusive examples include system crashes, database-wide information corruption, and incorrect writing of critical fields.

**2.1.6.2 A "Priority 2" Fault** shall mean any condition that materially impairs one or more functions that the Licensed Software is specified to perform, but that does not involve a Priority 1 condition. Nonexclusive examples include database information corruption for a small transaction, group of employees or **incorrect** writing of non-critical fields. Priority 2 conditions are less severe than Priority 1 conditions.

**2.1.6.3 A "Priority 3" Fault** is a condition that does not materially interfere with any function or business process of the District. Priority 3 conditions include cosmetic or formatting defects in screen displays or reports that do not affect the accuracy of data entry or review, awkwardness of operation, or other end user annoyances.

**2.2 Source Code.** If or when GCSD exercises its option to purchase Source Code, at the time Skyward supplies any **error correction**, update or upgrade, it shall provide to the District, in machine readable format as well as Source Code, all Source Code for the Maintenance Materials being distributed, together with all Documentation required for the District to compile, edit, configure, install and run such error correction, update or upgrade. Source code is available from an FTP secure SKYWARD site at no cost. Should the district want the source code in any other form, there will be a time and materials fee.

**2.3 Software Maintenance Services.** For as long as the District purchases Maintenance Services from Skyward, SKYWARD shall provide the following Maintenance Services to the District with respect to the Licensed Software:

**2.3.1 Level Three Support.** Skyward shall provide Level Three Support for all reported Defects in accordance with the Service Levels attributable to the Priority of the reported Fault.

**2.3.2 Error Corrections.** Skyward shall make available to the District all error corrections and bug fixes developed by Skyward or its subcontractors or licensors, whether reported by the District or discovered by Skyward by other means.

**2.3.3 Releases.** Skyward shall make available all Updates and Releases to the Licensed Software.

**2.4 Delivery of Software Revisions.** All error corrections, Updates and Releases shall be delivered or made available by electronic transmission in the same manner as provided for the delivery of software and Documentation under the Statement of Work.

**2.5 Documentation.** In connection with each Delivery of Licensed Software, including without limitation each Delivery of an Update or Release, Skyward shall deliver to the District full maintenance documentation in accordance with best practices in the industry.

**2.6 Error Logging.** During the term hereof, Skyward shall maintain a computerized trouble reporting and service tracking system that is available to GCSD authorized personnel via the Skyward customer portion of the web.

**2.7 Emergency Service Weekend and Evenings.** Emergency Service is defined as a problem which needs immediate resolution and cannot wait for the next business day. The emergency telephone number will be supplied by SKYWARD. Any calls will be billed 2 times our "lowest" technical support rate with

a 3 hour minimum. Skyward holiday service will not be available. Weekend support is only available on a scheduled basis- 12 hour minimum notification.

**2.8 Online Support Service.** The District will allow the use of online diagnostics on Licensed Products if requested by Skyward during problem diagnosis. District will provide a connection telecommunications access to the affected computer servers or desktops for Skyward's use.

### **3. SPECIFIC SERVICES**

**3.1 Telephone Assistance.** Telephone assistance during Normal Hours of Operation will be provided in identifying and verifying the causes of suspected Defects. This assistance includes the following activities:

**3.1.1** Advice on work-arounds for verified Defects until the Defect is addressed.

**3.1.2** Information on verified Defects previously identified by the District and reported to Skyward and work-arounds to these.

**3.1.3** Advice on completion, and authorization for submission, of the Skyward form to report identified Defects in Licensed Product to Skyward.

**3.2 Reported Defects.** When the District's Level Two Support personnel report a Priority One or Priority Two Fault to Skyward, Skyward will provide the following responses:

**3.2.1** Assign dedicated personnel to the resolution of the Fault.

**3.2.2** Provide an alternative procedure for restoring the operation of the impaired functions until such time as the Defect can be remedied.

**3.2.3** Perform root cause analysis to identify the Defect.

**3.2.4** Provide a temporary patch or other software correction to remedy the Defect until the correction may be included in an Update.

**3.3 Documentation Corrections.** Skyward will correct Defects in Documentation for Licensed Software in accordance with best practices. Documentation shall also identify all Defects known to Skyward, together with procedures developed by Skyward to minimize or correct the effects of such Defects.

**3.4 Priority 1 Responses.** In the case of a Priority 1 Fault reported by the District, Skyward shall respond within two (2) hour from the time Skyward' service representative ("SR") or other person receives the call, and provide a correction, or work around, within four (4) hours, provided that the District provides counterpart personnel to provide Consultation and Assistance to Skyward during Skyward efforts to resolve the problem. All times in this Section shall be Clock Time. If a Priority I condition cannot be corrected or workaround provided, within six (6) hours, the following escalation policy will be put into effect unless Skyward determines a more immediate response is warranted:



**3.4.1 Persons involved after six (6) hours:** The SR shall notify Skyward' Director of Professional Services and other members of Skyward' on-call team and they shall commence work to resolve the problem.

**3.4.2 Persons involved after twelve (12) hours:** Skyward' Regional Sales Director and Senior Director of IT will become involved and shall identify and deploy the resources necessary to correct the problem.

**3.4.3 Persons involved after sixteen (16) hours:** Skyward's Senior Vice President of Operations or Chief Executive Officer shall become involved.

**3.5 Priority 2 Responses.** For Priority 2 conditions, Skyward shall respond within four (4) hours from the time the SR or other person receives the call. Whenever possible, Priority 2 conditions will be addressed by providing a patch or suggested work-around to accommodate District's needs within eight (8) hours, with a correction or workaround within twenty-four (24) hours. If a patch or work-around cannot be provided within eight (8) hours, the problem may be escalated to a Priority 1 condition and treated as set forth above unless Skyward determines a more immediate response is warranted.

**3.6 Priority 3 Responses.** For Priority 3 Faults, GCSD shall receive a response within forty-eight (48) hours from the time the SR or other person receives the call. Skyward shall use reasonable efforts to correct Priority 3 conditions within three (3) weeks. There is no escalation policy for a Priority 3 condition.

**3.7 Other Skyward Support.** The District may request in writing for Skyward to perform Level 2 Support (by issuing a Work Order or Purchase Order) and such support shall be provided at the technical support analyst rates reflected in the Pricing Schedule.

END OF DOCUMENT

**Scope Management Process**  
**for the**  
**Configuration, Installation and Deployment**  
**of the**  
**School Student System**  
**for the**  
**Gadsden County School District, FL**

**Exhibit D**

**July 31, 2012**

# SCOPE MANAGEMENT PROCESS

The purpose of this document is to define a series of processes by which changes may be made to any aspect of the work being performed or Deliverable being delivered by SKYWARD. ("SKYWARD") to the Gadsden County School District, Florida, a body corporate existing under the Laws of the State of Florida, herein called, ("GCSD") pursuant to that certain agreement dated July 31, 2012 by and between SKYWARD and the GCSD ("the Agreement"). All capitalized terms used in this document shall have the meanings specified in the Agreement, or if no meanings are defined in the Agreement, such meanings as may be specified in this document.

## 1. DEFINITIONS

**1.1 "Change Order"** shall mean a modification or clarification of the Project Documents that is duly adopted by the Parties in accordance with the Scope Management Process.

**1.2 "Change Request"** shall mean a request by a Party for a Change Order made in accordance with the Scope Management Process.

**1.3 "Emergency Change Order"** shall mean a Change Order resulting from a Change Request which GCSD has designated as having an emergency status.

**1.4 "Initial Specification"** shall mean the description or specification of a computer program, process, method, or other item which is called for under the terms of the Statement of Work, but which has not yet been specified in full as of the Execution Date of the Agreement.

**1.5 "Priced Resource"** shall mean a component of labor, materials, or other expense in providing a service under the Agreement, including without limitation, hours or other units of work of individuals, units of supplies, license fees, travel and lodging expenses, and other items.

**1.6 "Scope Process"** shall mean, as the context requires, either this Scope Management Process document, or the applicable procedures set forth in this Scope Management Process document.

**1.7 "Work Order"** shall mean a request for specific words of a relatively routine nature that does not affect any Specification and that is priced on a time and materials basis.

## 2. THE CHANGE REQUEST PROCESS

**2.1 Change Requests Logging and Numbering.** All change requests will be entered into Skywards customer portion of the website. The Skyward RFE (Request For Enhancement) process will be used.

**2.2 Initial Specification Process.** Each RFE initiated will contain a thorough description of the business problem to be solved, an impact statement, and the system components, if applicable, using Macro Media Tutorials. Additional documentation shall be provided, such as screen shots, reports samples, etc. if necessary.

**2.3 RFE from GCSD.** RFE's initiated by GCSD shall have a completed RFE, be in a Tutorial and shall be signed by the designated GCSD Project Manager. Duly executed Change Requests shall be delivered to the SKYWARD Project Manager.



### **3. RESPONSES TO REQUESTS FOR ENHANCEMENTS (RFE).**

**3.1 Initial Specifications.** In the event that additional clarifications are necessary to the specifications submitted, SKYWARD shall assign a representative to meet with the person(s) initiating their request and acquire additional documentation or other forms of clarification necessary to proceed.

**3.2 Time to Respond.** The Party receiving a Change Request shall respond in writing to such change request with the materials required by this Article within ten (10) Business Days of its receipt of the Change Request.

**3.3 Contents of SKYWARD Response.** SKYWARD' response to a Change Request received from GCSD shall include the following items:

**3.3.1** A binding price of the work requested computed in accordance with the procedures set forth in this Scope Process.

**3.3.2** A complete Technical Assessment of the Change Request, as described herein.

**3.3.3** The amount of time required to complete the work requested.

**3.3.4** Any Additional acceptance criteria.

**3.4 Technical Assessment.** A technical assessment of a Change Request shall contain a technical evaluation of the proposed change and an estimate of the effect of the Change Request on all material aspects of the Project or any Deliverable, including without limitation (a) any anticipated changes in time to complete any and all affected milestones, (b) the estimated effects of the changes on the accuracy, speed, reliability, or other characteristics of any and all functions of SKYWARD'S School Business Suite and (c) the risk analysis associated with preceding with this Change Request.

**3.5 Effect on Acceptance Criteria.** Unless otherwise approved in a Change Order, no acceptance process, test, or criteria and shall be modified as the result of the adoption of a Change Order, except to the narrow and limited extent made necessary by the approved technical changes.

### **4. PRICING OF CHANGE ORDERS.**

**4.1 Fixed Prices on All Change Orders.** Except in the case of Work Orders, all price quotes for Change Orders will be the agreed upon price of the specific RFE.

**4.2 Relief for Unforeseeable Circumstances.** Notwithstanding the foregoing, in the event that SKYWARD can demonstrate that its quotation for a Change Order proposed by and subsequently accepted by GCSD was based on information collected by SKYWARD which was substantially inaccurate and which SKYWARD should not have known at the time was materially inaccurate, the parties shall negotiate in good faith as to the revision of the quoted price. SKYWARD understands and acknowledges that this procedure is only to be used under extraordinary circumstances. GCSD is expecting that SKYWARD will use its best efforts in all cases to collect accurate information upon which to base a response to a Change Request. In no event shall SKYWARD be entitled to price relief on any Change Request initiated by SKYWARD.

**4.3 Work Orders.** GCSD may from time to time request in writing for SKYWARD to perform services related to the SKYWARD PRODUCT, not exceeding the maximum aggregate amount set



forth in the Agreement, to provide additional minor functionality or to provide services not otherwise required by the Statement of Work. Such requests shall take the form of Work Orders, shall be priced on a Time and Materials basis, not to exceed the amount set forth in the Work Order, and shall be directed to the SKYWARD Project Manager.

**4.4 Resource Estimation.** Each price quotation by SKYWARD in response to a Change Requests initiated by GCSD shall be based on a reasonable estimate of a quantity of each Resource required to be supplied or expended in connection with the Services to be performed in the event that the Change Requests is accepted and implemented. In addition, SKYWARD shall notify GCSD of Resources that will not be required (or will be replaced) in the event that the Change Request is accepted and implemented. The Resource estimate shall be accompanied by a Gantt Chart or Work Breakdown Schedule identifying when Resources affected by the Change Request are to be deployed, such as to identify increases or decreases in staffing or other components which would affect SKYWARD's costs.

**4.5 Resource Prices.** The price for a District Change Request shall be equal to the sum of the prices for all Resources to be supplied or expended under the Change Request, applying the rates set forth in the Pricing Schedule attached to the Agreement, plus the cost of any resources which will not be required or will be replaced as a result of the acceptance and implementation of the Change Request. In the event that a Resource is required that is not listed in the Pricing Schedule, the price shall be quoted prior to the start of the Change Order.

## **5. REQUEST FOR ENHANCEMENTS.**

**5.1 Effect of Response.** SKYWARD's response to a GCSD RFE (or its own Change Request) shall constitute SKYWARD's offer to provide for services and Deliverables specified in the Change Request on the terms set forth in such response or SKYWARD RFE, which offer shall be irrevocable for a period of 90 days from its submission to GCSD, subject to modification only in the event of the discovery of unforeseeable circumstances as described in Section 4.2.

**5.2 Acceptance of RFE.** GCSD's PM will conduct a review of each SKYWARD RFE and each response by SKYWARD to a GCSD Change Request prior to making a recommendation for acceptance or rejection of such response or SKYWARD RFE. GCSD may accept SKYWARD's offer made pursuant to Section 5.1 above by delivering an acceptance, executed by GCSD's Executive Sponsor, to SKYWARD at any time prior to the effective revocation of such offer by SKYWARD. Upon acceptance by GCSD, the terms and conditions of the RFE shall become a Change Order and be deemed to amend the Statement of Work in all applicable respects, as well as to amend the provisions of any Specification, the Pricing Schedule, or any other applicable Project Documents specified by the parties in the Change Request and/or response thereto.

**5.3 Effect of Non-acceptance.** In the event that GCSD either rejects an offer from SKYWARD pursuant to Section 5.1 above or fails to accept such offer prior to its revocation, all provisions of the Statement of Work, Pricing Schedule and other Project documents shall remain unchanged as if no Change Request had been submitted.

**5.4 Form of RFE.** Upon GCSD's acceptance of SKYWARD response to a RFE (or of a SKYWARD RFE), SKYWARD shall promptly prepare a Change Order for the approval by GCSD, which shall contain the following items:

- 5.4.1 An itemization of all Deliverables under the Change Order.
- 5.4.2 A description of all acceptance criteria for all new Deliverables.
- 5.4.3 The prices and terms and conditions for payment for all Deliverables under the Change Order.
- 5.4.4 A list of all sections of a Project Documents affected by the Change Order.
- 5.4.5 A signature line for approval by appropriate GCSD and SKYWARD personnel.

**END OF DOCUMENT**

AGENDA ITEM NO. 8ff

Date of School Board Meeting: JULY 31, 2012

TITLE OF AGENDA ITEM: The School Board of Gadsden County, Contract with Independent Contractor Janice M. Gilchriest

DIVISION: STUDENT SERVICES/EXCEPTIONAL EDUCATION

☐ YES This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

The purpose of this contract is to provide additional counseling and clinical services to students with behavioral, emotional and/or academic problems in Gadsden County Schools. These services will be provided mainly at Stewart Street Elementary School and other schools/assignments as needed (as designated by the Director of Exceptional Student Education).

FUND SOURCE: IDEA dollars  
AMOUNT: \$40,500.00 (est.)  
PREPARED BY: Sharon B. Thomas *SB*

POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.

This form is to be uplicated on light blue paper.

summary.for  
revised 0591

Proof read by: *Reala R. Francis*



**Gadsden County School District**  
**Exceptional Student Education**  
**Contract with Independent Contractor**  
**2012-2013 Fiscal Year**

THIS CLINICAL SERVICES MASTER AGREEMENT ("Contract") is entered into as of this 19 day of July, 2012 by and between The Gadsden County School Board("Board"), a Florida corporation organized and existing under the law of the State of Florida, with its principal place of business at 35 Martin Luther King Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Janice M. Gilchriest of Midway, County of Gadsden, State of Florida herein referred to as contractor.

1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by Janice M. Gilchriest: Clinical Psychological Services.
2. Janice M. Gilchriest agrees to perform services for the Board under the terms and conditions set forth in this contract and in this listed manner.

**RESPONSIBILITY OF CONTRACTOR**

The contractor will provide clinical psychological services on behalf of the Board with respect to all matters relating to or affecting the provision of clinical psychology to the preschool and school age population as identified by the Board and for who such services are prescribed for by a duly licensed or licensed eligible psychologist in the State of Florida. And that are approved by the Director of Exceptional Student Education. The contractor will render such service according to her professional qualifications, and shall be maintained throughout the terms of this agreement. Janice M. Gilchriest shall provide the following services: **A.** Counseling **B.** Class wide behavioral plans **C.** Individual behavioral modification plans **D.** Consultation for clinical and/or behavioral modification plans **E.** Clinical observations for Response to Intervention **F.** Target group sessions **G.** Collaboration with student Study Team **H.** Participation with the Multi-tiered Systems of Support /Response to Intervention/Problem-Solving teams to suggest and/or provide interventions to students. You are paying me only for those services listed above and no others. It is unlawful for me to make any guarantee or promise to you unless it is written in this contract and unless I have a factual basis for making the guarantee or promise.

**STATUS OF THE CONTRACTOR**

These services shall be provided by the contractor as an independent agent free from obligation of employment terms not thereupon agreed in the contract.



## **DESIGNATED WORK AREA**

The School Board will provide adequate space and materials and time for the contractor to carry out treatment goals and objectives outlined in the individual education plan and treatment plan for clinical psychological services. It is understood that these services will be rendered in Gadsden County Schools, State of Florida, or other locations approved by the Director of Exceptional Student Education.

## **TIME ALLOTMENT FOR AGREED DUTIES**

The Contractor will provide services for 5 days per school week (7.5 hours per day). As approved by the Director of Exceptional Student Education, the contractor may provide up to an additional (5) hours per school week for activities such as home visits, emergency assessments, crisis management training. The allotted workflow shall also incorporate administrative duties required for accurate reporting of contracted services.

## **PAYMENT ARRANGMENT**

The School Board will pay Janice M. Gilchriest for all work performed by contractor, on completion of the same, at the rate of \$30.00 per unit of services (\$30.00 per hour). I will provide you a statement itemizing all services rendered and the balance owed, each time a payment is due.

Payment shall be made by the Board within (30) calendar days after statements for professional services are received. Such statements shall be presented monthly.

## **PAYMENT OF TAXES AND ASSESMENTS**

This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Janice M. Gilchriest shall furnish to the Board, upon request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contribution, taxes, and payroll assessments.

The contractor agrees to maintain, at contractor's expense, workers compensation insurance, as required by law, to fully protect contractor and any individual employed by contractor in providing services under this contract. All other assumptions are thereupon understood to be in the care and authority of the Board.

## **CONFIDENTIALITY**

Inasmuch as the contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law by the ethical guidelines/statutes of the Florida Board of Licensed Psychologist and with approval of the Director of Exceptional Student Education.

## **DURATION AND TERMINATION**

The parties hereto contemplate that this contract will run for one (1) fiscal school year from August 20, 2012 to May 31, 2013. Any party wishing to terminate this contract prior to its expiration date shall provide that other party with sixty day (60) written notice.

## **AMENDMENTS**

This agreement and any signed attachment make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.

**In witness of their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.**

\_\_\_\_\_  
**Janice M. Gilchriest**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Sharon B. Thomas, Director  
Exceptional Student Education**

\_\_\_\_\_  
**Date**

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: \_\_\_\_\_

ATTEST: \_\_\_\_\_  
Reginald C. James Superintendent

\_\_\_\_\_  
**Date**

**Notice to Vendor/Contractor:** By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with title 34, Section 80.36(i) code of Federal Regulation. Termination for cause and for convenience by the grantee of sub-grantee including the manner by which it will be effected and the basis for the settlement will be decided by the Gadsden County School Board.

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Request to Delete from Capital Assets and Sale to Highest Bidder  
Motor Vehicles (2- FORD Crown Vic)

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

In accordance with Sections 274.04, 274.05 and 274.06, Florida Statutes, Board approval is requested to delete \$21,970.00 plus applicable depreciation from the Motor Vehicle Capital Assets. This action is required based on the information received from the Director of Transportation.

VIN #	Purchase Price	Miles	Inventory Tag #	BUS #
2FALP71W9SX162661	21,970.00	215155	200669	95-199
2FAFP71W11X158759	Was donated to GCSD	138826	200725	01-522

TOTAL NUMBER OF VEHICLES 2

REVENUE: Applicable Funds

AMOUNT: \$21,970.00

PREPARED BY: Bruce James

POSITION(s): Inventory Control Specialist

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DIST: 20 FY: 12

2. FIXED ASSETS  
NUMB: 00200669

TIME: 17:03

ITEM CODE-----DESCRIPTION -----SERIAL #-----  
50000004 CARS 2FALP71W9SX162661

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS  
Y 95 MFG: M 000000004 FORD MOTOR COMPANY  
VEH: 95-199 TAG: 198452 TITLE: \_\_\_\_\_

LOCATED CNTR: 9004 SCHOOL FOOD SVC-GADSDEN CO DEPT: \_\_ BLD: RM:

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT  
110601 \_\_\_\_\_ 0 - \_\_\_\_\_ 21,970.00

MAINT CONTRACT: \_\_\_\_\_  
COMMENTS PAULA MILTON TOTAL COST: 21,970.00

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR: 21,970.00  
\_\_\_\_\_ G 07 REMOVED 072512 5 CURR VAL:  
SALVAGE: \_\_\_\_\_

IF SOLD DATE: RECEIPT NO: SOLD FOR: \_\_\_\_\_

FIXED ASSET RECORD DISPLAYED. NEXT? TERML: 8A0Y

4-© 1 TERMS 199.44.72.2 TW1H0197 2/41



DIST: 20 FY: 12

2. FIXED ASSETS  
NUMB: 00200725

TIME: 17:03

ITEM CODE-----DESCRIPTION -----SERIAL #-----  
5000004 CARS 2FAFP71W11X158759

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS  
Y 01 MFG: M 000000004 FORD MOTOR COMPANY  
VEH: 01-522 TAG: TA5991 TITLE: \_\_\_\_\_

LOCATED CNTR: 9003 TRANS.DEPT-SCHOOL BD GADSDEN DEPT: \_\_ BLD: 00 RM: 0000

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT  
082008 \_\_\_\_\_ 0 - \_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_  
\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_

MAINT CONTRACT: \_\_\_\_\_

COMMENTS DONATED GCSO (GRAY)

TOTAL COST:

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR:  
\_\_\_\_\_ G 07 REMOVED 072512 5 CURR VAL:

SALVAGE: \_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_

IF SOLD DATE:

RECEIPT NO:

SOLD FOR: \_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_

FIXED ASSET RECORD DISPLAYED. NEXT?

TERML: 8A0Y

4-©

1

TERMS

199.44.72.2

TW1H0197

2/41

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEMS: Request to Delete from Capital Assets and Sale to Tallahassee  
Community College

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

In accordance with Sections 274.04, 274.05 and 274.06, Florida Statutes, Board approval is requested to delete \$57,466.00 plus applicable depreciation from the Motor Vehicle Capital Assets. This action is required based on the information received from the Director of Transportation. See also TCC request.

VIN #	Purchase Price	Miles	Inventory Tag #	BUS #
1HVBBAAN11H387285	57,466.00	149550	200107	01-48

TOTAL NUMBER OF VEHICLES 1

REVENUE: Applicable Funds

AMOUNT: \$57,466.00

PREPARED BY: Bruce James

POSITION(s): Inventory Control Specialist

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DIST: 20 FY: 12 2. FIXED ASSETS TIME: 16:43  
 NUMB: 00200107

ITEM CODE-----DESCRIPTION -----SERIAL #-----  
 5000015 BUSES 1HVBBAAN11H387285

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS  
 Y 01 MFG: M 000000400 INTERNATIONAL  
 VEH: 01 48 TAG: 120567 TITLE: \_\_\_\_\_

LOCATED CNTR: 9003 TRANS.DEPT-SCHOOL BD GADSDEN DEPT: \_\_ BLD: 00 RM: 0000

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT  
 041301 \_\_\_\_\_ 0 \_ \_\_\_\_\_ 57,466.00

MAINT CONTRACT: \_\_\_\_\_  
 COMMENTS LINDA BUTLER TOTAL COST: 57,466.00

STATUS INV DT CN -----DISPOSITION----- DISP DT LIF ACCUM DEPR: 57,466.00  
 \_\_\_\_\_ G 07 REMOVED 072512 10 CURR VAL: .00

IF SOLD DATE: \_\_\_\_\_ RECEIPT NO: \_\_\_\_\_ SALVAGE: \_\_\_\_\_  
 SOLD FOR: \_\_\_\_\_

RECORD HAS BEEN UPDATED. NEXT ? TERML: 8A0Y

4-© 1 TERMS 199.44.72.2 TW1H0197 2/41



444 Appleyard Drive Tallahassee, Florida 32304 (850) 201-6200 [www.tcc.fl.edu](http://www.tcc.fl.edu)

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May 23, 2012

Mr. Joe E. Lewis, Jr.  
Gadsden County Public Schools  
Transportation Department  
720 South Stewart Street  
Quincy, FL 32351

Re: Bus Purchase

Dear Mr. Lewis:

The Center for Workforce Development at Tallahassee Community College (TCC) is interested in possibly acquiring a used school bus. The bus would be used to meet the transportation needs of existing and future youth related camps and programs (including Gadsden County Public School system students) here at TCC. We hope that the Gadsden County School District has a bus in good working condition that is available for purchase. Given purchasing constraints, any purchase would have to be at fair market value, but also less than five thousand (\$5,000.00) dollars. Thank you for your support in partnering to provide valuable educational opportunities to our region and especially Gadsden County. If you any questions or require any further information, I can be reached at 201-8708 or by email at [frazierr@tcc.fl.edu](mailto:frazierr@tcc.fl.edu).

Sincerely,

Rick Frazier  
Director, Workforce Training and Business Services



SUMMARY SHEET

*[Handwritten Signature]*

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 11a

**DATE OF SCHOOL BOARD MEETING:** July 31, 2012

**TITLE OF AGENDA ITEM:** Gadsden District K-12 Comprehensive Reading Plan

**DIVISION:** K-12 Education

\_\_\_\_\_ This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**  
(Type and Double Space)

This request asks the School Board to approve the Gadsden K-12 Comprehensive Reading Plan effective for the 2012-2013 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$344,791 and should be utilized specifically for "reading". Legislative action ensures that reading is funded annually as a part of the public school funding formula. Funds have been prioritized to meet the needs of the low-performing schools and Level 1 students in the district.

**FUND SOURCE:** FEFP

**AMOUNT:** \$344,791

**PREPARED BY:** Sylvia R. Jackson, Ed.D. *[Handwritten Signature]*

**POSITION:** K-12 Director

2012 JUL 17 AM 8:18  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_

# 2012-13 K-12 Comprehensive Research Based Reading Plans

## District: Gadsden

### Leadership: District Level

•District Name:	GADSDEN
•District Contact:	Dr. Sylvia R. Jackson
•Contact Address:	Max D. Walker Admin. Bldg. 35 Martin Luther King, Jr., Blvd. Quincy, FL 32351
•Contact Email:	jacksons@mail.gcps.k12.fl.us
•Contact Telephone:	850-627-9651
•Contact Fax:	850-627-2760

- 1 What are your measurable district goals for student achievement in reading for the 2012-13 school year as described as a percentage increase from last year's scores?

Gadsden's district benchmarks for student achievement in Reading for grades K - 10 for the 2012-2013 school year are as follows:

K-2: 52% of students K-2 were 85% or higher on Probability of Reading Success (PRS) AP3-2012. The goal is for 65% of students K-2 to achieve 85% or higher on PRS for AP3-2013.

3-5: (A) 23% of students in grades 3rd - 5th scored Level 1 on FCAT Reading. By the end of the 2012-2013 school term, there will be a 4% increase in the number of students who will move from FCAT Reading Level 1 to Level 2. (B) 17% of students 3rd - 5th grade scored Level 2 on FCAT Reading. By the end of the 2012-2013 school term, there will be a 4% increase in the number of students moving from FCAT Reading Level 2 to Level 3 or above.

6-8: (A) 27% of students in grades 6th - 8th scored Level 1 on FCAT Reading. By the end of the 2012-2013 school term, there will be a 4% increase in the number of students who will move from FCAT Reading Level 1 to Level 2. (B) 32% of students 6th - 8th grade scored Level 2 on FCAT Reading. By the end of the 2012-2013 school term, there will be a 6% increase in the number of students moving from FCAT Reading Level 2 to Level 3 or above.

9-10: (A) 34% of students in grades 9th-10th scored Level 1 on FCAT Reading. By the end of the 2012-2013 school term, there will be an 8% increase in the number of students who will move from FCAT Reading Level 1 to Level 2. (B) 34% of students 9th-10th grade scored Level 2 on FCAT Reading. By the end of the 2012-2013 school term, there will be a 5% increase in the number of students moving from FCAT Reading Level 2 to Level 3 or above.

The first goal for 3-12 is to decrease the percentage of students scoring Level 1 on the FCAT Reading Assessment. The second goal shows a stronger movement from Level 2 to grade level proficiency.

- 2 How will the district assure that administrators and reading/literacy coaches provide follow up on literacy professional development (Common Core State Standards Implementation, Text



Complexity, Comprehension Instructional Sequence) and teaching standards through course descriptions?

Gadsden will assure that administrators and reading/literacy coaches provide follow up on literacy professional development and teaching standards through course descriptions by first establishing a Literacy Professional Development Team consisting of District Office personnel. This team will monitor literacy professional development at the school sites. During the summer, coaches will work together to create a professional development follow up action plan for the school year. This plan will outline the professional development for the year along with suggested activities/materials. This will guide professional development at the school site but coaches will have the flexibility to differentiate professional development based on classroom walk-through and student data. The school-based coach will document all follow-up on activities at each site.

During monthly scheduled cadre meetings, coaches will provide a synopsis of professional development delivered and the outcome (i.e., visibility in classrooms) at the school site. Cadre meetings will also support coaches that are experiencing problems delivering at their school sites. One of the strengths of a cadre is that coaches do not work in isolation and there is consistency in delivery of content. A coach will be able to team with another coach for support if necessary. The District Coach will co-facilitate trainings at the school level.

Announced and unannounced visits by the Literacy Professional Development Team will be conducted often to assure that professional development is consistently being delivered at the school sites.

- 3 How will the district assure (a) systematic and explicit instruction, based on data, and (b) use of text-based instruction, with an emphasis on complex text?

Gadsden County will assure (a) systematic and explicit instruction, based on data, and (b) use of text-based instruction with an emphasis on complex text by conducting Instructional Audits at the school sites. Each audit will provide a quick snapshot of which schools are in need of support. Based on data collected from audits during the first couple of months, district staff will develop a differentiated monitoring plan to provide additional support to schools with the highest level of needs. Schools with the least documented needs will be monitored on a quarterly or semester basis.

Building administrators and literacy coaches will review student performance data and instructional lesson plans to ensure that instruction is aligned with data and complex text is evident. They will consistently engage in daily classroom walk-throughs to ensure that teachers are using systematic and explicit instruction based on data along with text-based instruction with emphasis on complex text in their daily delivery.

Weekly grade group meetings with literacy coaches will support teachers as they prepare lessons for upcoming classes. Teachers are encouraged to bring in complex text to share with peers and activities to support the text. Targeted professional development is on-going. Training will be provided by highly trained consultants and school-based coaches.

- 4 How will the district assure that schools increase the amount and variety of complex texts used to teach complex comprehension tasks -- in addition to the Comprehensive Core Reading Program (CCRP), Supplemental Intervention Reading Program (SIRP), and Comprehensive Intervention Reading Program (CIRP)?

Gadsden assures that schools increase the amount and varieties of complex text used to teach comprehension tasks - in addition to the CCRP, SIRP, and CIRP through the use of Common Core Units or Comprehension Instructional Sequence lessons integrated within each content area classroom. The District Focus Calendar will support all schools. This calendar will indicate which content area class(English/Language Art, Science, Reading, and Social Studies, etc.) will be taught a Common Core State Standards/Comprehension Instructional Sequence unit each week. Coaches will provide the support needed for teachers to be successful by meeting with content area teachers to select and plan unit of study based on data and students' needs. During Professional Learning Communities (PLCs)and/or Lesson Study, teachers will interact with the text prior to delivering the information in the classroom. After delivery, teachers will meet together to debrief and discuss ways to improve. Coaches will maintain a log of all meetings.

District personnel will conduct announced and unannounced visits to classrooms, PLCs, and Lesson Study. Audits of coaches' logs will occur monthly or as needed based on the progress of the school.

5 If additional exposures to complex texts are needed, how will this be addressed?

If the district sees that additional exposures to complex text are needed, revisions to the District Focus Calendar will be made to reflect additional complex text in more than one subject area. Furthermore, all classroom teachers will read aloud complex text based on the following plan: 25% complex text for the first nine-weeks, 50% for the second nine-weeks, 75% for the third nine weeks and 100% for the last nine weeks. Instructional lesson plans will be reviewed weekly by administrators and coaches for documentation of complex text read-alouds.

The Media Specialist along with the Reading Leadership Team will analyze texts throughout the school year and make recommendations of the varying levels of complexity so that teachers will have a repertoire of books in which to select from for classroom instruction or read aloud. Additional books will be ordered for all classrooms to increase classroom libraries. Special attention will be placed on books ordered to ensure varying levels of complexity for each grade.

6 How will the district support implementation of Next Generation Content Area Reading – Professional Development (NGCAR-PD) and the Comprehension Instructional Sequence (CIS)?



The district will support implementation of Next Generation Content Area Reading-Professional Development (NGCAR-PD) and the Comprehension Instructional Sequence (CIS) through ongoing professional development starting during the summer and continuing throughout the school year. A NGCAR-PD Team will facilitate professional development. This team will consist of at least one coach from each middle and high school that will continue to provide professional development to teachers at their site during the school year. Coaches will also conduct observations using a form created by the team and/or the practicum observation tool. Feedback will be provided as often as possible to all content area teachers. Copies of professional development documentation and observation forms will be kept on file by the coach.

Cadre meetings will occur monthly with the District Reading Coach . Coaches will bring copies of observation forms to the meeting. During meetings, coaches will role play the coaching cycle using areas of concern from the observation forms. These activities will strengthen veteran coaches and support new coaches.

The K-12 Supervisor and District Reading Coach will conduct announced and unannounced visits.

- 7 How will the district facilitate improvement in and intensify interventions for schools that are not making academic improvements as determined by walk through and student performance data?

The district will facilitate improvement in schools that are not making academic improvements as determined by instructional audits and student data by increasing the number of audits to the schools with feedback provided after each audit. District personnel will also attend faculty meeting and/or grade group meetings for debriefing of several instructional audits. If this does not facilitate improvement, the K-12 Director will consult with the superintendent and/or his designee regarding the performance of the school administrator(s) as the instructional leader(s) and as the facilitator(s) for implementing the Continuous Improvement Model (CIM) effectively and other programs deemed crucial to the improvement of the school. The district will also provide additional professional development and/or coaching services to support the school.

If schools are neither maintaining overall progress nor experiencing growth with their at-risk population, the Superintendent may assign new leadership at the school level with School Board approval to achieve improvement or to remove the school from the "school improvement status."

- 8 How and when will the district provide principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

The K-12 Director, the District Reading Coach and school based Reading Coaches will facilitate a thorough review of the information contained in the K-12 Comprehensive Research-Based Reading Plan during the first three weeks of school (Principals' monthly meeting).

- 9 How will the district ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for students in the 100 lowest-performing elementary schools based on the state reading assessment? If your district does not contain one of these schools, what efforts are being made to provide additional time outside of the school day for reading intervention?

The district will ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for the entire school year for students attending one of the 100 lowest-performing elementary schools based on the state reading assessment by creating a template for all schools to complete. This template will require a schedule for the day inclusive of the one-hour after-school, plus resources/materials and personnel needed. This plan will be submitted to the K-12 Director by July 31st. Even if the district does not contain a school in the 100 lowest performing elementary schools listed, all schools will be required to submit a plan. Implementation will be based on the availability of funds.

- 10 How will the district provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches?

Please create your District Data Driven Reading Coach Process Chart, detailing the way of work for administrators, teachers, and reading coaches in your district. This chart will be uploaded through the online system. You will find a sample in the Appendix.

Please be sure to address: Common Core State Standards Implementation, Text Complexity, Comprehension Instructional Sequence.

For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is specified in 1011.62 (9) (c) 3., noting that highly qualified reading coaches specifically support teachers with making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

You will need to save this section using the button below at the bottom of this section before uploading the chart.

Gadsden\_DistrictReadingCoachChart\_2012.doc,5/3/2012 5:49:28 PM

- 11 What is the total number of reading coaches (funded through any source) that served the district for the 2011-12 school year?

The total number of full-time reading coaches (funded through any source) that served the district during the 2011-2012 school year was five (5). The number of part-time reading coaches was nine (9). The district also had one full-time District-wide Reading Coach.

- 12 What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2012-13 school year?



The total estimated number of reading coaches (funded through any source) that will serve the district for the 2012-2013 school year will be fourteen (14). This number is subject to change based on funding availability.

The same schools that received coaching services in the 2011- 2012 school year will be receiving services in the 2012 - 2013 school year from a district or school-based coach.

The district will provide full-time coach(es) to Chattahoochee Elementary, George W. Munroe Elementary, East Gadsden High and West Gadsden High School. The district-wide reading coach will work with all schools. The district-wide coach will spend sixty percent (60%) of the time with schools that have the greatest need and have not made AYP in six (6) years and forty percent (40%) of the time with the other schools based on their needs. The reading coaches will be reading teachers and part-time reading coaches at the school in which they serve. They will spend at least fifty-one percent (51%) of their time teaching intensive intervention strategies to struggling students and a maximum of up to forty-nine percent (49%) may be used to provide reading support and leadership. They will use their role as a reading teacher to model/demonstrate lessons and strategies for those teachers struggling to implement the reading program with fidelity. They will also provide training on how to interpret the data from reading assessments and provide professional development training as it relates to reading. Stipends will be provided as needed for any after school or Saturday inservice.

The district-wide reading coach will monitor/assist the reading teachers/coaches in all of the schools in Gadsden County. The district-wide reading coach will meet regularly with the reading coaches from the low-performing schools and the reading teacher/coach from all of the other schools. The district-wide coach and the full-time coaches will provide on-going support for reading and take a leadership role in implementing the district-wide reading program and coordinating assessments regarding reading. They will be responsible for modeling and demonstrating lessons, best practices, and strategies to help improve student achievement in reading. These persons will be responsible for providing data-driven training and other reading professional development activities. The district-wide reading coach will also provide coaching services to schools that do not have a full-time site-based reading coach and will work directly with the reading teachers/coaches, to provide additional coaching services to teachers on the school site.

- 13 How will the district and schools recruit and retain highly qualified reading teachers and reading coaches?

The School District of Gadsden County recognizes the need to recruit and retain highly qualified teachers and reading coaches. The district has an electronic Application Tracking System (ATS). Each principal is able to view applications from any computer that accesses the Internet. This ATS system speeds up the eligible candidate pool and screening process. The district conducts and attends Job Fairs in an effort to recruit highly trained teachers. All principals are required to attend. The district has also joined state efforts to recruit out of state teachers, coaches, and recent education graduates. Several schools are able to offer a one time bonus to attract highly qualified teachers.

Retention: Gadsden County continues to be among the lowest paid counties for teacher salaries. Current retention initiatives includes assigning mentors to new teachers to assist with concerns and provide support. Teachers in grades 4 and up are also able to secure bonuses when they show 65% learning gains among their students and middle/high school teachers are able to secure bonuses when the completion of NGCAR-PD is documented.

14 How will the district determine allocation of reading coaches based on the needs of schools?

Gadsden determines the allocation of coaches based on, but not limited to, the following school needs: the school's number of years not making AYP, the school's grade from the state of Florida, deficiencies in personnel, resources, funding, student enrollment, etc. All coaching assignments/transfers are pre-approved by the Superintendent and School Board of Gadsden County.

15 How will the professional development provided to district supervisors be delivered at the school level?

Professional development is key to the success of any district. To facilitate professional development at the school sites, district personnel will meet with all literacy coaches to provide professional development to train them first on all professional development received. All coaches will receive the same training and materials to maintain consistency in delivery and content across the district. Coaches will work together to create a sequence of professional development modules to be delivered at the school level with support from district personnel and/or a peer coach. Coaches will be encouraged to train with other coaches to help build training capacity in the district.

Documentation of all professional development will be kept on file in each coach's coaching notebook and at the District Office.

### **Leadership: School Level**

1 How are Reading Leadership Teams used to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school?

Please consider focusing on the following items:

Support for Text Complexity

Support for Instructional Skills to Improve Reading Comprehension

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.
- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).



Gadsden principals serve as the catalyst (change agent) for implementing an effective Reading Leadership Team on each school site. The principal will identify members on the team by the end of the third week of school. The principal, assistant principal, media specialist, reading coach, and a minimum of one elementary teacher per grade level or one secondary teacher per grade level and/or content area will comprise the team. The principal and coach will play an integral role on the team. They are key in assuring that the team meets regularly and that items such as data and observation are on the agenda. A need to create capacity of reading knowledge within the school along with identifying literacy concerns across the school is a major focus of the Reading Leadership Team. Monthly meetings with emphasis on Text Complexity and Instructional Skills to improve Reading Comprehension will be documented on agendas. The team will create a calendar of activities for the school based on data. A needs assessment will be conducted at the beginning of the school year. This calendar will guide trainings but schools will have the flexibility to change based on data and classroom walk-throughs. A copy of each school's training calendar and meeting calendar will be sent to the District Office. Schools will also be encouraged to work together to support each other thus building capacity among coaches.

The reading coach will maintain documentation (agendas, calendars, sign-in sheets, data, etc.) for all meetings / trainings in the reading coach's coaching notebook. The K-12 Supervisor and District Reading Coach will make announced and unannounced visit to view documentation and attend trainings /team meetings.

- 2 How does the reading coach provide the following professional development at the school site?  
Professional development in literacy (including text complexity, implementation of the Common Core State Standards in literacy, and the Comprehension Instructional Sequence) for all teachers?  
Professional development for reading intervention teachers?  
Professional development for guidance counselors, including reading intervention placement?  
How is this occurring in schools where no reading coach is available?

Professional Development is crucial to the success of a school. To ensure professional development happens at the school site, coaches will conduct a needs survey (including text complexity, implementation of the Common Core Standards in literacy, and the Comprehension Instructional Sequence, etc.), during preplanning to determine the needs of the teachers, ranking the list from the greatest needs to the weakest needs. Using this data, the coach will outline a Professional Development Focus Plan for the year indicating a month for each need. The plan will include initial and follow-up professional development for text complexity, Common Core State Standards, Comprehension Instructional Sequences, reading intervention placement ( teachers and guidance counselors), etc. The plan will be submitted to the District Office by September 30, 2012. Coaches will keep on file for each training the following: a copy of the agenda, materials used, follow-up requirements and documentation of completion. A copy of the agenda and a list of participants will be forwarded to the District Reading Coach for documentation. Monthly cadre meetings will ensure that coaches provide the same training and use the same materials to maintain consistency in delivery of content across the district. Principals will provide the necessary resources and schedule time needed.

Coaches will meet before pre-planning to develop literacy module to support the professional development calendar for the year. Modules created will assure consistency in content, materials, and delivery. Coaches will be encouraged to facilitate trainings together. In schools with no reading coach, that school will partner with a school that has a coach. Teachers will be invited to participate in trainings at their partner school or the District Reading Coach will provide any training needed.

- 3 How are texts reviewed and selected for complexity? How are 'stretch texts' provided in all courses/grades, particularly in reading intervention? Students should have regular access to grade level appropriate text.

Text will be reviewed by teachers during grade group meeting/ PLCs and by the Reading Leadership Team. This will be an ongoing process throughout the school year. Members of the Reading Leadership Team and all teachers will have training on Text Complexity. They will be trained on how to use the Qualitative Dimensions of Text Complexity Chart. This activity will be ongoing so that everyone becomes proficient in determining text complexity and how to select text.

Professional Development on the use of 'stretch texts' will be ongoing throughout the year in grade group meeting and/or PLCs. Teachers will be encouraged to go beyond the core text and select text of varying complexity to use in the classroom so that students are sufficiently challenged but not frustrated in relating to text of varying complexity. Teachers will provide the scaffold needed for students to be successful as they read complex text. We want to ensure that teachers are not choosing to select easier text but that they are supporting students through challenging text. Teachers will be encouraged to keep a log of all text used beyond the core program.

Administrators and reading coaches will monitor lesson plans weekly and conduct classroom walk-throughs to ensure that there is an increase in the use of complex text.

- 4 How will the principal increase the amount of time that students read text closely for deep understanding across the school day and outside of school? One goal should be that students are reading one book every two weeks. Include how the principal will increase media center circulation.



The principal will increase the amount of time that students read text closely for deep understanding inside and outside of school by encouraging school-level personnel to use a variety of materials and strategies to build intrinsic motivation to promote reading. The extrinsically motivating materials are not to limit student access to text. Intrinsic motivation also evolves from topic interest, since some learners are motivated by historical experiences or special interest topics. Overall, students are motivated differently based on their learning styles, instructional needs, and effective implementation of differentiated instructional strategies.

Furthermore, principals will implement an incentive program, Accelerated Reader by Renaissance Learning, to encourage independent reading as a means to increase media center circulation. Teachers will use Renaissance Learning Products, Star Early Literacy, and Star Reading programs to determine students' functional reading level or zone of proximal development as to determine book goals for each student. This will give schools the ability to bridge all of the student performance data across schools, classrooms, grade levels, and subjects at one time. This way, teachers, principals, and other administrators will have the vital student performance data they need to dramatically accelerate learning in the area of reading.

The Reading Leadership Team will kick off the school year with an Accelerated Reader Celebration introducing the program theme for the year. During the celebration, students in grades 3 and up will be encouraged by the principal to read a minimum of one book every two weeks. Teachers will document this success in the classroom. All students will visit the media center every week through one of the content area classes. All students will maintain a reading log listing the title of book read and comments about the book. This log will be reviewed occasionally by school personnel (i.e., principals, assistant principals, reading coaches, media specialist, etc.)

5 How will school level leadership ensure that intensive reading instruction meets the following characteristics outlined in Section 1011.62(1)(f), Florida Statutes?

School level leadership ensures that intensive reading instruction meets the characteristics outlined in Section 1011.62(1) through the use of research based programs to enhance reading skills for all students participating in before school, after school, Saturday tutorials, summer reading enrichment programs and other methods for improving student achievement. Supplemental instruction will be provided to a student in any manner and at any time during or beyond the regular day. Students will be provided with the most effective and efficient interventions that support student progress from grade to grade. The ultimate goal is for students upon graduation to be college and career ready.

The intensive reading instruction delivered to students will include: research-based reading instruction that has been proven to accelerate progress of students with a reading deficiency, differentiated instruction based on student assessment data to meet specific reading needs, and explicit and systematic reading development in the six components of reading. Students will also receive extensive opportunities for guided practice, error analysis and feedback. Multiple opportunities to read social studies, science, and mathematics text reading, text discussion, and writing in response to reading will be integrated in all activities before school, after school, Saturday tutorials, and summer reading enrichment programs.

### **Professional Development**

1 Provide the district professional development schedule for ALL reading professional development,



not just the professional development funded through the FEFP reading allocation, for the 2012-2013 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL Reading Endorsement professional development offerings should be described in Chart A. Please address the Reading Endorsement professional development first in your charts. **To create and edit all professional development charts for Chart A, use the link provided within this section online. Please be sure to indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.**

Chart A

(This will open in a new browser)

- 2 Does your district offer Next Generation Content Area Reading Professional Development (NGCAR-PD) or CAR-PD in at least one school?

Gadsden has a team of NGCAR-PD trainers with at least two trainers at each school site. This team will be responsible for training all content-area teachers. During the summer of 2012, the team will start the next group of teachers to be trained. This training will continue into the school year. On-site trainers will provide ongoing professional development and support throughout the year for content-area teachers as they implement applicable strategies within their content courses.

- 3 Does your district offer Reading Endorsement for ESOL (REESOL)?

The Gadsden School District does not offer Reading Endorsement for ESOL.

- 4 Does your district conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement?

The Gadsden School District does not conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement.

- 5 Please list and describe the professional development teachers will receive to ensure text based content area instruction in English/Language Arts, History/Social Studies, Science, and Technical Subjects.

The following professional development will be presented to teachers to ensure text-based content area instruction in English/Language Arts, History/Social Studies, Science, and Technical Subjects: 1) Text Complexity, 2) NGCAR-PD, and 3) Common Core State Standards.

- 6 Do the Reading Endorsement courses your district provides align with the 2011 Reading Endorsement competencies and indicators? If not, please describe your timeline to offer courses aligned to the new endorsement. State Board Rule 6A-4.0163 reflects that implementation should occur beginning in August 2012.

The district's current Reading Endorsement courses do not align with the 2011 Reading Endorsement competencies and indicators. The district's plan is to align courses to the new endorsement beginning in August of 2012. As new Reading Endorsement courses are offered in the districts, Chart A will be updated.

**Elementary Student Achievement and Instruction**

**All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.**

- 1 Each district will be given one school user log-in password so that each school may enter their



own information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart C. School level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart C before submitting, use the link provided within this section online..

#### Chart C

(This will open in a new browser)

- 2.1 Describe all research-based instructional materials used to provide reading instruction during the school day. Include a description of how they will be integrated into the overall instructional design.

List your Comprehensive Core Reading Programs (CCRP.) Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. Describe how teachers will align instruction in K-2 to meet the Common Core State Standards for English Language Arts.

SRA Imagine It! Reading Program is the comprehensive core reading program that is being implemented throughout Gadsden County at all elementary schools. This research-based instructional curriculum correlates to all Next Generation Sunshine State Standards (NGSSS) and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, oral language, and comprehension. The CCRP, SRA Imagine It! Reading Program, is the tool used to provide initial and differentiated instruction and is used to expose and instruct students on grade level. Students also receive high-quality, explicit, and systematic instruction in the reading classroom by having at least a 90-minute block of uninterrupted time for reading instruction each day for all students. The instructional plan includes specific examples of Teacher-Led Activities and additional activities to support the six basic components of reading. An additional 30 to 50 minutes of intervention using the supplementary and/or comprehensive intervention program materials will be scheduled to support differentiated instruction for moderate to at-risk students.

SRA Imagine It! Reading Curriculum covers a broad range of comprehension and vocabulary skills. The core textbook will be a starting point for meeting the rigorous features of the Common Core State Standards (CCSS) for English Language Arts. To align instruction in K-2 to meet the requirements of the CCSS, literacy coaches and K-2 teachers will meet and use the state's Action Planning Document to focus on the standards and cite evidence/practice that teachers currently implement, and identify areas to strengthen. They will use the alignment matrix provided by SRA to see how the standards are embedded in text for explicit and systematic instruction and to ensure that instruction has the appropriate focus and intensity. Teachers will read aloud complex text often as documented in lesson plans. Literacy coaches and teachers will meet periodically to reflect upon the implementation process and discuss methods for improving CCSS implementation. Coaches will maintain documentation of all meetings.

- 2.2 Describe all research based materials used to provide reading intervention during the one hour extended day. Explain how intervention in extended day will align with reading instruction provided during the school day.



SRA Imagine It! is the core reading program that is taught during the 90 minute block. During the extended day, students in grades K-3 will use Early Interventions in Reading, Phonemic Awareness, Early Reading Tutor, leveled libraries of informational text, FCRR materials, and Kaleidoscope for intensive remediation. All programs align with the core program taught during the day. Instruction will be differentiated and taught in small groups based on several data points. The FAIR assessment, the program's placement test, and benchmark assessments will be used to inform instruction. Ongoing progress monitoring and retesting of identified targeted areas will determine if interventions are working.

Students in grades 4-5 will use Kaleidoscope, leveled libraries, core intervention materials, and FCRR activities. All programs align with the core program. Instruction will be differentiated and taught in small groups based on several data points. The FAIR Assessment, the Kaleidoscope placement test, and the baseline benchmark assessment will be used to inform instruction. Ongoing progress monitoring and benchmark assessments will be given to determine the success of interventions or changes/adjustments needed.

- 2.3 How will your district assure that the offerings in addition to your CCRP(s), Supplemental Intervention Reading Program(s), and Comprehensive Intervention Reading Program(s) introduce and increase the amount of complex text provided for your students? If additional exposure to complex text is needed, how will this be addressed?

Gadsden assures that the offerings in addition to the CCRP, Supplemental and Comprehensive Program introduce and increase in the amount of complex text provided for students through the use of Common Core State Standards units embedded within their CCRP and other programs. During the summer, literacy coaches will create a District Focus Calendar with CCSS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all teachers. During weekly grade group meetings/PLCs, teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Reading coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs and recommendations from meetings. Reading coaches and consultants will provide ongoing professional development during and after the school day.

If additional exposure to complex text is needed, the district and/or coaches will have the flexibility to make changes to the District Focus Calendar to indicate the addition of more exposure to complex text. The District Focus Calendar will be posted in all classrooms and kept on file. The District Reading Coach will attend grade group meeting/PLCs as often as possible.

The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and grade group meetings/PLCs.

- 3 Schools must diagnose specific reading difficulties of students who do not meet specific levels of reading performance as determined by the district school board to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

**Create an Assessment/Curriculum Decision Tree (Chart D1)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-2.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

\* District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

You will need to save this section using the button below at the bottom of this section before uploading the chart.

Chart D1 - Elementary Assessment Curriculum Decision Tree  
(This will open in a new browser)

4 Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on FCAT Reading to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

**Create an Assessment/Curriculum Decision Tree (Chart D2)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 3-5(6).

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

*\*District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D2 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

You will need to save this section using the button below at the bottom of this section before uploading the chart.

Chart D2 - Elementary Assessment Curriculum Decision Tree  
(This will open in a new browser)

5 How will the district assure that all elementary schools have an uninterrupted 90 minute reading block for core reading instruction, and, as needed, additional time for immediate intensive intervention (iii)? Describe how language arts instruction builds from reading



instruction to align with the Common Core State Standards for Writing.

The district assures that all elementary schools have an uninterrupted reading block for core reading instruction and additional time for immediate intensive intervention (iii) by requiring that all elementary schools, including the participating charter school, use a minimum ninety minute uninterrupted reading block. Each school's master schedule and assigned reading teachers' instructional schedules reflect classroom instruction in reading as a protected, uninterrupted 90 minute block of time and additional time for tiered instruction beyond the 90 minute block. The District Reading Contact and the District MIS Director will work together to ensure students receiving core reading and intervention are coded properly in the District's MIS system. All reading and intervention instruction includes specific differentiated instructional strategies to address any identified deficiencies in the six reading components: phonemic awareness, phonics, fluency, vocabulary, oral reading and/or comprehension to ensure student success in reading.

Language Arts is taught through the core reading program, SRA Imagine It!. This integrated and interdisciplinary approach allows for students to write in response to reading.

- 6 How will all students receive motivating, high-quality, explicit, and systematic reading instruction according to their needs during the 90 minute uninterrupted reading block? (Refer to the following website: <http://www.justreadflorida.com/educators.asp>). If districts are choosing to implement the flexibility options regarding the 90 minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)



Students receive high-quality, explicit, and systematic instruction in the reading classroom from implementation of the core reading program, SRA Imagine It!. This program provides opportunities for appropriate practice to ensure student success. The core program acts as an important scaffold and guides teacher behaviors so they will be consistent with the principles of effective instruction. Students also receive motivating, high-quality, explicit, and systematic instruction in the reading classroom by having a minimum 90-minute block of uninterrupted time for reading instruction each day for all students. An additional 30-45 minutes is added in all schedules for explicit instruction in the Language Arts section of Imagine It!. This time is outside of the minimum 90-minute block that is needed to teach the core lesson daily. Teachers are given flexibility in their schedule to ensure that ample time is there to teach to fidelity.

The instructional plan includes specific examples of Teacher-led Activities and additional activities to support the six basic components of reading. An additional 30-50 minutes of intervention using the supplementary and/or intervention program materials will be scheduled to support differentiated instruction for moderate to at-risk students. Proficient students may be provided enrichment opportunities using authentic assessments and/or project-based learning activities.

All students, with the exception of those participating in the Flexibility Core Reading Option (FCRO) at Gadsden Elementary Magnet School will receive a protected 90-minute minimum reading block. The Gadsden Elementary Magnet School students will receive no less than a 45-minute protected reading block with instruction designed to reflect a high interest, interactive reading curriculum that is balanced and addresses student needs to solidify successful reading skills. During the forty-five minutes of initial reading instruction, eligible students may receive instruction using the next grade level core reading text, which is currently SRA Imagine It! or may opt to use a variety of reading materials that are rich in content (i.e. newspaper, fiction, non-fiction authentic literature, genre, etc.) Results of on-site visits and the progress monitoring tools (i.e., FAIR, core program assessments, benchmark assessments, state assessment, etc.) will be used to evaluate the effectiveness of implementing the flexibility model. If a school fails to demonstrate growth and/or maintain proficiency during the school year, the K-12 director may require the school principal to revert to the district-wide protected ninety-minute reading block model as an intervention to ensure instructional effectiveness.

- 7 How will students targeted for immediate intensive intervention receive services? In K-2, students in need of an intensive reading intervention should be part of the instructional core program for activities such as a read aloud, think aloud, comprehension strategy instruction, and oral language/vocabulary instruction. In small group teacher directed instruction immediate intensive intervention (iii) should be provided on a daily basis to children as determined by progress monitoring and other forms of assessment. As an extension of the ninety (90) minute reading block, instruction in a smaller group size should focus on generalizing the newly acquired reading skills to progressively more complex text.



We recognize that some students will need more time and more instruction in order to reach specific goals and expectations. Students targeted for immediate intensive intervention will receive differentiated instruction in the regular classroom through the use of scientific research-based intervention programs. Results of the progress monitoring (i.e., Florida Assessment for Instruction in Reading (FAIR), core program assessments, state/district assessments) will be used to determine which students are intensive (iii) and need daily additional intensive support. For students in need of immediate intensive intervention (iii), the schools ensure the instructional services and support to address the identified area(s) of reading deficiency of the student during the 90-minute reading block and a daily additional 30-45 minute intervention block.

The additional time outside the block will be a minimum of 30 minutes daily with the use of a state-approved intensive intervention reading program. These intervention programs will include but are not limited to: Phonemic Awareness, Early Reading Tutor, Early Interventions in Reading, and Core Intervention Supplement. Teachers will provide intensive instruction in smaller group size enabling students to generalize newly acquired reading skills to progressively more complex text.

- 8 How will teachers provide student access to leveled classroom libraries of both fiction and nonfiction text focused on content area concepts implemented during the 90 minute reading block as a **meaningful** extension of **the** skills taught through the core reading program? Include the following: how these classroom libraries are utilized; how the books will be leveled; and the process for matching students to the appropriate level of text.

Gadsden's teachers will provide student daily access to leveled classroom libraries that include both fiction and nonfiction text representing a range of levels, interest, genres, and cultures. The library will include authentic texts and decodables for meaningful extension and practice of skills taught in the core reading program during the 90-minute reading block. By using the leveled libraries, pre-decodable, and decodable books, teachers will provide students with an opportunity to apply skills taught through independent practice. Classroom libraries will be readily available for students to utilize during scheduled and unscheduled reading activities, literacy centers, small group instruction, and differentiated instruction, including paired reading. As a result, students will increase their opportunities to become fluent readers as they read the anthologies and/or leveled readers, thus developing a love for reading.

Classroom library books are leveled by publishers from the adopted core program and by the publisher of the Accelerated Reader program. Additionally, books are leveled in a collaborative process by members of the Reading Leadership Team and teachers. The process involves team members analyzing the following when leveling non CCRP reading material: letter size, spacing, page format, language patterns and structure, predictability, genre, text content, vocabulary, and illustrations.

Teachers match students with appropriate materials. As a result, each grade level utilizes trade books, also known as leveled readers, and teachers specifically select materials to meet different reading levels/needs of each student based on informal and formal assessments. Teachers administer CCRP and other district-approved assessments (i.e., STAR, FAIR) to consistently and continuously monitor student performance.

- 9 How will all content area teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include detail



regarding how teachers will address the NGSSS in all content classrooms.

All content area teachers will incorporate reading and literacy instruction into subject areas by utilizing appropriate text to provide students opportunities to practice oral, silent, and sustained reading skills. Content area teachers will integrate reading and literacy materials in their weekly instructional plans in an effort to reintroduce or to familiarize students with reading selections that they can authentically demonstrate successful comprehension of the text. Teachers continue to engage students in guided instructional activities that address comprehension strategies before, during, and after reading through explicit modeling (think alouds), practice in appropriate instructional texts, and immediate oral and/or written feedback. By using effective strategies from the reading coach and classroom teacher, content area teachers will strive to increase literacy across the curriculum for all students.

The District Instructional Focus Calendar, created by literacy coaches will be used by content area teachers to align the instructional focus for reading. Teachers may be asked to provide TIER 2 and TIER 3 instruction to support students not mastering identified benchmarks on the District Instructional Focus Calendar. Teachers may also use leveled reading materials and classroom libraries to implement strategies that focus on mastering content-area concepts so that struggling students see and hear the kinds of questions successful readers ask themselves. Teachers provide guidance in identifying and recognizing text features that are particular to the kinds of books and resources utilized in the content area classroom. To ensure the effectiveness of the strategies, the teacher and coach will work collaboratively to determine students' instructional reading levels, and to ensure that text assigned is appropriate for the student. If materials are appropriate, content area teachers will extend meaning by facilitating students' successful reading of new or unfamiliar text.

- 10 How will writing to a source to strengthen reading comprehension be incorporated into the 90 minute reading block to deepen text comprehension?

Each school incorporates writing across the curriculum to deepen text comprehension before, during, and after CCRP story selection in the following ways: (1) Question/Concept Board activities before reading—with predictions (2) During reading, writing is incorporated via Writer's Notebook (i.e., recording vocabulary, responding to literature) (3) After reading, teachers incorporate writing through chapter reflections, examinations, and/or extended responses. \*Instruction in the writing process will not be during the 90-minute reading block.

Teachers will also be encouraged to use the Comprehension Instructional Sequence model with nonfiction text. Predictive writing will be done by students before reading the text to reveal the level of prior knowledge students have regarding the topic; written response to reading using text information to justify claims/positions, and the final written response to the reading of the text. This will enable students to see their growth over time.

- 11 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

(The district and school site designees for the Third Grade Summer Reading Camp must create a reading camp schedule that facilitates intensive reading intervention for all third grade students scoring a Level 1 on FCAT. The plans for the Third Grade Summer Reading Camps are due **March 30, 2012** for the Just Read, Florida! Office to review and provide feedback by **April 9, 2012**. For more guidance on Third Grade Summer Reading Camps and to submit the



district's Summer Reading Camp Plan, visit <http://www.justreadflorida.com/camps/>.) Florida Statute 1011.62 has been revised to recommend Summer Reading Camps for K-2 and 4-5 students. Please also address any plans to offer Summer Reading Camps to this extended group of students.

The before, after, and summer school reading activities, excluding the required Third Grade Summer Reading Camp, utilized in Gadsden includes enhanced mentoring and tutoring activities. More specifically, schools use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enriching programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students allowed to participate are prioritized based on FCAT data with students scoring Level 1 and primary level students not making adequate progress based on FAIR given first choice to attend.

To ensure that activities are linked to instruction delivered during the day, the principal, assistant principal, and reading coach will analyze data along with teachers and determine from data director and other resources areas of deficiency for students in these programs. Teachers will work with students using this data as well as provide instruction on the benchmarks from the District Instructional Focus Calendar. The principal and/or assistant principal will conduct fidelity checks.

Gadsden County will continue to utilize the services of its Faith-based Organizations and state-approved SES providers to provide site-based and community-based mentoring and tutoring support to students throughout the district. These faith-based organizations and providers are actively involved before, during, and/or after school with a variety of activities to assist students with becoming proficient readers. They have also planned structured mentoring and/or tutoring activities during the summer under the guidance of the District's Community and Parent Involvement Coordinator.

The District's Exceptional Student Education Department always has an extended school year that allows students with documented Individual Education Plans to attend. The Migrant Education Office provides summer school for our English Speakers of Other Languages, homeless and migrant students. The summer program provides intensive language instruction that targets vocabulary. The main focus during the district summer programs is improving students' reading skills.

All level 1 and low level 2 third graders regardless of lunch status will be invited to participate in the summer reading academy offered by the district. Second grade students who are not reading on grade level at the end of second grade will be provided additional intensive interventions in a summer program. This program will be offered at the same site as the Third Grade Summer Reading Academy and other summer school sites.

12 Please list the qualifications for reading intervention teachers in elementary schools, summer reading camps, and one hour extended day programs.



The following are qualifications for becoming a reading intervention teacher (school, summer camp, extended day) in Gadsden County:

(1) Bachelor's Degree from an accredited educational institution,

(2) K-5 Certification

(3) Data to support success with at-risk students (65% learning gains in grades 4 and above).

13.1 Which assessments are administered to determine reading instructional needs for the following students:

Non-English speaking ELL students?

Non-English speaking ELL students are administered the Comprehensive English Language Learning Assessment to determine reading instructional needs and help measure reading growth.

13.2 Students with severe speech/auditory impairments?

Students with the severe speech/auditory impairments are administered the same assessments as "regular education students."

13.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with regular education students along with the assistance of ocular instruments.

13.4 Alternate assessment used for promotion of third grade students scoring Level 1 on FCAT Reading?

Students scoring Level 1 on FCAT Reading are administered the Scholastic Aptitude Test (SAT-10) as the alternate assessment for promotion to fourth grade.

### **Middle School Student Achievement and Instruction**

**All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.**

1 Each district will be given one school user log-in password so that each school may enter their own information into Chart F by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart F. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart F before submitting, please use the link provided within this section online.**

Chart F

(This will open in a new browser)

2.1 The goal of a middle grades reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading **for students who are reading on or above grade level and enrolled in reading courses** which may be transferred to content courses across the curriculum. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).

Is a middle grades reading course required for students scoring Level 3 and above on FCAT Reading? If so, for which students is this required?



Middle grade students in Gadsden County are not required to take a reading course but The Daybook of Critical Reading and Writing will be used as a core program in all district middle schools with the exception of the charter school. This developmental program will be used with Level 3 students and above. This comprehensive program will offer students high-quality literature selections supported by skills instruction and practices that address the Next Generation Sunshine State Standards.

In addition to the Daybook of Critical Reading and Writing, students will read shorter, challenging complex texts that elicit close reading and the opportunity to reread at each grade level. This will support students at a wide range of reading levels as they participate in the close analysis of more demanding text. High priority will be placed on close, sustained reading of complex text which emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading will most likely require compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and prove the meanings of individual words, the order in which sentences unfold and the development of ideas over the course of the text.

All Language Arts and Reading teachers will be provided on-going training in the use of an integrated and interdisciplinary middle school literacy program.

- 2.2 How will your district assure that the offerings in your SIRP(s), and CIRP(s) introduce and increase the amount of complex text provided for your students in order to learn how to extract and use information from increasingly complex text? If additional exposure to complex text is needed, how will this be addressed?

The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Reading Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and their CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day.

If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar indicating the addition of more complex text for instruction and read aloud. The District Focus Calendar will be kept on file. The District Reading Coach will attend PLCs as often as possible.

The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.

- 3 Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2



must be placed in an intensive reading course or a content area reading intervention course. A middle grades student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills and to apply them as they relate to increasingly complex text.

This intervention course should include on a daily basis:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.

Districts may serve students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.

As a reminder, each struggling reader must be provided instruction that best fits his or her

needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity. It is recommended that districts implement a placement process that includes:

- Consideration of historical data including prior FCAT scores: – Has the student ever scored at Level 3 or above during previous school years?
- Asking students to read: – Does the teacher asks the student to read a grade level passage silently and then read it aloud? – Does the student mispronounce only those words that are unfamiliar and not significant to comprehension of the text?
- Asking questions: – Does the teacher asks the student to answer several comprehension questions? – Does the student answer all or most correctly? If a student has at some time in their school career scored at Level 3 or above, can accurately read a grade level passage, and answers most comprehension questions correctly, the teacher should provide instruction that is sufficiently challenging to this student. If a student has always scored at Level 1 or Level 2, cannot accurately read a grade level passage aloud and/or cannot answer comprehension questions correctly, the teacher should deliver explicit instruction and systematic student practice opportunities in order to accelerate decoding, fluency, vocabulary, and comprehension development.

Data Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation should be considered. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is suggested in using fluency data for placement in reading intervention in the upper grades.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

[http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

**Complete an Assessment/Curriculum Decision Tree (Chart G)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.



\* District contacts will create and upload Chart G using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the Appendix. Last year's chart is available at your district's public view page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

You will need to save this section using the button below at the bottom of this section before uploading the chart.

Chart G - Middle School Assessment Curriculum Decision Tree

(This will open in a new browser)

- 4 How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle school level?

The district will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes as documented in the District's MIS system.

All level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice, and increasingly complex literary and informational texts at a ratio matching FCAT 2.0 Item Specifications. All classes are taught by teachers reading endorsed, reading certified, or working towards that status.

- 5 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, **monitored by the teacher**, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) the process for leveling books; and d) the process for matching students with the appropriate level of text.

In classrooms where READ 180 and Hampton Brown Edge are being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts and represent a range of levels, interests, genres, and cultures. In classrooms that are not using READ 180 or Hampton Brown Edge, teachers will work with the reading coach, media specialist, and administrator to establish classroom libraries. In order to address the range of levels, interests, genres, and cultures, classroom libraries of 80-90 fictional and non-fictional titles are being placed in all Intensive Reading classes and Language Arts classes. Junior Great Books will be implemented in Reading, Language Arts and/or content area classrooms at one middle school. As funding permits, additional titles will be purchased and placed in other content-area classrooms.

a) Observational notes, conference notes, or student portfolios/reading journals will be used by the teacher to monitor and assess student progress in developing comprehension and fluency as well as an appreciation for authentic literature. Additionally, targeted professional development for all teachers in literacy development, particular emphasis on intergrating authentic literature into instruction, will help to effectively promote independent reading practice.

b) Teachers will be encouraged to maintain classroom libraries containing fiction and nonfiction materials at a range of levels appropriate for the students. The libraries will enhance and enrich reading instruction by offering students a variety of open-ended tasks to support reading instruction and may include print resources such as relevant leveled readers, journals, newspapers, magazines, and novels to promote mastery of comprehension and fluency. The libraries will also support students' opportunities for reading independently or participating in a guided reading group.

c) All text and authentic literature will be leveled using the lexile scale and/or Accelerated Reader zones.

d) Lexile levels and Accelerated Reader levels will be used to determine the level of text that will be used by students. Once the level of required instruction is determined, teachers will utilize the appropriate level of text for read-alouds, independent reading, small group and whole group instruction in an effort to expose students to various forms of literature and to engage them in authentic purposeful reading.

6 How will all content area and elective teachers teach students to think as they read in subject area classrooms and extend and build discussions of text in order to deepen understanding? Describe how teachers are implementing text based content area instruction in:

- English/Language Arts
- History/Social Studies
- Science
- Technical Subjects



Reading is an essential component that extends across the curriculum. All content area and elective teachers will align reading and literacy instruction into subject areas to extend and build discussions of text beyond minimal understanding. By using effective strategies from the reading coach, Reading and Language Arts teachers, content area and elective teachers will strive to increase literacy across the curriculum for all students.

The ability for students to read high quality text closely and gain knowledge from the texts is a top priority because:

A) A significant percentage of questions/tasks will be text dependent. Aligned curriculum materials will include rigorous text dependent questions that require students to demonstrate that they are able to follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text dependent questions can only be answered by careful scrutiny of the text, and specifically by referring to evidence from the text itself to support the response.

B) Questions and tasks will require the use of textual evidence, including supporting logical inferences from the text. Students will become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Aligned curriculum materials will include explicit models of high quality evidence-based answers to questions—samples of proficient student responses—about specific texts from each grade. Questions will require students to demonstrate that they follow the details of what is explicitly stated and are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking and listening; an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.

C) Questions and tasks will require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students will need to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, instruction will require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text. Often curricula surrounding texts leaps too quickly into broad and wide open questions of interpretation before cultivating command of the details and specific ideas in the text.

D) Rather than emphasizing more general strategies and questions, text specific questions and tasks will reinforce focus on the text and cultivate independence. Reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text.

Lastly, all content-area teachers will be encouraged to set up a literacy-rich classroom, through use of classroom libraries, periodicals, a variety of appropriate texts, and word walls. All vocabulary used on the word walls will mirror the instruction for that subject area. Content area and elective teachers will incorporate reading and literacy instruction to assist students with achieving academic progress across the curriculum through reading and



literacy.

7 How will writing be incorporated across the curriculum to deepen text to comprehension?

Literacy emerges when reading and writing are fully integrated and the knowledge of one process reinforces knowledge and practice of the other. Research has consistently found that writing taught along with reading increases ability in both areas. Reading coaches will work closely with teachers to implement applicable reading and writing strategies across the curriculum. Teachers will provide multiple opportunities (i.e., on-demand prompts, reflection logs, research papers, predictive/final writing, responding to literature, etc.) in the classroom for middle school students to develop appropriate reading and writing strategies and to appreciate the interrelated qualities of both.

All activities will be documented in lesson plans. School administrators and reading coaches will review lesson plans and conduct classroom walk-throughs to ensure the alignment of reading and writing across the curriculum in all classrooms to deepen comprehension. Ongoing professional development that will address all areas of writing and how it applies to all curricular areas will be provided by the reading coach or consultant.

8 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. More specifically, school will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority.

Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.

9.1 Which assessments are administered to determine reading intervention placement for students with the following needs:

Non-English speaking ELL students?



The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following questions: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

9.2 Students with severe speech/auditory impairments?

Students with severe speech/auditory impairments are administered the same assessments as "regular education students."

9.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with "regular education students" along with the assistance of ocular instruments.

9.4 Students in grades 6 and above with no FCAT scores?

The teacher and/or reading coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on those scores. Teachers will use the program assessment test from the core reading program and Read 180.

### High School Achievement and Instruction

**All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.**

- 1 Each district will be given one school user log-in password so that each school may enter their own information into Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart I. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart I before submitting, please use the link provided within this section online.**

Chart I

(This will open in a new browser)

- 2 How will your district assure that the offerings in your SIRP(s), and CIRP(s) introduce and increase the amount of complex text provided for your students? If additional exposure to complex text is needed, how will this be addressed?

The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs, and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day.

If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar to indicate the addition of more complex text. The District Focus Calendar will be kept on file.

The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.

- 3 Section 1003.428, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. A high school student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. Districts may use flexibility to provide intervention to students in grades 11 and 12 who have met the graduation requirement (1926 on FCAT or concordant score).

High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.

This reading intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction



- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Districts may serve students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment. As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is suggested in using fluency data for placement in reading intervention in the upper grades.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

[http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)

End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

**Complete an Assessment/Curriculum Decision Tree (Chart J)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.



The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

\*A sample for the Assessment/Curriculum Decision Tree can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). District contacts will create and upload Chart J using the link found in this section online.

Note: Use the Browse button to choose the file that you would like to upload. Press the Upload button after you have selected the file.

You will need to save this section using the button below at the bottom of this section before uploading the chart.

Chart J - High School Assessment Curriculum Decision Tree  
(This will open in a new browser)

- 4 Describe the reading intervention that your high schools will be providing for 11th and 12th grade students, including both those students who still need to meet the FCAT Reading graduation requirement and those 12th grade students who have met the graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores. Keep in mind that districts have great flexibility in how these juniors and seniors who have met the graduation requirement with a Level 2 score on FCAT Reading are served. These students may be served through reading courses, content area courses without a specific professional development requirement, or reading instruction before or after school.

All 11th and 12th grade students with a Level 1 or Level 2 score on FCAT Reading with issues in decoding or text reading efficiency according to Chart J will be scheduled into an Intensive Reading course using Hampton Brown Edge and other supplemental materials to meet their needs in the area(s) of fluency, vocabulary, and/or comprehension. This program provides a research based framework for whole group instruction and differentiated small group instruction that align with the Florida Sunshine State Standards. Based on Chart J, students will need to meet certain criteria for placement. The goal is to move students as progress is made. This is a key factor in motivating students to work hard, close the gap, and eventually eliminate the need for an intensive class. Each student will have a data folder so that they can progress monitor their data, too.

Students who scored Level 1 on FCAT Reading but have no issues in decoding or text reading efficiency according to Chart J will be scheduled into an ACT Intensive Reading Course in addition to Reading for College Success (one semester course). Students who have met the FCAT Reading graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores will receive remediation for college readiness in reading. They will be placed in a Reading for College Success (one semester course) or in English 4 College Prep (full year course satisfying the English 4 requirement). Either course will satisfy the FCAT reading intervention requirement.



- 5 How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the high school level?

The district will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the high school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes as documented in the District's MIS system.

All Level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice and increasingly complex literary and informational texts at a ratio matching FCAT 2.0 Item Specifications.

All intensive classes are taught by teachers reading endorsed, reading certified, or working towards that status.

- 6 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) the process for leveling books; and d) the process for matching students with the appropriate level of text.

In classrooms where Hampton Brown Edge is being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts and represent a range of levels, interests, genres, and cultures. In classrooms that are not using Hampton Brown Edge, teachers will work with the reading coach, media specialist, and administrator to establish classroom libraries. In order to address the range of levels, interests, genres, and cultures, additional classroom libraries fictional and non-fictional titles are being placed in all Intensive Reading classes, Language Arts classes, and content area classes. Junior Great Books will be implemented in Reading, Language Arts and/or content area classrooms at one high school. As funding permits, additional titles will be purchased and placed in other content-area classrooms.

a) Observational notes, conference notes, or student portfolios/reading journals will be used by the teacher to monitor and assess student progress in developing comprehension and fluency as well as an appreciation for authentic literature. Additionally, targeted professional development for all teachers in literacy development, particular emphasis on integrating authentic literature into instruction, will help to effectively promote independent reading practice.

b) Teachers will be encouraged to maintain classroom libraries containing fiction and nonfiction materials at a range of levels appropriate for the students. The libraries will enhance and enrich reading instruction by offering students a variety of open-ended tasks to support reading instruction and may include print resources such as relevant leveled readers, journals, newspapers, magazines, and novels to promote mastery of comprehension and fluency. The libraries will also support students' opportunities for reading independently or participating in a guided reading group.

c) All text and authentic literature will be leveled using the lexile scale and/or Accelerated Reader zones.

d) Lexile levels and Accelerated Reader levels will be used to determine the level of text that will be used by the students. Once the level of required instruction is determined, teachers will utilize the appropriate level of text for read-alouds, independent reading, small group and whole group instruction in an effort to expose students to various forms of literature and to engage them in authentic purposeful reading.

7 How will all content area and elective teachers (a) teach students to think as they read in subject area classrooms and (b) extend and build discussions of text in order to deepen understanding? Describe how teachers are implementing text based content area instruction in:

- English/Language Arts
- History/Social Studies
- Science
- Technical Subjects



Reading is an essential component that extends across the curriculum. All content area and elective teachers will incorporate reading and literacy instruction into subject areas to extend and build discussions of text beyond minimal understanding. Reading, Language Arts, content area and elective teachers will strive to increase literacy across the curriculum for all students by using effective strategies provided by the reading coach. During the summer, some content area teachers will acquire NGCAR-PD and will deliver content area reading to Level 2 students in their classrooms. They will begin to use high quality text dependent questions and task strategies learned through the training.

The ability for students to read high quality text closely and gain knowledge from text is a top priority because:

A. A significant percentage of questions/tasks will be text dependent. Aligned curriculum materials will include rigorous text dependent questions that require students to demonstrate that they are able to follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text dependent questions will only be answered by careful scrutiny of the text, and specifically by referring to evidence from the text itself to support the response.

B. Questions and tasks will require the use of textual evidence, including supporting logical inferences from the text. Students will be required to become more adept at drawing evidence from the text and explain that evidence orally and in writing. Aligned curriculum materials will include explicit models of high quality evidence-based answers to questions—samples of proficient student responses—about specific texts from each grade. Questions will require students to demonstrate that they follow the details of what is explicitly stated and are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking and listening; an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.

C. Questions and tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students will need to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, instruction should require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text.

D. Rather than emphasizing more general strategies and questions, text specific questions and tasks that reinforce focus on the text and cultivate independence will be used. Recommended reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text.

Lastly, all content-area teachers will be encouraged to set up a literacy-rich classroom, through the use of classroom libraries, periodicals, a variety of appropriate texts, and word walls. All vocabulary used on the word walls will mirror the instruction for that subject area. Content area and elective teachers will incorporate reading and literacy instruction to assist



students with achieving academic progress across the curriculum through reading and literacy.

8 How will writing be incorporated across the curriculum to deepen text comprehension?

Literacy emerges when reading and writing are fully integrated and the knowledge of one process reinforces knowledge and practice of the other. Research has consistently found that writing taught along with reading increases ability in both areas. Reading coaches will work closely with teachers to implement applicable reading and writing strategies across the curriculum. Teachers will provide multiple opportunities (i.e., on-demand prompts, reflection logs, research papers, predictive/final writing, responding to literature, etc.) in the classroom for middle school students to develop appropriate reading and writing strategies and to appreciate the interrelated qualities of both.

All activities will be documented in lesson plans. School administrators and reading coaches will review lesson plans and conduct classroom walk-throughs to ensure the alignment of reading and writing across the curriculum in all classrooms to deepen comprehension. Ongoing professional development that will address all areas of writing and how it applies to all curricular areas will be provided by the reading coach or consultant.

9 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. More specifically, school will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority.

Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.

10.1 Which assessments are administered to determine reading intervention placement for students with the following needs:  
Non-English speaking ELL students?



The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following questions: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

10.2 Students with severe speech/auditory impairments?

Students with severe speech/auditory impairments are administered the same assessments as "regular education students."

10.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with "regular education students" along with the assistance of ocular instruments. If a student with severe vision impairments cannot be administered the FAIR assessment, the K-12 Department will conference with the Exceptional Education Department for recommendation of a standardized test that could be purchased (e.g., Stanford 10).

10.4 Students in grades 9 and above with no FCAT scores?

The teacher and/or reading coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on these scores. Teachers will use the program assessment test from Hampton Brown Edge and progress monitor for fluent students.

# **Professional Development**

## Reading Endorsement Competency 1 - Foundations of Language Cognition

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

### Chart A: Grade Level

☒ Elementary School

☒ Middle School

☒ High School

### Name of Professional Development:

Reading Endorsement Competency 1 - Foundations of Language Cognition

### Information about the delivery model:

#### Who will provide the professional development?

NEFEC (FOLAC)

#### Who is the targeted audience for the professional development?

All 6-8 teachers who teach Intensive Reading to level one students, instructional leaders, and elementary teachers (by request)

#### How will the professional development be delivered?

Online

#### What is the length of the professional development?

60 hours

### Professional Development in Assessment and the Five Components of Reading

☒ Phonemic Awareness

☒ Phonics/Words Analysis

☒ Fluency

☒ Vocabulary

☒ Comprehension

☒ Assessment

☐ Other

☐ Other

☐ Other

### Evidence of Scientific Basis

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☒ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

### Follow-up provided by:

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Reading Endorsement Competency 1 - Foundations in Language Cognition (Beacon)

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Reading Endorsement Competency 1 - Foundations in Language Cognition (Beacon)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Beacon Learning
<b>Who is the targeted audience for the professional development?</b>
All 6-8 teachers who teach Intensive Reading to level one students, instructional leaders, and elementary teachers (by request)
<b>How will the professional development be delivered?</b>
Online
<b>What is the length of the professional development?</b>
60 hours
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension



☒ Assessment

☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☒ Name of Researcher or Name of Scientific Study

Beacon Learning

☒ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☐ Publisher

☐ Contracted Follow-up

☐ FLaRE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

## Reading Endorsement Competency 2 - Foundations in Research-Based Practices

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

### Chart A: Grade Level

☒ Elementary School

☒ Middle School

☒ High School

### Name of Professional Development:

Reading Endorsement Competency 2 - Foundations in Research-Based Practices

### Information about the delivery model:

#### Who will provide the professional development?

FOR-PD - University of Central Florida

#### Who is the targeted audience for the professional development?

Secondary teachers of level one students and elementary teachers (by request)

#### How will the professional development be delivered?

Online

#### What is the length of the professional development?

60 hours

### Professional Development in Assessment and the Five Components of Reading

☒ Phonemic Awareness

☒ Phonics/Words Analysis

☒ Fluency

☒ Vocabulary

☒ Comprehension

☒ Assessment

☐ Other

☐ Other

☐ Other

### Evidence of Scientific Basis

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☒ Name of Researcher or Name of Scientific Study

University of Central Florida

☐ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

### Follow-up provided by:

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

#### Reading Endorsement Competency 2 - Foundations in Research-Based Practices (Beacon)

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Reading Endorsement Competency 2 - Foundations in Research-Based Practices (Beacon)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Beacon Learning
<b>Who is the targeted audience for the professional development?</b>
Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)
<b>How will the professional development be delivered?</b>
Online
<b>What is the length of the professional development?</b>
60 hours
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other



☐ Other

☐ Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☒ Name of Researcher or Name of Scientific Study

Beacon Learning

☒ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☐ Publisher

☐ Contracted Follow-up

☐ FLARE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Reading Endorsement Competency 3 - Foundations of Assessment (Beacon)**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart



**Chart A: Grade Level**

- ☒Elementary School  
☒Middle School  
☒High School

**Name of Professional Development:**

Reading Endorsement Competency 3 - Foundations of Assessment (Beacon)

**Information about the delivery model:****Who will provide the professional development?**

Beacon Learning

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Online

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

- ☒Phonemic Awareness  
☒Phonics/Words Analysis  
☒Fluency  
☒Vocabulary  
☒Comprehension  
☒Assessment  
☐Other

☐Other

☐Other

**Evidence of Scientific Basis**

- ☒Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)  
☐DOE Developed  
☒Favorable Review by FCRR  
☒Name of Researcher or Name of Scientific Study

Beacon Learning

- ☐Report of the National Reading Panel  
☐Preventing Reading Difficulties in Young Children  
☐University of Oregon (DIBELS)  
☐USDOE Developed ~ Put Reading First  
☐Other

☐Other

☐Other

**Follow-up provided by:**

- ☒Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐Mentor Teacher

☒Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Reading Endorsement Competency 3 - Foundations of Assessment (NEFEC)

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Reading Endorsement Competency 3 - Foundations of Assessment (NEFEC)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
NEFEC (ADAPT)
<b>Who is the targeted audience for the professional development?</b>
Secondary teachers of level one students and elementary teachers (by request)
<b>How will the professional development be delivered?</b>
Online
<b>What is the length of the professional development?</b>
60 hours
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☒ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☐ Publisher

☐ Contracted Follow-up

☐ FLARE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Reading Endorsement Competencies 4 and 5 - Foundations of Differentiation (Beacon)**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

**Chart A: Grade Level**

☒ Elementary School



- ☒ Middle School  
☒ High School

**Name of Professional Development:**

Reading Endorsement Competencies 4 and 5 - Foundations of Differentiation (Beacon)

**Information about the delivery model:**

**Who will provide the professional development?**

Beacon Learning

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Online

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

- ☒ Phonemic Awareness  
☒ Phonics/Words Analysis  
☒ Fluency  
☒ Vocabulary  
☒ Comprehension  
☒ Assessment  
☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

- ☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)  
☐ DOE Developed  
☐ Favorable Review by FCRR  
☒ Name of Researcher or Name of Scientific Study

Beacon Learning

- ☐ Report of the National Reading Panel  
☐ Preventing Reading Difficulties in Young Children  
☐ University of Oregon (DIBELS)  
☐ USDOE Developed ~ Put Reading First  
☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

- ☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

- ☐ Mentor Teacher

- ☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

- ☒ Assistant Principal



Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Reading Endorsement Competency 6 - Practicum (Practical Experience) - PAEC**

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Reading Endorsement Competency 6 - Practicum (Practical Experience) - PAEC
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Train the Trainer Model
<b>Who is the targeted audience for the professional development?</b>
Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)
<b>How will the professional development be delivered?</b>
Face-to-Face
<b>What is the length of the professional development?</b>
60 hours
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☒ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☐ Publisher

☐ Contracted Follow-up

☐ FLaRE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Reading Endorsement Competency 6 - Practicum (Practical Experience) - Beacon**

☐ Chart is Identical to Previous Approved Version ☒ New or Revised Chart

**Chart A: Grade Level**

☒ Elementary School

☒ Middle School

☒ High School

**Name of Professional Development:**

Reading Endorsement Competency 6 - Practicum (Practical Experience) - Beacon

**Information about the delivery model:****Who will provide the professional development?**

Beacon Learning

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Online

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

☒ Phonemic Awareness

☒ Phonics/Words Analysis

☒ Fluency

☒ Vocabulary

☒ Comprehension

☒ Assessment

☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☐ Favorable Review by FCRR

☒ Name of Researcher or Name of Scientific Study

Beacon Learning

☐ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff



District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☐ Publisher

☐ Contracted Follow-up

☐ FLaRE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

#### NGCAR-PD Bundle

☐ Chart is Identical to Previous Approved Version ☒ New or Revised Chart

##### Chart A: Grade Level

☐ Elementary School

☒ Middle School

☒ High School

##### Name of Professional Development:

NGCAR-PD Bundle

##### Information about the delivery model:

##### Who will provide the professional development?

Florida Department of Education and Gadsden Reading Coaches

##### Who is the targeted audience for the professional development?

Content Area Teachers

##### How will the professional development be delivered?

Face-to-Face

##### What is the length of the professional development?

90 hours

##### Professional Development in Assessment and the Five Components of Reading

☐ Phonemic Awareness

☐ Phonics/Words Analysis

☒ Fluency

☒ Vocabulary

☒ Comprehension

☒ Assessment

☐ Other

☐ Other

☐ Other

##### Evidence of Scientific Basis

☒ Just Read, Florida! Developed or Approved

(Including FLaRE, Reading First PD, NEFEC, FCRR)



- ☐ DOE Developed  
☐ Favorable Review by FCRR  
☐ Name of Researcher or Name of Scientific Study

- ☐ Report of the National Reading Panel  
☐ Preventing Reading Difficulties in Young Children  
☐ University of Oregon (DIBELS)  
☐ USDOE Developed ~ Put Reading First  
☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☐ Publisher

☐ Contracted Follow-up

☐ FLaRE Coordinator

☐ Reading First PD Coordinator

☒ Other

A representative from the Florida Department of Education will provide site-based follow-up as requested.

☐ Other

☐ Other

**Overview of District K-12 Comprehensive Reading Plan Update**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

**Chart A: Grade Level**

- ☒ Elementary School  
☒ Middle School  
☒ High School

**Name of Professional Development:**

Overview of District K-12 Comprehensive Reading Plan Update

**Information about the delivery model:****Who will provide the professional development?**

The District Reading Contact and Gadsden Reading Coaches

**Who is the targeted audience for the professional development?**

K-5th grade teachers of reading, ESE/ESOL teachers, and secondary teachers of reading and English

**How will the professional development be delivered?**

Face-to-Face Workshops

**What is the length of the professional development?**

One hour minimum per session

**Professional Development in Assessment and the Five Components of Reading**

☒Phonemic Awareness

☒Phonics/Words Analysis

☒Fluency

☒Vocabulary

☒Comprehension

☒Assessment

☒Other

Increasing and/or solidifying program knowledge to ensure implementing the instructional program with fidelity.

☐Other

☐Other

**Evidence of Scientific Basis**

☒Just Read, Florida! Developed or Approved

(Including FLARE, Reading First PD, NEFEC, FCRR)

☐DOE Developed

☐Favorable Review by FCRR

☐Name of Researcher or Name of Scientific Study

☐Report of the National Reading Panel

☐Preventing Reading Difficulties in Young Children

☐University of Oregon (DIBELS)

☐USDOE Developed ~ Put Reading First

☐Other

☐Other

☐Other

**Follow-up provided by:**

☒Reading Coach

Reading Coach will followup by assisting teachers and/or modeling effective techniques at the school level.

☐Mentor Teacher

☒Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

<input type="checkbox"/> Publisher	
<input type="checkbox"/> Contracted Follow-up	
<input type="checkbox"/> FLaRE Coordinator	
<input type="checkbox"/> Reading First PD Coordinator	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

### SRA Imagine It! Reading Program (K-5)

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School
<b>Name of Professional Development:</b>
SRA Imagine It! Reading Program (K-5)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
SRA Trained Consultant(s), Gadsden Reading Coaches and/or classroom teachers
<b>Who is the targeted audience for the professional development?</b>
K-5th grade teachers of reading, ESE/ESOL teachers, elementary administrators, and elementary reading coaches
<b>How will the professional development be delivered?</b>
Face-to-Face Workshop(s)
<b>What is the length of the professional development?</b>
One-half day minimum per session
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics/Words Analysis <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Other
Increasing and/or solidifying program knowledge to ensure implementing the instructional program with fidelity.
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Evidence of Scientific Basis</b>
<input checked="" type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLaRE, Reading First PD, NEFEC, FCRR) <input type="checkbox"/> DOE Developed <input checked="" type="checkbox"/> Favorable Review by FCRR



☐ Name of Researcher or Name of Scientific Study

☐ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☒ Mentor Teacher

Mentor teachers will model components of the program for fellow teachers.

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☒ Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

☒ Contracted Follow-up

Contracted Follow-up will assist in the formulation and/or implementation of strategic instructional planning to deliver quality reading instruction and strategies.

☐ FLaRE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**SRA Imagine It! Workshop/Student Center Activities**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

**Chart A: Grade Level**

☒ Elementary School

☐ Middle School

☐ High School

**Name of Professional Development:**

SRA Imagine It! Workshop/Student Center Activities



**Information about the delivery model:****Who will provide the professional development?**

SRA Trained Consultant(s), Gadsden Reading Coaches, and Reading Professional Developer

**Who is the targeted audience for the professional development?**

K-5th grade teachers of reading, ESE/ESOL teachers, elementary reading coaches

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One half-day minimum per session

**Professional Development in Assessment and the Five Components of Reading**

☒Phonemic Awareness

☒Phonics/Words Analysis

☒Fluency

☒Vocabulary

☒Comprehension

☒Assessment

☒Other

Providing teachers with focused training on implementing Workshop as part of Differentiated Instruction, and structure intensive intervention sessions needed to teach students who are behind in reading.

☐Other

☐Other

**Evidence of Scientific Basis**

☒Just Read, Florida! Developed or Approved

(Including FLARE, Reading First PD, NEFEC, FCRR)

☐DOE Developed

☒Favorable Review by FCRR

☐Name of Researcher or Name of Scientific Study

☒Report of the National Reading Panel

☐Preventing Reading Difficulties in Young Children

☐University of Oregon (DIBELS)

☐USDOE Developed ~ Put Reading First

☐Other

☐Other

☐Other

**Follow-up provided by:**

☒Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐Mentor Teacher

☒Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☒ Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

☒ Contracted Follow-up

Contracted Follow-up will assist in the formulation and/or implementation of strategic instructional planning to deliver quality reading instruction and strategies.

☐ FLARE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

#### Initial and Advanced Training Updates in the SRA Imagine It! Reading Program

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

##### Chart A: Grade Level

☒ Elementary School

☐ Middle School

☐ High School

##### Name of Professional Development:

Initial and Advanced Training Updates in the SRA Imagine It! Reading Program

##### Information about the delivery model:

##### Who will provide the professional development?

SRA Trained Consultant(s), classroom teachers and Gadsden Reading Coaches

##### Who is the targeted audience for the professional development?

K-5th grade reading teachers, ESE/ESOL teachers, elementary reading coaches

##### How will the professional development be delivered?

Face-to-Face Workshop(s)

##### What is the length of the professional development?

One half-day minimum per session

##### Professional Development in Assessment and the Five Components of Reading

☒ Phonemic Awareness

☒ Phonics/Words Analysis

☒ Fluency

☒ Vocabulary

☒ Comprehension

☒ Assessment

☒ Other

Learn how to implement the SRA Imagine It! Reading Program and how to differentiate instruction to meet the needs of all students. Teachers will learn to use the Progress Reporter to plan and assess lessons in the core reading program.

☐ Other

☐ Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☐ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☒ Mentor Teacher

Mentor teachers will model to colleagues how to use specific components of the core reading program.

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☒ Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

☒ Contracted Follow-up

Contracted Follow-up will assist in the formulation and/or implementation of strategic instructional planning to deliver quality reading instruction and strategies.

☐ FLARE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Six Components of Reading**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

**Chart A: Grade Level**



- ☒Elementary School  
☐Middle School  
☐High School

**Name of Professional Development:**

Six Components of Reading

**Information about the delivery model:**

**Who will provide the professional development?**

SRA Trained Consultant(s) and Gadsden Reading Coaches

**Who is the targeted audience for the professional development?**

3rd-5th grade teachers of reading, ESE/ESOL teachers, elementary reading coaches

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One-half day minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- ☒Phonemic Awareness  
☒Phonics/Words Analysis  
☒Fluency  
☒Vocabulary  
☒Comprehension  
☒Assessment  
☐Other

☐Other

☐Other

**Evidence of Scientific Basis**

- ☒Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)  
☐DOE Developed  
☒Favorable Review by FCRR  
☐Name of Researcher or Name of Scientific Study

- ☒Report of the National Reading Panel  
☐Preventing Reading Difficulties in Young Children  
☐University of Oregon (DIBELS)  
☐USDOE Developed ~ Put Reading First  
☐Other

☐Other

☐Other

**Follow-up provided by:**

- ☒Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

- ☐Mentor Teacher

- ☒Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

- ☒Assistant Principal



Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input checked="" type="checkbox"/> Publisher
Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Scientifically Based Instruction

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input type="checkbox"/> Middle School
<input type="checkbox"/> High School
<b>Name of Professional Development:</b>
Scientifically Based Instruction
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
SRA Trained Consultant(s) and Gadsden Reading Coaches
<b>Who is the targeted audience for the professional development?</b>
K-5th grade teachers of reading, ESE/ESOL teachers, elementary reading coaches
<b>How will the professional development be delivered?</b>
Face-to-Face Workshop(s)
<b>What is the length of the professional development?</b>
One half-day minimum per session
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input checked="" type="checkbox"/> Other
Increasing or solidifying program knowledge to ensure implementing the instructional program with fidelity.
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☒ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☒ Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

☐ Contracted Follow-up

☐ FLARE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Print Rich Environment/Word Walls**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

**Chart A: Grade Level**

- ☒Elementary School  
☒Middle School  
☒High School

**Name of Professional Development:**

Print Rich Environment/Word Walls

**Information about the delivery model:**

**Who will provide the professional development?**

Gadsden Reading Coaches

**Who is the targeted audience for the professional development?**

K-5th grade teachers of reading, ESE/ESOL teachers, middle and high school reading teachers

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One hour minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- ☒Phonemic Awareness  
☒Phonics/Words Analysis  
☒Fluency  
☒Vocabulary  
☒Comprehension  
☒Assessment  
☒Other

Learn how to set up print rich environment and to integrate using the word walls throughout the day to enhance reading instruction.

☐Other

☐Other

**Evidence of Scientific Basis**

- ☒Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)  
☐DOE Developed  
☒Favorable Review by FCRR  
☐Name of Researcher or Name of Scientific Study

☒Report of the National Reading Panel

☐Preventing Reading Difficulties in Young Children

☐University of Oregon (DIBELS)

☐USDOE Developed ~ Put Reading First

☐Other

☐Other

☐Other

**Follow-up provided by:**

☒Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐Mentor Teacher

☒Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.



<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**K-5 Screening/Diagnostic Assessment and Data Analysis (i.e. Florida Assessment for Instruction in Reading)**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
K-5 Screening/Diagnostic Assessment and Data Analysis (i.e. Florida Assessment for Instruction in Reading)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Trained Facilitators
<b>Who is the targeted audience for the professional development?</b>
K-5th grade reading teachers, secondary reading and English teachers, ESE/ESOL teachers, elementary and secondary administrators, elementary and secondary reading coaches, Reading Assessment Teams, and Reading Leadership Teams
<b>How will the professional development be delivered?</b>
Face-to-Face Workshop(s)
<b>What is the length of the professional development?</b>
Four days
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input checked="" type="checkbox"/> Other
Learn how to administer and/or interpret results from the Florida Assessments for Instruction in Reading and to make data-driven decisions that guide instruction in reading.
<input type="checkbox"/> Other



☐ Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☐ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☐ Publisher

☐ Contracted Follow-up

☐ FLaRE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Just Read, Florida! Summer Professional Development Institute**

☐ Chart is Identical to Previous Approved Version ☒ New or Revised Chart

**Chart A: Grade Level**

- ☒Elementary School  
☒Middle School  
☒High School

**Name of Professional Development:**

Just Read, Florida! Summer Professional Development Institute

**Information about the delivery model:****Who will provide the professional development?**

Just Read, Florida! along with PAEC

**Who is the targeted audience for the professional development?**

All teachers of reading

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

3 days

**Professional Development in Assessment and the Five Components of Reading**

- ☒Phonemic Awareness  
☒Phonics/Words Analysis  
☒Fluency  
☒Vocabulary  
☒Comprehension  
☒Assessment  
☐Other

☐Other

☐Other

**Evidence of Scientific Basis**

- ☒Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)  
☒DOE Developed  
☒Favorable Review by FCRR  
☐Name of Researcher or Name of Scientific Study

- ☒Report of the National Reading Panel  
☐Preventing Reading Difficulties in Young Children  
☐University of Oregon (DIBELS)  
☒USDOE Developed ~ Put Reading First  
☐Other

☐Other

☐Other

**Follow-up provided by:**

- ☒Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐Mentor Teacher

☒Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create and effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

## Read 180 Training

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Read 180 Training
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Consultant(s) - Scholastic Read 180
<b>Who is the targeted audience for the professional development?</b>
All secondary teachers who teach level one students - Intensive Reading Course
<b>How will the professional development be delivered?</b>
Face-to-Face
<b>What is the length of the professional development?</b>
Full day
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input type="checkbox"/> Phonemic Awareness
<input type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other



**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☒ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☐ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

☒ District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

☒ Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

☐ Contracted Follow-up

☐ FLARE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Informal Reading Inventories - Tools for Determining Student Reading Levels**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

**Chart A: Grade Level**

- ☐Elementary School  
☐Middle School  
☒High School

**Name of Professional Development:**

Informal Reading Inventories - Tools for Determining Student Reading Levels

**Information about the delivery model:**

**Who will provide the professional development?**

Reading Coaches

**Who is the targeted audience for the professional development?**

Secondary reading teachers and reading coaches (not formally trained in this area)

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One-half day minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- ☐Phonemic Awareness  
☒Phonics/Words Analysis  
☒Fluency  
☒Vocabulary  
☒Comprehension  
☐Assessment  
☒Other

Attendees of this workshop will learn how to administer and analyze a variety of Informal Reading Inventories (including Badar, Flynt Cooter and the Gates MacGinitie). This workshop will assist the classroom teacher in determining individual student reading levels and choosing appropriate books for guided reading. Teachers will have the opportunity to practice and apply their learning in this workshop.

☐Other

☐Other

**Evidence of Scientific Basis**

- ☐Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)  
☐DOE Developed  
☒Favorable Review by FCRR  
☒Name of Researcher or Name of Scientific Study

Ohio State University - Fountas and Pinnell, Marie Clay

- ☐Report of the National Reading Panel  
☐Preventing Reading Difficulties in Young Children  
☐University of Oregon (DIBELS)  
☐USDOE Developed ~ Put Reading First  
☒Other

International Reading Association

☐Other

☐Other

**Follow-up provided by:**

☒Reading Coach

Reading Coach will follow up by conferencing with teachers and observation in classroom walk-throughs.

☐Mentor Teacher

☒Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

☐ Assistant Principal

☐ District Staff

☐ Publisher

☐ Contracted Follow-up

☐ FLaRE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

#### Guided Reading in a Balanced Literacy Program

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

##### Chart A: Grade Level

☐ Elementary School

☐ Middle School

☒ High School

##### Name of Professional Development:

Guided Reading in a Balanced Literacy Program

##### Information about the delivery model:

###### Who will provide the professional development?

Reading Coaches

###### Who is the targeted audience for the professional development?

All reading and content area teachers, administrators, and reading coaches (not formally trained in this area)

###### How will the professional development be delivered?

Face-to-Face

###### What is the length of the professional development?

Full-day minimum per session

##### Professional Development in Assessment and the Five Components of Reading

☐ Phonemic Awareness

☒ Phonics/Words Analysis

☒ Fluency

☒ Vocabulary

☒ Comprehension

☒ Assessment

☒ Other

Attendees of this workshop will understand that Guided Reading scaffolds and supports readers as they negotiate texts and develop reading strategies. The workshop will address the essential components of Guided Reading including ongoing observation and assessment, dynamic grouping of readers, creating sets of leveled texts, selection and introduction of texts, lesson planning, teaching for strategies, and classroom management.



☐ Other

☐ Other

**Evidence of Scientific Basis**

☐ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☐ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☐ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☒ Other

Fountas and Pinnell, Marie Clay, International Reading Association

☐ Other

☐ Other

**Follow-up provided by:**

☒ Reading Coach

Reading Coach will follow up by conferencing with teachers and observation in classroom walk-throughs.

☐ Mentor Teacher

☒ Principal

Principal will follow up by conducting formal and/or informal conferences and observation in classroom walk-throughs.

☐ Assistant Principal

☐ District Staff

☐ Publisher

☐ Contracted Follow-up

☐ FLARE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Reading in the Content Area - Informational Non-Fiction Text Pre-reading and Reading Activities**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

**Chart A: Grade Level**

- ☐Elementary School  
☐Middle School  
☒High School

**Name of Professional Development:**

Reading in the Content Area - Informational Non-Fiction Text Pre-reading and Reading Activities

**Information about the delivery model:**

**Who will provide the professional development?**

Reading Coaches

**Who is the targeted audience for the professional development?**

All reading and content area teachers, Reading Assessment Teams, Reading Leadership Teams, administrators, and reading coaches (not formally trained in this area)

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One-half day minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- ☐Phonemic Awareness  
☐Phonics/Words Analysis  
☒Fluency  
☒Vocabulary  
☒Comprehension  
☒Assessment  
☒Other

Training in how to teach students strategies in reading informational text. The workshop will show the essential components of content area reading including activating prior knowledge, reading strategies, and metacognition. Those in the workshop will understand effective instructional tools to help students to achieve success in the content areas.

☐Other

☐Other

**Evidence of Scientific Basis**

- ☐Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)  
☐DOE Developed  
☐Favorable Review by FCRR  
☐Name of Researcher or Name of Scientific Study

☐Report of the National Reading Panel

☐Preventing Reading Difficulties in Young Children

☐University of Oregon (DIBELS)

☐USDOE Developed ~ Put Reading First

☒Other

International Reading Association

☐Other

☐Other

**Follow-up provided by:**

☒Reading Coach

Reading Coach will follow up by conferencing with teachers and observation in classroom walk-throughs.

☐Mentor Teacher

<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting formal and/or informal conferences and observation in classroom walk-throughs.
<input type="checkbox"/> Assistant Principal
<input type="checkbox"/> District Staff
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Competency 1 - District Approved College Course

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Competency 1 - District Approved College Course
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
College Instructor
<b>Who is the targeted audience for the professional development?</b>
K-12 teachers seeking the reading endorsement
<b>How will the professional development be delivered?</b>
Face-to-face or on-line
<b>What is the length of the professional development?</b>
3 semester hours
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other



☐ Other

**Evidence of Scientific Basis**

- ☐ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)  
☐ DOE Developed  
☐ Favorable Review by FCRR  
☐ Name of Researcher or Name of Scientific Study

- ☒ Report of the National Reading Panel  
☒ Preventing Reading Difficulties in Young Children  
☐ University of Oregon (DIBELS)  
☐ USDOE Developed ~ Put Reading First  
☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☐ Reading Coach

☐ Mentor Teacher

☐ Principal

☐ Assistant Principal

☒ District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

☐ Publisher

☐ Contracted Follow-up

☐ FLARE Coordinator

☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Competency 2 - District Approved College Course**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

**Chart A: Grade Level**

- ☒ Elementary School  
☒ Middle School  
☒ High School

**Name of Professional Development:**

Competency 2 - District Approved College Course

**Information about the delivery model:****Who will provide the professional development?**

College instructor

**Who is the targeted audience for the professional development?**

K-12 teachers seeking the reading endorsement

**How will the professional development be delivered?**

Face-to-face or on-line

**What is the length of the professional development?**

3 semester hours

**Professional Development in Assessment and the Five Components of Reading**

☒ Phonemic Awareness

☒ Phonics/Words Analysis

☒ Fluency

☒ Vocabulary

☒ Comprehension

☒ Assessment

☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

☐ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☐ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☒ Report of the National Reading Panel

☒ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First

☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

☐ Reading Coach

☐ Mentor Teacher

☐ Principal

☐ Assistant Principal

☒ District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

☐ Publisher

<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Competency 3 - District Approved College Course

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Competency 3 - District Approved College Course
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
College Instructor
<b>Who is the targeted audience for the professional development?</b>
K-12 teachers seeking the reading endorsement
<b>How will the professional development be delivered?</b>
Face-to-face or on-line
<b>What is the length of the professional development?</b>
3 semester hours
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Evidence of Scientific Basis</b>
<input type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLaRE, Reading First PD, NEFEC, FCRR)
<input type="checkbox"/> DOE Developed
<input type="checkbox"/> Favorable Review by FCRR
<input type="checkbox"/> Name of Researcher or Name of Scientific Study



<input checked="" type="checkbox"/> Report of the National Reading Panel
<input checked="" type="checkbox"/> Preventing Reading Difficulties in Young Children
<input type="checkbox"/> University of Oregon (DIBELS)
<input type="checkbox"/> USDOE Developed ~ Put Reading First
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input type="checkbox"/> Reading Coach
<input type="checkbox"/> Mentor Teacher
<input type="checkbox"/> Principal
<input type="checkbox"/> Assistant Principal
<input checked="" type="checkbox"/> District Staff
District staff will review official transcript to assure competency content and specific indicators have been met.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLARE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

#### Competency 4 and 5 - District Approved College Course

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Competency 4 and 5 - District Approved College Course
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
College Instructor
<b>Who is the targeted audience for the professional development?</b>
K-12 teachers seeking the reading endorsement

**How will the professional development be delivered?**☐ Face-to-face or online**What is the length of the professional development?**☐ 3 semester hours**Professional Development in Assessment and the Five Components of Reading**☒ Phonemic Awareness☒ Phonics/Words Analysis☒ Fluency☒ Vocabulary☒ Comprehension☒ Assessment☐ Other☐ Other☐ Other**Evidence of Scientific Basis**☐ Just Read, Florida! Developed or Approved

(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed☐ Favorable Review by FCRR☐ Name of Researcher or Name of Scientific Study☒ Report of the National Reading Panel☐ Preventing Reading Difficulties in Young Children☒ University of Oregon (DIBELS)☐ USDOE Developed ~ Put Reading First☐ Other☐ Other☐ Other**Follow-up provided by:**☐ Reading Coach☐ Mentor Teacher☐ Principal☐ Assistant Principal☒ District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

☐ Publisher☐ Contracted Follow-up☐ FLARE Coordinator☐ Reading First PD Coordinator

☐ Other

☐ Other

☐ Other

**Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (K-5)**

☐ Chart is Identical to Previous Approved Version ☒ New or Revised Chart

**Chart A: Grade Level**

☒ Elementary School

☐ Middle School

☐ High School

**Name of Professional Development:**

Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (K-5)

**Information about the delivery model:**

**Who will provide the professional development?**

District Advanced FAIR Master Trainers and Just Read, Florida! Consultants

**Who is the targeted audience for the professional development?**

All teachers and reading coaches that will be training teachers to administer the FAIR assessment.

**How will the professional development be delivered?**

Face-to-face

**What is the length of the professional development?**

Four days Day 1 - Grades K-2 - How to Administer the Assessments Day 2 - Grades K-2 - Instructional Implications  
Day 3 - Grades K-2 - PMRN Reports Day 4 - Grades 3-5 - How to Administer Assessments, Instructional  
Implications and PMRN

**Professional Development in Assessment and the Five Components of Reading**

☒ Phonemic Awareness

☒ Phonics/Words Analysis

☒ Fluency

☒ Vocabulary

☒ Comprehension

☒ Assessment

☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☐ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☐ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First



<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<b>Follow-up provided by:</b>	
<input checked="" type="checkbox"/> Reading Coach	
The reading coach will follow up by assisting teachers in the proper implementation of administering the assessment.	
<input type="checkbox"/> Mentor Teacher	
<input checked="" type="checkbox"/> Principal	
Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.	
<input checked="" type="checkbox"/> Assistant Principal	
Assistant principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.	
<input checked="" type="checkbox"/> District Staff	
District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.	
<input type="checkbox"/> Publisher	
<input type="checkbox"/> Contracted Follow-up	
<input type="checkbox"/> FLARE Coordinator	
<input type="checkbox"/> Reading First PD Coordinator	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

#### Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (6-12)

<input type="checkbox"/> Chart is Identical to Previous Approved Version	<input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>	
<input type="checkbox"/> Elementary School	
<input checked="" type="checkbox"/> Middle School	
<input checked="" type="checkbox"/> High School	
<b>Name of Professional Development:</b>	
Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (6-12)	
<b>Information about the delivery model:</b>	
<b>Who will provide the professional development?</b>	
District Advanced Master Trainers and Just Read, Florida! Consultants	
<b>Who is the targeted audience for the professional development?</b>	
All teachers and reading coaches that will be training teachers to administer the FAIR Assessment	
<b>How will the professional development be delivered?</b>	
Face-to-Face	
<b>What is the length of the professional development?</b>	

1 day Day 1 - All components - How to Administer Assessments, Instructional Implications & PMRN

**Professional Development in Assessment and the Five Components of Reading**

- ☒Phonemic Awareness
- ☒Phonics/Words Analysis
- ☒Fluency
- ☒Vocabulary
- ☒Comprehension
- ☒Assessment
- ☐Other

☐Other

☐Other

**Evidence of Scientific Basis**

- ☒Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- ☐DOE Developed
- ☐Favorable Review by FCRR
- ☐Name of Researcher or Name of Scientific Study

- ☐Report of the National Reading Panel
- ☐Preventing Reading Difficulties in Young Children
- ☐University of Oregon (DIBELS)
- ☐USDOE Developed ~ Put Reading First
- ☐Other

☐Other

☐Other

**Follow-up provided by:**

- ☒Reading Coach

The reading coach will follow up by assisting teachers in the proper implementation of administering the assessment.

- ☐Mentor Teacher

- ☒Principal

Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.

- ☒Assistant Principal

Assistant principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

- ☒District Staff

District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.

- ☐Publisher

- ☐Contracted Follow-up

- ☐FLARE Coordinator

- ☐Reading First PD Coordinator

- ☐Other

☐ Other

☐ Other

**Florida Assessment for Instruction in Reading (FAIR) Training for Elementary Reading Teachers (K-5)**

☒ Chart is Identical to Previous Approved Version ☐ New or Revised Chart

**Chart A: Grade Level**

☒ Elementary School

☐ Middle School

☐ High School

**Name of Professional Development:**

Florida Assessment for Instruction in Reading (FAIR) Training for Elementary Reading Teachers (K-5)

**Information about the delivery model:**

**Who will provide the professional development?**

Teachers that have been trained as master trainers in FAIR

**Who is the targeted audience for the professional development?**

All elementary reading teachers that will be administering the FAIR assessment

**How will the professional development be delivered?**

Face-to-face

**What is the length of the professional development?**

K and 1st Grade - 12.5 hours (spread out over a period of time) How to administer assessment - 6 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 2nd Grade - 10.5 hours (spread out over a period of time) How to administer assessment - 4 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 3rd-5th Grade - 5.5 hours (spread out over a period of time) How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 3-5 Instructional Implications - 3 hours

**Professional Development in Assessment and the Five Components of Reading**

☒ Phonemic Awareness

☒ Phonics/Words Analysis

☒ Fluency

☒ Vocabulary

☒ Comprehension

☒ Assessment

☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

☐ DOE Developed

☐ Favorable Review by FCRR

☐ Name of Researcher or Name of Scientific Study

☐ Report of the National Reading Panel

☐ Preventing Reading Difficulties in Young Children

☐ University of Oregon (DIBELS)

☐ USDOE Developed ~ Put Reading First



<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<b>Follow-up provided by:</b>	
<input checked="" type="checkbox"/> Reading Coach	The reading coach will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.
<input checked="" type="checkbox"/> Mentor Teacher	The master trainer will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.
<input checked="" type="checkbox"/> Principal	Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.
<input checked="" type="checkbox"/> Assistant Principal	Assistant Principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.
<input checked="" type="checkbox"/> District Staff	District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.
<input type="checkbox"/> Publisher	
<input type="checkbox"/> Contracted Follow-up	
<input type="checkbox"/> FLARE Coordinator	
<input type="checkbox"/> Reading First PD Coordinator	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

#### Florida Assessment for Instruction in Reading (FAIR) Training for Secondary Teachers (6-12)

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version	<input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>	
<input type="checkbox"/> Elementary School	
<input checked="" type="checkbox"/> Middle School	
<input checked="" type="checkbox"/> High School	
<b>Name of Professional Development:</b>	
Florida Assessment for Instruction in Reading (FAIR) Training for Secondary Teachers (6-12)	
<b>Information about the delivery model:</b>	
<b>Who will provide the professional development?</b>	
Teachers that have been trained as master trainers in FAIR	
<b>Who is the targeted audience for the professional development?</b>	
All secondary reading, intensive reading and content area teachers that will be administering the FAIR assessment	
<b>How will the professional development be delivered?</b>	
Face-to-face	

**What is the length of the professional development?**

5 hours for reading/intervention teachers and 3.5 hours for content area teachers (spread out over a period of time)  
Reading/Intervention Teachers - How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 2 1/2 hours  
Content Area Teachers - How to administer - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 1 hour

**Professional Development in Assessment and the Five Components of Reading**

- ☒Phonemic Awareness
- ☒Phonics/Words Analysis
- ☒Fluency
- ☒Vocabulary
- ☒Comprehension
- ☒Assessment
- ☐Other

- ☐Other

- ☐Other

**Evidence of Scientific Basis**

- ☒Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- ☐DOE Developed
- ☐Favorable Review by FCRR
- ☐Name of Researcher or Name of Scientific Study

- ☐Report of the National Reading Panel
- ☐Preventing Reading Difficulties in Young Children
- ☐University of Oregon (DIBELS)
- ☐USDOE Developed ~ Put Reading First
- ☐Other

- ☐Other

- ☐Other

**Follow-up provided by:**

- ☒Reading Coach

The reading coach will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

- ☒Mentor Teacher

The master trainer will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

- ☒Principal

Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.

- ☒Assistant Principal

Assistant Principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

- ☒District Staff

District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.

- ☐Publisher

- ☐Contracted Follow-up

- ☐FLARE Coordinator

<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Achieve 3000 Training

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Achieve 3000 Training
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Consultant(s) - Achieve 3000
<b>Who is the targeted audience for the professional development?</b>
All secondary teachers
<b>How will the professional development be delivered?</b>
Face-to-Face
<b>What is the length of the professional development?</b>
One-half day minimum
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input type="checkbox"/> Phonemic Awareness
<input type="checkbox"/> Phonics/Words Analysis
<input type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Evidence of Scientific Basis</b>
<input checked="" type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
<input type="checkbox"/> DOE Developed
<input checked="" type="checkbox"/> Favorable Review by FCRR
<input type="checkbox"/> Name of Researcher or Name of Scientific Study
<input type="checkbox"/> Report of the National Reading Panel
<input type="checkbox"/> Preventing Reading Difficulties in Young Children
<input type="checkbox"/> University of Oregon (DIBELS)



<input type="checkbox"/> USDOE Developed ~ Put Reading First
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input checked="" type="checkbox"/> Reading Coach
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.
<input checked="" type="checkbox"/> Publisher
Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Glencoe Literature Florida Treasures

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Glencoe Literature Florida Treasures
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Consultant(s) - McGraw-Hill Glencoe
<b>Who is the targeted audience for the professional development?</b>
Middle and High School Language Arts Teachers and Reading Coaches
<b>How will the professional development be delivered?</b>

Face-to-Face Workshop(s)

**What is the length of the professional development?**

Full Day

**Professional Development in Assessment and the Five Components of Reading**

- ☐ Phonemic Awareness
- ☐ Phonics/Words Analysis
- ☒ Fluency
- ☒ Vocabulary
- ☒ Comprehension
- ☒ Assessment
- ☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

- ☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- ☐ DOE Developed
- ☐ Favorable Review by FCRR
- ☐ Name of Researcher or Name of Scientific Study

- ☐ Report of the National Reading Panel
- ☐ Preventing Reading Difficulties in Young Children
- ☐ University of Oregon (DIBELS)
- ☐ USDOE Developed ~ Put Reading First
- ☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

- ☒ Reading Coach
- Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- ☐ Mentor Teacher

- ☒ Principal
- Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.

- ☒ Assistant Principal
- Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- ☒ District Staff
- District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.

- ☒ Publisher
- Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.

- ☐ Contracted Follow-up

- ☐ FLARE Coordinator

<input type="checkbox"/> Reading First PD Coordinator	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

## Hampton-Brown Edge

<input type="checkbox"/> Chart is Identical to Previous Approved Version	<input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>	
<input type="checkbox"/> Elementary School	
<input checked="" type="checkbox"/> Middle School	
<input checked="" type="checkbox"/> High School	
<b>Name of Professional Development:</b>	
Hampton-Brown Edge	
<b>Information about the delivery model:</b>	
<b>Who will provide the professional development?</b>	
Consultant(s) - Hampton-Brown Edge	
<b>Who is the targeted audience for the professional development?</b>	
Reading teachers working with Level 1 and Level 2 students	
<b>How will the professional development be delivered?</b>	
Face-to-Face Workshop(s)	
<b>What is the length of the professional development?</b>	
Full-day	
<b>Professional Development in Assessment and the Five Components of Reading</b>	
<input checked="" type="checkbox"/> Phonemic Awareness	
<input checked="" type="checkbox"/> Phonics/Words Analysis	
<input checked="" type="checkbox"/> Fluency	
<input checked="" type="checkbox"/> Vocabulary	
<input checked="" type="checkbox"/> Comprehension	
<input checked="" type="checkbox"/> Assessment	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<b>Evidence of Scientific Basis</b>	
<input type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)	
<input type="checkbox"/> DOE Developed	
<input type="checkbox"/> Favorable Review by FCRR	
<input type="checkbox"/> Name of Researcher or Name of Scientific Study	
<input type="checkbox"/> Report of the National Reading Panel	
<input type="checkbox"/> Preventing Reading Difficulties in Young Children	
<input type="checkbox"/> University of Oregon (DIBELS)	
<input type="checkbox"/> USDOE Developed ~ Put Reading First	



<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<b>Follow-up provided by:</b>	
<input checked="" type="checkbox"/> Reading Coach	
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.	
<input type="checkbox"/> Mentor Teacher	
<input checked="" type="checkbox"/> Principal	
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.	
<input checked="" type="checkbox"/> Assistant Principal	
Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.	
<input checked="" type="checkbox"/> District Staff	
District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.	
<input checked="" type="checkbox"/> Publisher	
Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.	
<input type="checkbox"/> Contracted Follow-up	
<input type="checkbox"/> FLaRE Coordinator	
<input type="checkbox"/> Reading First PD Coordinator	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

### Waterford Early Learning

<input type="checkbox"/> Chart is Identical to Previous Approved Version	<input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>	
<input checked="" type="checkbox"/> Elementary School	
<input type="checkbox"/> Middle School	
<input type="checkbox"/> High School	
<b>Name of Professional Development:</b>	
Waterford Early Learning	
<b>Information about the delivery model:</b>	
<b>Who will provide the professional development?</b>	
Consultant(s)-Pearson	
<b>Who is the targeted audience for the professional development?</b>	
Kindergarten through second grade teachers	
<b>How will the professional development be delivered?</b>	
Face-to-Face	

**What is the length of the professional development?**

☒ Full-day

**Professional Development in Assessment and the Five Components of Reading**

- ☒ Phonemic Awareness  
☒ Phonics/Words Analysis  
☒ Fluency  
☒ Vocabulary  
☒ Comprehension  
☒ Assessment  
☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

- ☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)  
☐ DOE Developed  
☒ Favorable Review by FCRR  
☐ Name of Researcher or Name of Scientific Study

- ☐ Report of the National Reading Panel  
☐ Preventing Reading Difficulties in Young Children  
☐ University of Oregon (DIBELS)  
☐ USDOE Developed ~ Put Reading First  
☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

- ☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

- ☐ Mentor Teacher

- ☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.

- ☒ Assistant Principal

Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- ☒ District Staff

District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.

- ☒ Publisher

Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.

- ☐ Contracted Follow-up

- ☐ FLARE Coordinator

- ☐ Reading First PD Coordinator

<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

## Kaleidoscope

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input type="checkbox"/> Middle School
<input type="checkbox"/> High School
<b>Name of Professional Development:</b>
Kaleidoscope
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
SRA Consultant(s), District Reading Coach and School Reading Coaches
<b>Who is the targeted audience for the professional development?</b>
Reading teachers in grades 2-5
<b>How will the professional development be delivered?</b>
Face-to-Face
<b>What is the length of the professional development?</b>
Full-day
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Evidence of Scientific Basis</b>
<input checked="" type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
<input type="checkbox"/> DOE Developed
<input checked="" type="checkbox"/> Favorable Review by FCRR
<input type="checkbox"/> Name of Researcher or Name of Scientific Study
<input type="checkbox"/> Report of the National Reading Panel
<input type="checkbox"/> Preventing Reading Difficulties in Young Children
<input type="checkbox"/> University of Oregon (DIBELS)
<input type="checkbox"/> USDOE Developed ~ Put Reading First
<input type="checkbox"/> Other



<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input checked="" type="checkbox"/> Reading Coach
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.
<input checked="" type="checkbox"/> Publisher
Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Junior Great Books

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Junior Great Books
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Consultants and School Reading Coach
<b>Who is the targeted audience for the professional development?</b>
Secondary teachers
<b>How will the professional development be delivered?</b>
Face-to-Face

**What is the length of the professional development?**

Full Day

**Professional Development in Assessment and the Five Components of Reading**

- ☐ Phonemic Awareness
- ☐ Phonics/Words Analysis
- ☐ Fluency
- ☒ Vocabulary
- ☒ Comprehension
- ☐ Assessment
- ☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

- ☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- ☐ DOE Developed
- ☐ Favorable Review by FCRR
- ☐ Name of Researcher or Name of Scientific Study

- ☐ Report of the National Reading Panel
- ☐ Preventing Reading Difficulties in Young Children
- ☐ University of Oregon (DIBELS)
- ☐ USDOE Developed ~ Put Reading First
- ☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

- ☒ Reading Coach

Reading Coach will follow-up by assisting and/or modeling effective techniques at the school level.

- ☐ Mentor Teacher

- ☒ Principal

Principal will follow-up by conducting frequent classroom walk-throughs for formal and/or informal observations and by evaluating instruction.

- ☒ Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- ☒ District Staff

District Staff will follow-up by assisting as needed to facilitate problem-solving and helping to create an effective instructional environment

- ☒ Publisher

Publisher will follow by assigning highly experienced consultants to provide guidance and support with program implementation.

- ☐ Contracted Follow-up

- ☐ FLARE Coordinator

- ☐ Reading First PD Coordinator

<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

## Early Interventions in Reading

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School
<b>Name of Professional Development:</b>
Early Interventions in Reading
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
SRA Consultant(s)/Reading Coaches
<b>Who is the targeted audience for the professional development?</b>
K-3 Teachers
<b>How will the professional development be delivered?</b>
Face-to-face
<b>What is the length of the professional development?</b>
All day
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics/Words Analysis <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Assessment <input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Evidence of Scientific Basis</b>
<input checked="" type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR) <input type="checkbox"/> DOE Developed <input type="checkbox"/> Favorable Review by FCRR <input type="checkbox"/> Name of Researcher or Name of Scientific Study
<input type="checkbox"/> Report of the National Reading Panel <input type="checkbox"/> Preventing Reading Difficulties in Young Children <input type="checkbox"/> University of Oregon (DIBELS) <input type="checkbox"/> USDOE Developed ~ Put Reading First <input type="checkbox"/> Other



<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input checked="" type="checkbox"/> Reading Coach
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input checked="" type="checkbox"/> Publisher
Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Elements of Reading Vocabulary

<input type="checkbox"/> Chart is Identical to Previous Approved Version	<input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>	
<input checked="" type="checkbox"/> Elementary School	
<input type="checkbox"/> Middle School	
<input type="checkbox"/> High School	
<b>Name of Professional Development:</b>	
Elements of Reading Vocabulary	
<b>Information about the delivery model:</b>	
<b>Who will provide the professional development?</b>	
Consultant(s)/ Reading Coaches	
<b>Who is the targeted audience for the professional development?</b>	
K-5 Teachers	
<b>How will the professional development be delivered?</b>	
Face-to-face	

**What is the length of the professional development?**

All day

**Professional Development in Assessment and the Five Components of Reading**

- ☐ Phonemic Awareness
- ☐ Phonics/Words Analysis
- ☐ Fluency
- ☒ Vocabulary
- ☒ Comprehension
- ☒ Assessment
- ☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

- ☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- ☐ DOE Developed
- ☐ Favorable Review by FCRR
- ☐ Name of Researcher or Name of Scientific Study

- ☐ Report of the National Reading Panel
- ☐ Preventing Reading Difficulties in Young Children
- ☐ University of Oregon (DIBELS)
- ☐ USDOE Developed ~ Put Reading First
- ☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

- ☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

- ☐ Mentor Teacher

- ☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations and by evaluating instructional plans.

- ☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- ☒ District Staff

District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

- ☒ Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

- ☐ Contracted Follow-up

- ☐ FLARE Coordinator

- ☐ Reading First PD Coordinator

<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

## Text Complexity

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Text Complexity
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
DOE, Reading Coaches
<b>Who is the targeted audience for the professional development?</b>
K-12 Teachers, Administrators, Reading Coaches
<b>How will the professional development be delivered?</b>
Face-to-face, workshops
<b>What is the length of the professional development?</b>
All day
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input type="checkbox"/> Phonemic Awareness
<input type="checkbox"/> Phonics/Words Analysis
<input type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Evidence of Scientific Basis</b>
<input checked="" type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
<input type="checkbox"/> DOE Developed
<input type="checkbox"/> Favorable Review by FCRR
<input type="checkbox"/> Name of Researcher or Name of Scientific Study
<input type="checkbox"/> Report of the National Reading Panel
<input type="checkbox"/> Preventing Reading Difficulties in Young Children
<input type="checkbox"/> University of Oregon (DIBELS)
<input type="checkbox"/> USDOE Developed ~ Put Reading First
<input type="checkbox"/> Other



<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input checked="" type="checkbox"/> Reading Coach
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLARE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Common Core State Standards

<input type="checkbox"/> Chart is Identical to Previous Approved Version	<input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>	
<input checked="" type="checkbox"/> Elementary School	
<input checked="" type="checkbox"/> Middle School	
<input checked="" type="checkbox"/> High School	
<b>Name of Professional Development:</b>	
Common Core State Standards	
<b>Information about the delivery model:</b>	
<b>Who will provide the professional development?</b>	
DOE, Reding Coaches	
<b>Who is the targeted audience for the professional development?</b>	
K-12 Teachers, Administrators, Reading Coaches	
<b>How will the professional development be delivered?</b>	
Face-to-face	
<b>What is the length of the professional development?</b>	

All day

**Professional Development in Assessment and the Five Components of Reading**

- ☒ Phonemic Awareness
- ☒ Phonics/Words Analysis
- ☒ Fluency
- ☒ Vocabulary
- ☒ Comprehension
- ☒ Assessment
- ☐ Other

☐ Other

☐ Other

**Evidence of Scientific Basis**

- ☒ Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- ☒ DOE Developed
- ☐ Favorable Review by FCRR
- ☐ Name of Researcher or Name of Scientific Study

- ☐ Report of the National Reading Panel
- ☐ Preventing Reading Difficulties in Young Children
- ☐ University of Oregon (DIBELS)
- ☐ USDOE Developed ~ Put Reading First
- ☐ Other

☐ Other

☐ Other

**Follow-up provided by:**

- ☒ Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

- ☐ Mentor Teacher

- ☒ Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.

- ☒ Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- ☒ District Staff

District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

- ☐ Publisher

- ☐ Contracted Follow-up

- ☐ FLARE Coordinator

- ☐ Reading First PD Coordinator

- ☐ Other

<input type="checkbox"/> Other
<input type="checkbox"/> Other

### Comprehension Instructional Sequence (CIS)

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Comprehension Instructional Sequence (CIS)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
DOE personnel, Consultant(s), Reading Coaches
<b>Who is the targeted audience for the professional development?</b>
K-12 Teachers, Administrators, Reading Coaches
<b>How will the professional development be delivered?</b>
Face-to-face
<b>What is the length of the professional development?</b>
All day
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics/Words Analysis <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension <input type="checkbox"/> Assessment <input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Evidence of Scientific Basis</b>
<input checked="" type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR) <input checked="" type="checkbox"/> DOE Developed <input type="checkbox"/> Favorable Review by FCRR <input type="checkbox"/> Name of Researcher or Name of Scientific Study
<input type="checkbox"/> Report of the National Reading Panel <input type="checkbox"/> Preventing Reading Difficulties in Young Children <input type="checkbox"/> University of Oregon (DIBELS) <input type="checkbox"/> USDOE Developed ~ Put Reading First <input type="checkbox"/> Other
<input type="checkbox"/> Other



<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input checked="" type="checkbox"/> Reading Coach
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Elementary School  
Student Achievement and Instruction  
Charts**

# Chart C

## CHART C: ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1213

School Name	CCRP	SIRP	CIRP	Educational Technology	Reading Instruction Minutes Per Day	Assessments (K-2):	Assessments (3-5):	Immediate Intensive Intervention Minutes Per Day	Immediate Intensive Intervention Days Per Week	Group Size Cap for Immediate Intensive Intervention
CARTER PARRAMORE ACADEMY 0231	SRA Imagine It-4,5 Other:	Elements of Reading Vocabulary-4,5 Kaleidoscope-4,5 Other:	Other:		K : 0 1 : 0 2 : 0 3 : 0 4 : 90 5 : 90 6 : 0	<b>Screening</b> NA  <b>Progress monitoring reported</b> NA  <b>Diagnostic</b> NA  <b>Outcome</b> NA  <b>Other</b> The school does not contain students in grades K-2.	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Diagnostic: LAB Assessments and Teacher Made Assessments (4-5) Outcome Measures: FCAT SSS (4-5)	K : 0 1 : 0 2 : 0 3 : 0 4 : 30 5 : 30 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 5 5 : 5 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 8 5 : 8 6 : 0
CHATTAHOOCHEE 0151	SRA Imagine It-1,2,3,4,5 Other:	Elements of Reading Vocabulary-K,1,2,3,4,5 SRA Early Interventions Level 1-1,2 SRA Early Interventions Level 2-2,3 SRA Phonemic Awareness-K,1 Kaleidoscope-2,3,4,5 Other: SRA Imagine It! Intervention Materials (K-5) SRA Early Reading Tutor-1,2,3 SRA Early Interventions Level K	Other:		K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 90	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (Kdg), Early STAR Literacy (K-1, STAR (2-5) Progress Monitoring: SRA Imagine It! Assessments (K-2)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: SRA Imagine It! Assessments (3-5) CIM Assessments (3-5) Outcome Measure: FCAT NGSSS(3-5)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 30	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 5	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8 6 : 8
	SRA									



CROSSROAD ACADEMY 9104	Imagine It- K,1,2,3,4,5,6 Other: SRA Open Court PK	Other: Core Supplementary (Reinach, Challenge, ELL) K-6	Other:	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 55	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: Fluency Probes (K-2) Outcome Measures: SAT 10 (K-2)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: Fluency Probes (3-5) Outcome Measure: FCAT SSS (3-5)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 3 1 : 3 2 : 3 3 : 3 4 : 3 5 : 3 6 : 0
GADSDEN CENTRAL ACADEMY 9106	Other: N/A	Other: N/A	Other:	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A  <b>Diagnostic</b> N/A  <b>Outcome</b> N/A  <b>Other</b> N/A	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A  <b>Diagnostic</b> N/A  <b>Outcome</b> N/A  <b>Other</b> N/A	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0
GADSDEN MAGNET	SRA Imagine It- K,1,2,3,4,5 Other:	Elements of Reading Vocabulary- K,1,2,3 SRA Early Interventions Level 1-1,2 SRA Early Interventions Level 2-2,3 Other: SRA Imagine It!	Other:	K : 90 1 : 90 2 : 90 3 : 90	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading	K : 30 1 : 30 2 : 30 3 : 30	K : 5 1 : 5 2 : 5 3 : 5	K : 5 1 : 5 2 : 5 3 : 5

0101		Intervention Materials (K-5)			4 : 90 5 : 90 6 : 90	<b>Outcome</b>  Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (K) Progress Monitoring: SAT 10 Simulations (1-2) Diagnostic: FLKRS (K) Outcome Measures: SAT 10 (1-2)	<b>Outcome</b>  Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: FCAT Simulations (3-6) Outcome Measures: FCAT SSS (3-6)	4 : 30 5 : 30 6 : 30	4 : 5 5 : 5 6 : 5	4 : 5 5 : 5 6 : 5
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	Scott Foresman Reading Street- K,1,2,3,4,5 Other: Glencoe: 6	Fast ForWord- 3,4,5,6 Other: K-2: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics, Compass Learning, Reading A to Z 3-6: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics (3-4 only), Reading A to Z, Book Club, Talented Literature Study (Junior Great Books), PACE Grades 3-6	Other:		K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 90	<b>Screening</b> See "Other"  <b>Progress monitoring reported</b> See "Other" <b>Diagnostic</b> See "Other"  <b>Outcome</b> See "Other"  <b>Other</b> Screening, Progress monitoring and Diagnostic assessments are determined and carried out by student's home district.	<b>Screening</b> See "Other"  <b>Progress monitoring reported</b> See "Other" <b>Diagnostic</b> See "Other"  <b>Outcome</b> See "Other"  <b>Other</b> Screening, Progress monitoring and Diagnostic assessments are determined and carried out by student's home district.	K : 150 1 : 150 2 : 150 3 : 150 4 : 150 5 : 150 6 : 150	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 5	K : 20 1 : 20 2 : 20 3 : 20 4 : 20 5 : 20 6 : 20
GEORGE W. MUNROE 0041	SRA Imagine It- K,1,2,3,4,5 Other:	Elements of Reading Vocabulary- K,1,2,3,4,5 SRA Early Interventions Level 1-1,2 SRA Early Interventions Level 2-2,3 SRA Phonemic Awareness-K,1 Kaleidoscope- 2,3,4,5 Other: SRA Imagine It! Intervention Materials (K-5) SRA Early	Other:		K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b>	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b>	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 3 1 : 3 2 : 4 3 : 4 4 : 5 5 : 5 6 : 0

		Interventions Level K-K				Screening: FLKRS (K) Progress Monitoring: Fluency Probes (K-2) and CIM Assessments (K-2) Outcome Measure: SAT 10 (1-2)	Progress Monitoring: Fluency Probes (3-5) and CIM Assessments (3-5) Outcome Measure: FCAT SSS (3-5)			
GREENSBORO 0141	SRA Imagine It- K,1,2,3,4,5 Other:	Elements of Reading Vocabulary- K,1,2,3,4,5 SRA Early Interventions Level 1-1,2 SRA Early Interventions Level 2-2,3 SRA Phonemic Awareness-K,1 Kaleidoscope- 2,3,4,5 Other: SRA Imagine It! Intervention Materials (K-5) SRA Early Interventions Level K-K	Other:		K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (K) and SAT 10(2) Progress Monitoring: Fluency Probes (1-2) and CIM Assessments (1-2)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: Fluency Probes (3-5) Outcome Measure: FCAT SSS (3-5)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 6 1 : 6 2 : 6 3 : 6 4 : 6 5 : 6 6 : 0
GRETN 0171	SRA Imagine It- K,1,2,3,4,5 Other:	Elements of Reading Vocabulary- K,1,2,3,4,5 Kaleidoscope- 2,3,4,5 SRA Early Interventions Level 1-1,2 SRA Early Interventions Level 2-2,3 SRA Phonemic Awareness-K,1 Other: SRA Imagine It! Intervention Materials (K-5) SRA Early Interventions Level K-K Early Reading Tutor	Other:		K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (K) and SAT 10 (2) Progress Monitoring: Fluency Probes (1-2) Outcome Measure: SAT 10 (1-2)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: Fluency Probes (3-5) Outcome Measure: FCAT SSS (3-5)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8 6 : 0
	SRA Imagine It- K,1,2,3,4,5 Other:	Elements of Reading Vocabulary- K,1,2,3,4,5 Kaleidoscope- 2,3,4,5	Other:			<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b>	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b>			



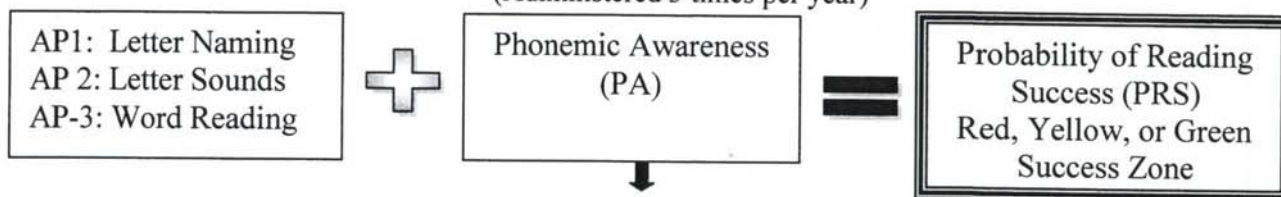
HAVANA 0091	SRA Early Interventions Level 1-1,2 SRA Early Interventions Level 2-2,3 SRA Phonemic Awareness-K,1 Other: SRA Imagine-It Intervention Materials (K-5) SRA Early Interventions Level K-K Early Reading Tutor			K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (K) Progress Monitoring: Core Reading Benchmark Assessments (K-2), Fluency Probes (K-2), STAR Literacy, CIM Focus	Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: Core Reading Benchmark Assessments (3-5), Fluency Probes (3-5), CIM Focus Calendar Assessments (3-5), Havana Writes Upon	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 6 1 : 6 2 : 6 3 : 6 4 : 6 5 : 6 6 : 0
ST. JOHNS 0191	SRA Imagine It-K,1,2,3,4,5 Other: Elements of Reading Vocabulary-K,1,2,3,4,5 SRA Early Interventions Level 1-1,2 SRA Early Interventions Level 2-2,3 Kaleidoscope-2,3,4,5 SRA Phonemic Awareness-K,1 Other: SRA Imagine It! Intervention Materials (K-5) FCRR Materials SRA Early Reading Tutor SRA Early Interventions Level K-K	Other:		K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (Kdg), STAR Literacy (K-2) Progress Monitoring: SRA Imagine It! Assessments (K-2) Outcome Measure: SAT 10(K-2)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: SRA Imagine It! Assessments (3-5) CIM Assessments (3-6) Outcome Measure: FCAT SSS(3-6)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8 6 : 0
STEWART STREET 0201	SRA Imagine It-K,1,2,3,4,5 Other: Elements of Reading Vocabulary-K,1,2,3,4,5 SRA Early Interventions Level 1-1,2 SRA Early Interventions Level 2-2,3 SRA Phonemic Awareness-K,1 Kaleidoscope-2,3,4,5 Other: SRA Imagine It!	Other:		K : 120 1 : 120 2 : 120 3 : 120 4 : 90 5 : 90	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b>	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b>	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5

	Intervention Materials (K-5) SRA Early Reading Tutor Early Interventions Level K-K		6 : 0	Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (K) Progress Monitoring: Focus CIM Assessments (K-2) Core Reading Benchmark Assessments (1-2)	Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: Core Reading Benchmark Assessments (3-5) and Focus CIM Assessments (3-5) Outcome Measure: FCAT SSS (3-5)	6 : 0	6 : 0	6 : 0
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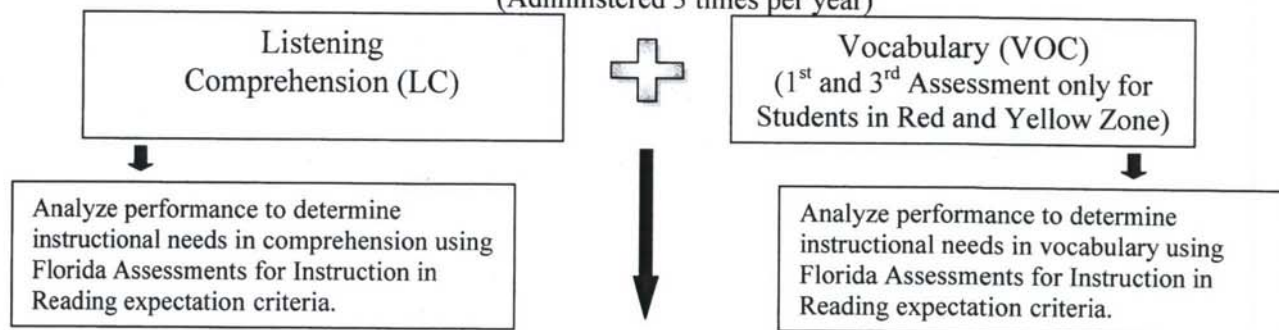
## Kindergarten Curriculum and Assessment Decision Tree

**Broad Screen/Progress Monitoring Tool (BS/PMT)**

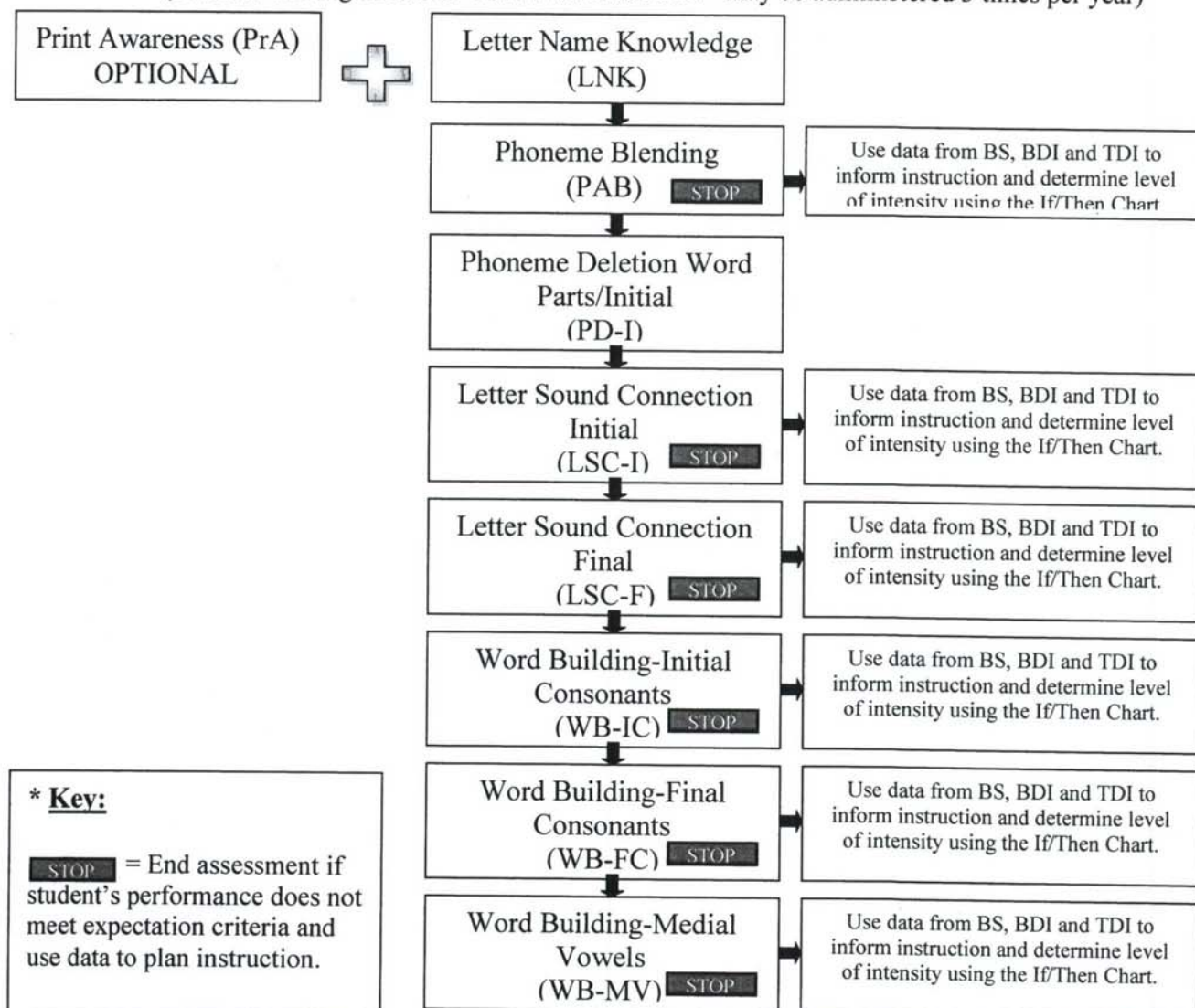
(Administered 3 times per year)

**Broad Diagnostic Inventory (BDI)**

(Administered 3 times per year)

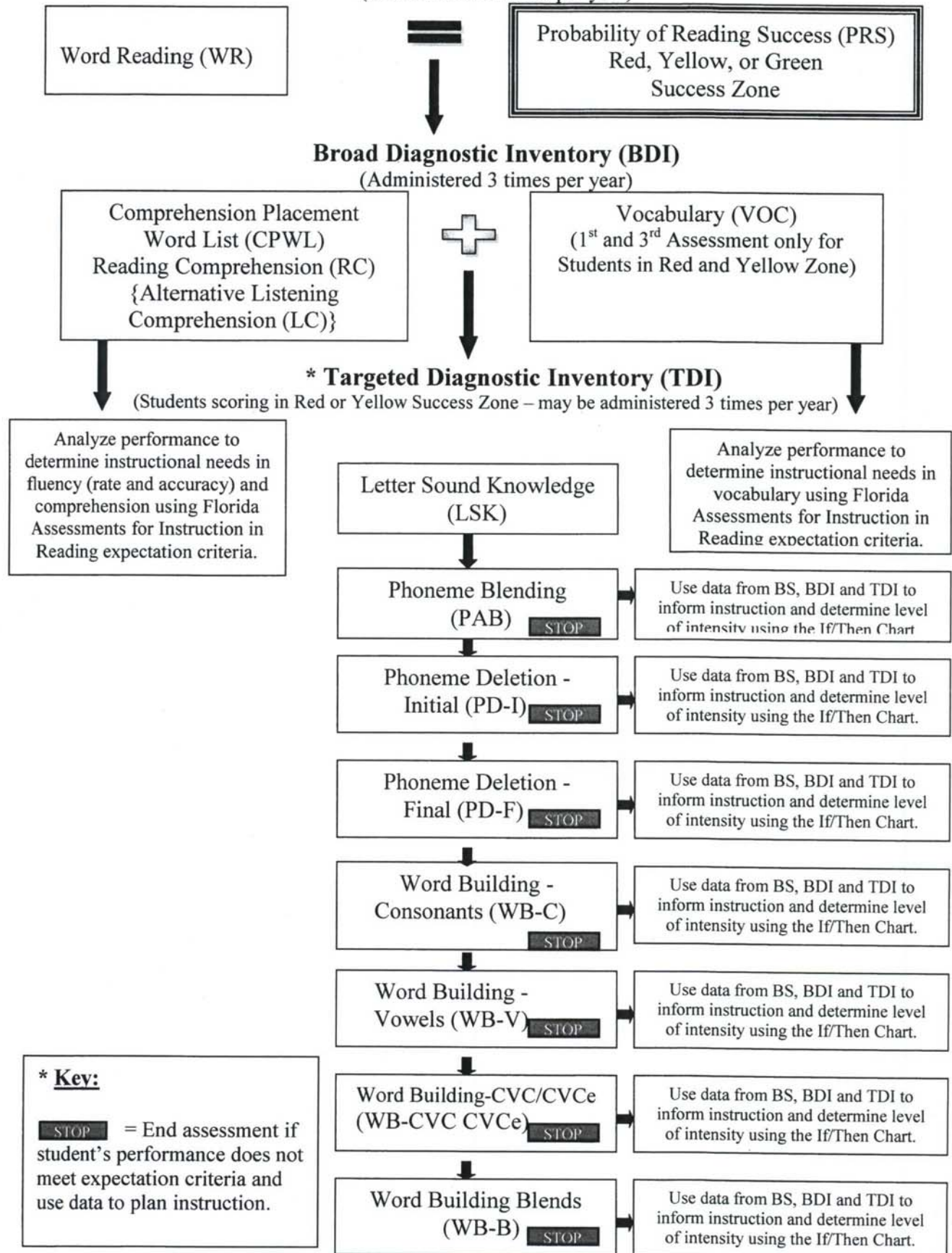
**\* Targeted Diagnostic Inventory (TDI)**

(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)

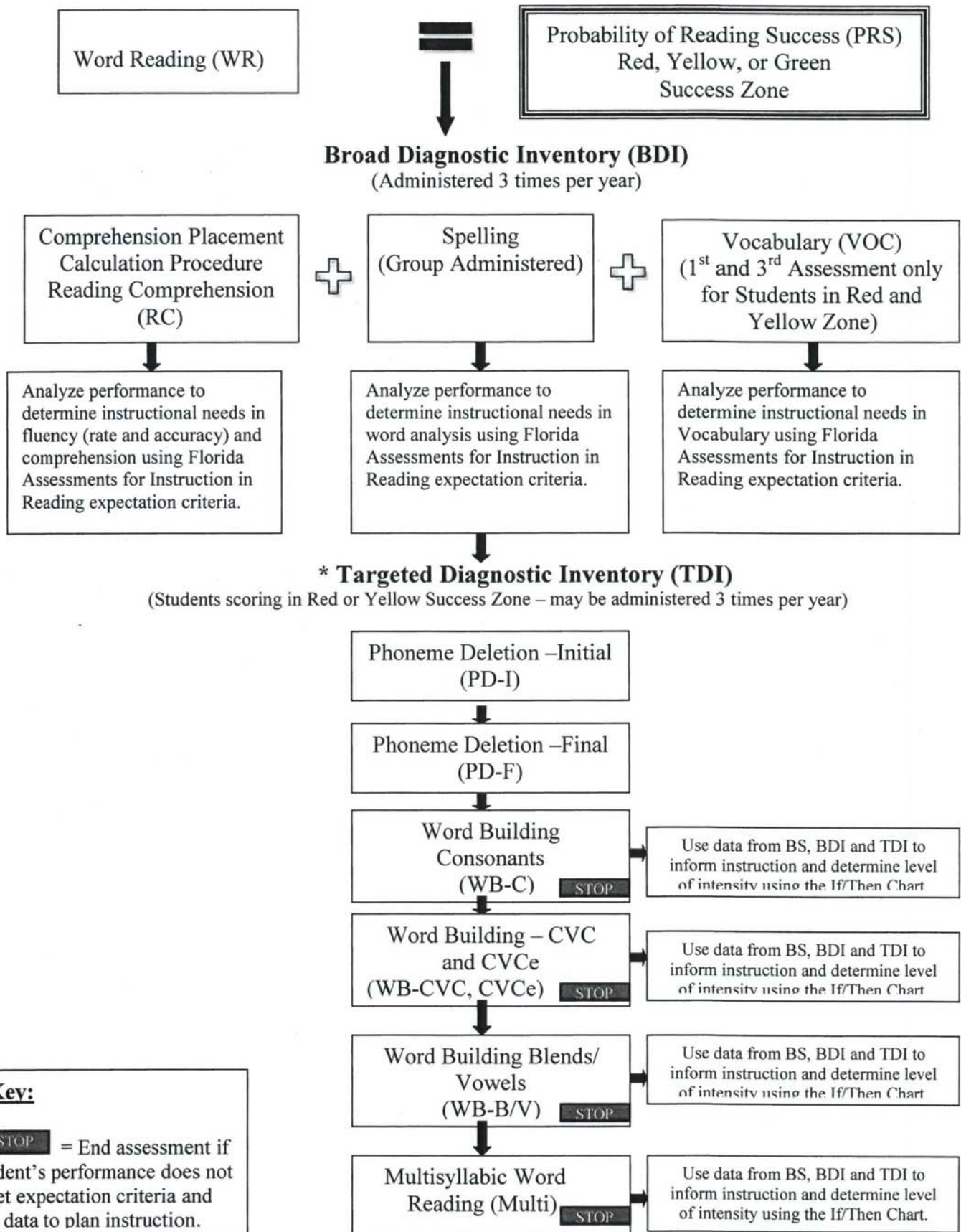




**1<sup>st</sup> Grade Curriculum and Assessment Decision Tree**  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



**2nd Grade Curriculum and Assessment Decision Tree**  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)





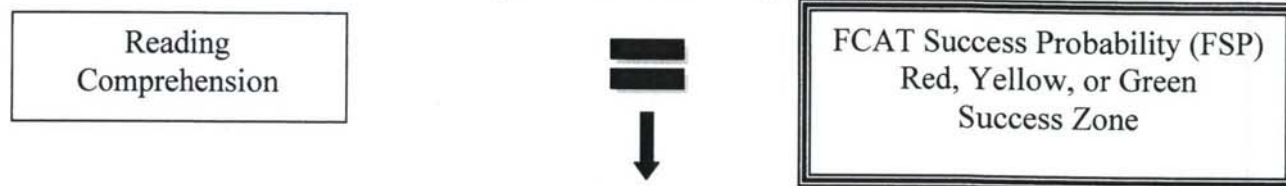
Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<b>Kindergarten – 2<sup>nd</sup> Grade</b>  Administer FAIR	Assessment Period 1: August/September 2012	Student's Probability of Reading Success (PRS) score is at or above 85% (Green Success Zone) and Listening/Reading Comprehension score is 4 or above	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> </ul>
	Assessment Period 2: December 2012	Student's Probability of Reading Success (PRS) score is at or above 85% (Green Success Zone) and Listening Comprehension/Reading score is 3 or below	<ul style="list-style-type: none"> <li>• Determine the breakdown of explicit and implicit questions.</li> <li>• Provide comprehension instruction, focusing on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> <li>• Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> </ul>
	Assessment Period 3: March 2013	Student's Probability of Reading Success (PRS) score is 16- 84% (Yellow Success Zone)	<p>Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). Because there is a wide discrepancy between students scoring in the yellow success zone, use the Listening Comprehension, Vocabulary and TDI scores to determine the level of daily differentiated intervention required for students.</p> <p><b>Note: Students scoring in the Yellow Success Zone will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</b></p>	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> <li>• Early Interventions in Reading</li> <li>• Phonemic Awareness</li> <li>• Early Reading Tutor</li> <li>• Supplemental Intervention Reading Program(s)</li> <li>• Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.)</li> </ul>



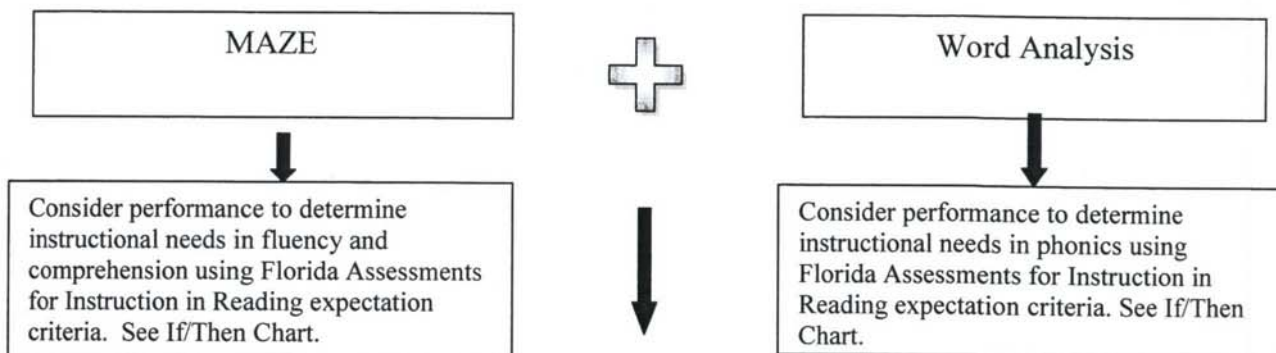
**District: Gadsden****Chart D1**

		Student's Probability of Reading Success (PRS) score is below 16% (Red Success Zone)	Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). Use the Listening Comprehension, Vocabulary and TDI scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.	<ul style="list-style-type: none"><li>• SRA Imagine It! Reading Program</li><li>• Early Interventions in Reading</li><li>• Phonemic Awareness</li><li>• Early Reading Tutor</li><li>• Supplemental Intervention Reading Program(s)</li><li>• Daily small group or individualized intervention in addition to an extension of the 90-minute reading block targeted to meet student's instructional needs.</li></ul>
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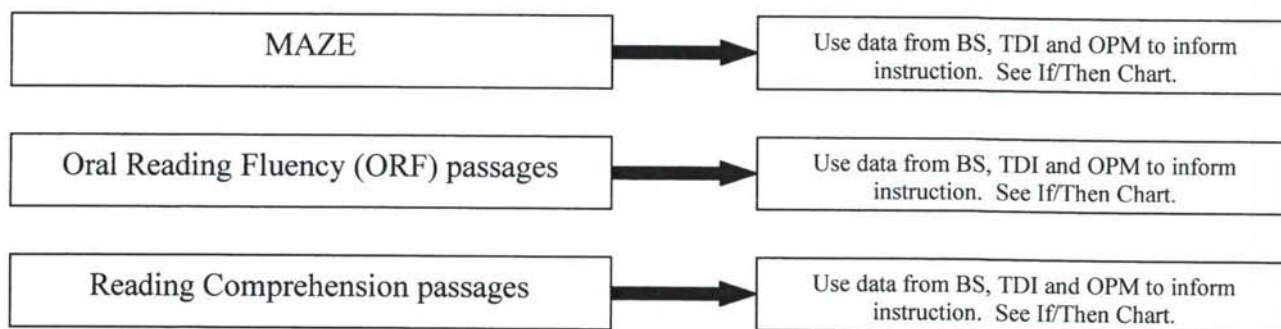
**Grades 3-5 Curriculum and Assessment Decision Tree**  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



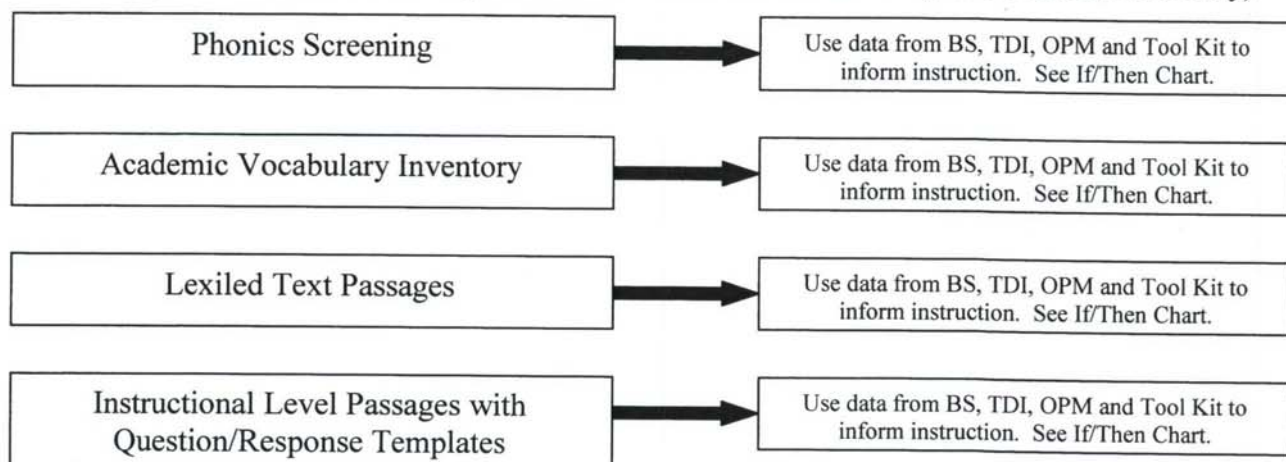
**Targeted Diagnostic Inventory (TDI)**  
 (Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



**Ongoing Progress Monitoring (OPM)**  
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



**Informal Diagnostic Tool Kit**  
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<b>Grade 3</b> Administer FAIR to students who have been identified with a reading deficiency as determined by district selected assessment criteria  <b>Grades 4-5</b> Administer FAIR for students in grades 4 and 5 scoring at Level 1 or Level 2 on FCAT SSS	Assessment Period 1: August/September 2012  Assessment Period 2: December 2012  Assessment Period 3: March 2013	Student's FCAT Success Probability (FSP) score is at or above 85% (Green Success Zone)	<b><u>Green Success Zone (Box 1) *</u></b> <ul style="list-style-type: none"> <li>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul> <p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p>	<b><u>Green Success Zone (Box 1)</u></b> SRA Imagine It! Reading Program Strategies, Classroom Libraries, Leveled Books, Word Walls, Picture Dictionaries/Flashcards, Accelerated Reader and/or other district approved SRPs/IRPs to increase student vocabulary
		Student's FCAT Success Probability (FSP) score is 85% or less (Yellow or Red Success Zone)	<p><b>Students receive both MAZE and Word Analysis score. Use the appropriate rules below for each score to determine the appropriate programs/materials/strategies to meet student needs.</b></p> <p><b><u>Maze score is above 30<sup>th</sup> percentile (Box 2)</u></b>            Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Maze score is below 30<sup>th</sup> percentile (Box 3)</u></b></p> <ul style="list-style-type: none"> <li>Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies.</li> <li>If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).</li> </ul> <p><b><u>Word Analysis Score is above 30<sup>th</sup> percentile (Box 4)</u></b>            Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p><b><u>If a student's scores fall in Box 2+4</u></b>            SRA Imagine It! Reading Program Strategies, KWL Charts, Fluency and Accuracy Probes/Checks, Kaleidoscope, FAIR Toolkit and/or other district approved SRPs/IRPs to strengthen comprehension</p> <p><b><u>If a student's scores fall in Box 2+5</u></b>            SRA Imagine It! Reading Program Strategies, Fluency and Accuracy Probes/Checks, Kaleidoscope, FAIR Toolkit, Accelerated Reader, Early Reading Tutor, and/or district approved SRPs/IRPs to build fluency</p> <p><b><u>If a student's scores fall in Box 3+4</u></b>            SRA Imagine It! Reading Program Strategies, KWL Charts, Fluency and Accuracy Probes/Checks, Kaleidoscope, FAIR Toolkit, Early Interventions in Reading and/or other district approved SRPs/IRPs to strengthen comprehension</p>



			<p><b><u>Word Analysis Score is above 30<sup>th</sup> percentile (Box 5)</u></b> Use Informal Diagnostic Tool Kit-Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"><li>• If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.).</li><li>• If the student struggles with morphological errors provide instruction in base/root words and prefixed/suffixes.</li></ul>	<p><b><u>If a student's scores fall in Box 3+5</u></b> SRA Imagine It! Reading Program, Strategies: Fluency and Accuracy Probes/Checks, Kaleidoscope, Early Interventions in Reading, Leveled Libraries, Decodables, FAIR Toolkit, FCRR materials and/or district approved SRPs/IRPs</p>
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# **Middle School Student Achievement and Instruction Charts**

# Chart F

## CHART F: MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1213

School Name	Development Reading (For Students on or Above Grade Level in Reading Required to Take a Reading Course)	SIRP	CIRP	Educational Technology	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 6-8	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers	Class Size Cap for Content Area Reading Intervention Courses
CARTER PARRAMORE ACADEMY 0231	Houghton Mifflin Daybooks- 6,7,8 Other: Glencoe Literature Florida Treasures 6,7,8	READ 180- 6,7,8 Other: Classroom Libraries Hampton Brown Edge Level A	Other:		<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading <b>Outcome measure</b> Florida Assessments for Instruction in Reading  <b>2010-11 Student Placement Screening/Diagnostic/Other</b> Screening: FORF and FCAT SSS Progress Monitoring: MAZE Outcome: FCAT SSS	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	6 : 50 7 : 50 8 : 50	6 : 5 7 : 5 8 : 5	15	Yes	15
CROSSROAD ACADEMY 9104	SRA Imagine It-6 Other: Glencoe Literature: The Reader's Choice Course 2-3 (7-8) Realms of Gold Volume 1-3 (6-8)	Other: Corrective Reading (6-8)	Other:		<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading <b>Outcome measure</b> Florida Assessments for Instruction in Reading  <b>2010-11 Student Placement Screening/Diagnostic/Other</b>	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	6 : 60 7 : 60 8 : 60	6 : 5 7 : 5 8 : 5	15	Yes	22



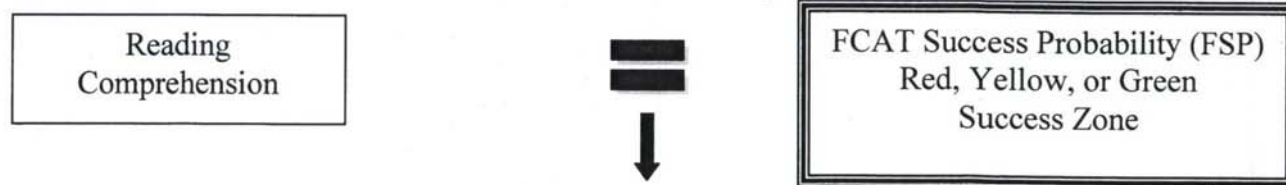
				Screening: FORF and FCAT SSS Progress Monitoring: MAZE Outcome: FCAT SSS							
GADSDEN CENTRAL ACADEMY 9106	Other: N/A	Other: N/A	Other:	Screening N/A  Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A  2010-11 Student Placement Screening/Diagnostic/Other N/A	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	N/A	No	
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	Other: Glencoe: 6-8 used in Intensive Language Arts course	Fast ForWord- 6,7,8 Other: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Reading A to Z, Book Club, Talented Literature Study (Junior Great Books), PACE Grades 3-6	Other:	Screening See "Other"  Progress monitoring reported (fluent) See "Other" Progress monitoring reported (disfluent) See "Other" Outcome measure See "Other"  2010-11 Student Placement Screening/Diagnostic/Other Screening, Progress monitoring and Diagnostic assessments are determined and carried out by	6 : 150 7 : 150 8 : 150	6 : 5 7 : 5 8 : 5	6 : 150 7 : 150 8 : 150	6 : 5 7 : 5 8 : 5	20	Yes	20
HAVANA MIDDLE	Houghton Mifflin Daybooks-6,7 Other: Glencoe Literature Florida Treasures 6,7,8	READ 180- 6,7,8 Other: Classroom Libraries	Other:	Screening Florida Assessments for Instruction in Reading  Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure	6 : 100 7 : 100	6 : 5 7 : 5	6 : 100 7 : 100	6 : 5 7 : 5	22	Yes	22

0061				Florida Assessments for Instruction in Reading 2010-11 Student Placement Screening/Diagnostic/Other Screening: FORF and FCAT SSS Progress Monitoring: MAZE Outcome: FCAT SSS	8 : 100	8 : 5	8 : 100	8 : 5			
HOPE ACADEMY 9102	Other: N/A	Other: N/A	Other:	Screening N/A  Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A  2010-11 Student Placement Screening/Diagnostic/Other N/A	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	N/A	No	
JAMES A. SHANKS MIDDLE 0211	Houghton Mifflin Daybooks- 6,7,8 Other: Glencoe Literature Florida Treasures 6,7,8	READ 180- 6,7,8 Other: Classroom Libraries 6,7,8 Hampton Brown Edge Level A	Other:	Screening Florida Assessments for Instruction in Reading  Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading  2010-11 Student Placement Screening/Diagnostic/Other Screening: FORF and FCAT NGSSS Progress Monitoring: MAZE Outcome: FCAT NGSSS	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	22	Yes	22
	Houghton Mifflin Daybooks-6,7 Other: Glencoe	READ 180- 6,7,8 Other: Class Set Novels 6,7,8	Other:	Screening Florida Assessments for Instruction in Reading  Progress monitoring reported (fluent)					22	Yes	22

WEST GADSDEN HIGH 0051	Literature Florida Treasures 6,7,8	Junior Great Books Hampton Brown Edge-Level A 8		Florida Assessments for Instruction in Reading						
				<b>Progress monitoring reported (disfluent)</b>						
				Florida Assessments for Instruction in Reading						
				<b>Outcome measure</b>						
				Florida Assessments for Instruction in Reading	6 : 100	6 : 5	6 : 100	6 : 5		
					7 : 100	7 : 5	7 : 100	7 : 5		
					8 : 100	8 : 5	8 : 100	8 : 5		
				<b>2010-11 Student Placement Screening/Diagnostic/Other</b>						
				Screening: Florida Toolkit, FAIR, FCAT 2.0						
				Progress Monitoring: Florida						

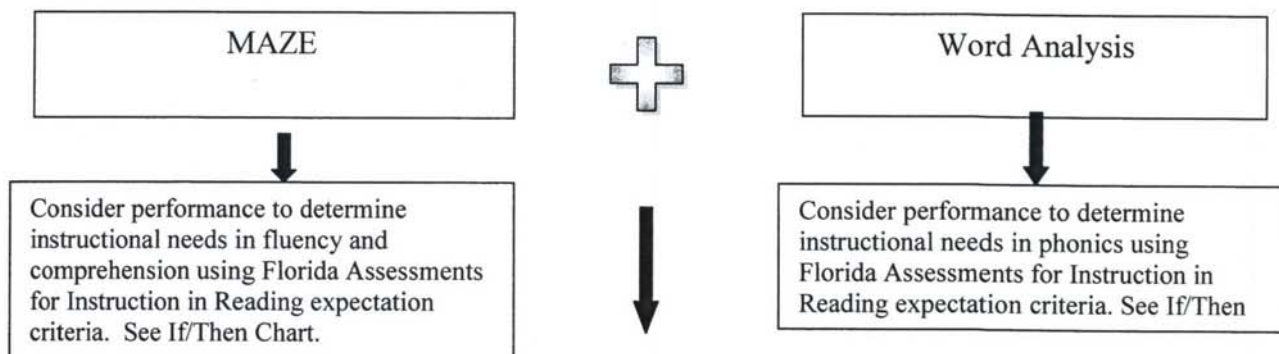


**Grades (6) 7-8 Curriculum and Assessment Decision Tree**  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



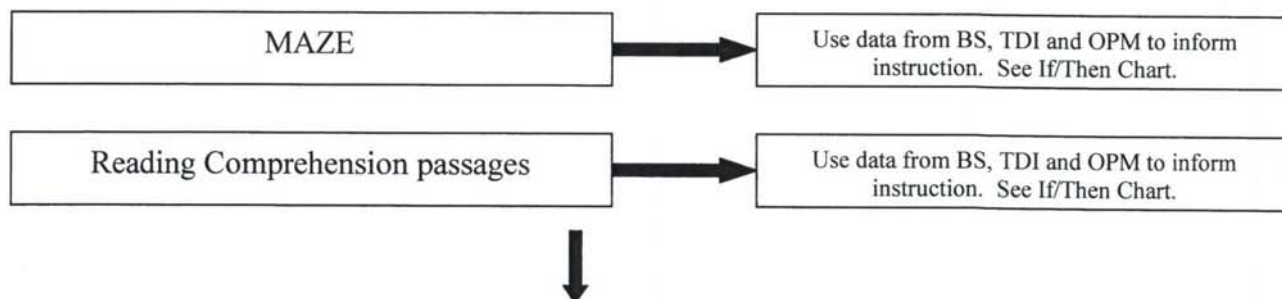
**Targeted Diagnostic Inventory (TDI)**

(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



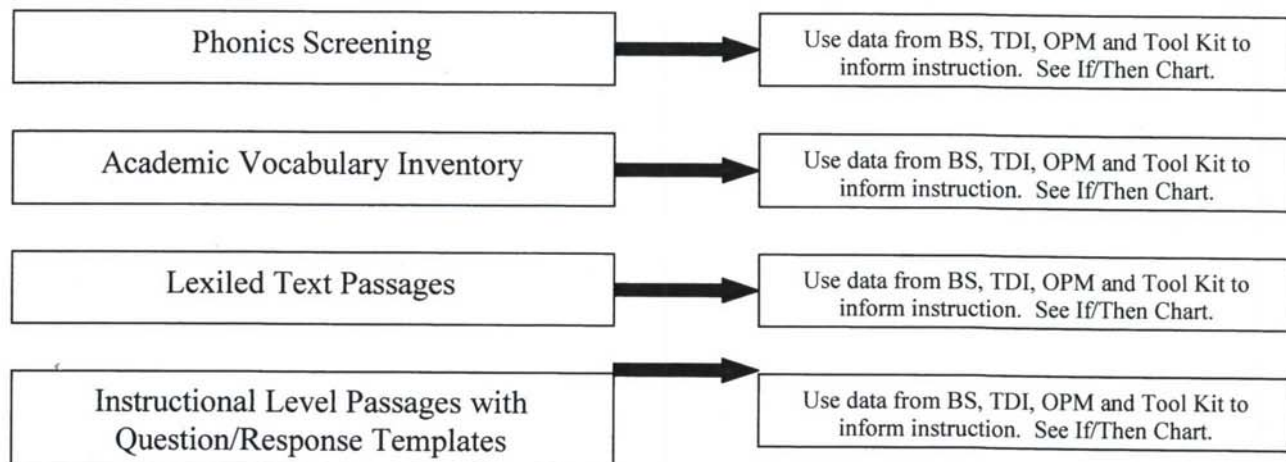
**Ongoing Progress Monitoring (OPM)**

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



**Tool Kit**

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



Screening Assessments	Dates	IF	THEN	Interventions and Materials										
FCAT/SSS and FAIR  Only FAIR for students without FCAT SSS Scores	Spring 2012	Student scores Level 1 or Level 2	Use FAIR reading comprehension, maze, and word analysis results from Spring 2011 administration to assess student need in fluency and decoding. Place into the appropriate reading intervention using placement guidelines and FCAT and FAIR data.	Intensive Reading Courses <b>Middle School</b> (key below for levels)										
		Student scores 16-84%	Student scoring at Level 2 on FCAT reading and deemed fluent based on FAIR scores will be eligible for content area reading intervention where available.	<table><tr><th>A*</th><th>B*</th><th>C*</th><th>D</th></tr><tr><td>Issues with decoding/text reading efficiency</td><td>Intensive Reading</td><td>Intensive Reading</td><td>Reading</td></tr><tr><td>READ 180 Level A or SRA Corrective Reading - Decoding</td><td>Read 180 Level B 6<sup>th</sup> grade Red Flex 7<sup>th</sup> grade Purple Flex 8<sup>th</sup> grade</td><td>Read 180 and Literature Circles</td><td>Content-Area Reading or Hampton Brown Edge Level A</td></tr></table> <p><b>Match letters to intervention column:</b></p> <p>A. FCAT Level 1: Maze score: &lt; 15<sup>th</sup> percentile or Word Analysis score: &lt; 15<sup>th</sup> percentile Reading Comprehension: &lt; 39<sup>th</sup> percentile</p> <p>B. FCAT Level 1: Maze score: &lt; 20<sup>th</sup> percentile or Word Analysis score: &lt; 20<sup>th</sup> percentile Reading Comprehension: &lt; 39<sup>th</sup> percentile</p> <p>C. FCAT Level 1 or 2: Maze Score: &lt; 30<sup>th</sup> percentile or Word Analysis score: &lt; 30<sup>th</sup> percentile Reading Comprehension: &lt; or = 39<sup>th</sup> percentile</p> <p>D. FCAT Level 2 Maze Score: &gt; 30<sup>th</sup> percentile or Word Analysis score: &gt; 30<sup>th</sup> percentile Reading Comprehension: &gt; 39<sup>th</sup> percentile</p> <p>*Teacher recommendation</p> <p>*A, B, and C require additional instructional time</p>	A*	B*	C*	D	Issues with decoding/text reading efficiency	Intensive Reading	Intensive Reading	Reading	READ 180 Level A or SRA Corrective Reading - Decoding	Read 180 Level B 6 <sup>th</sup> grade Red Flex 7 <sup>th</sup> grade Purple Flex 8 <sup>th</sup> grade
A*	B*	C*	D											
Issues with decoding/text reading efficiency	Intensive Reading	Intensive Reading	Reading											
READ 180 Level A or SRA Corrective Reading - Decoding	Read 180 Level B 6 <sup>th</sup> grade Red Flex 7 <sup>th</sup> grade Purple Flex 8 <sup>th</sup> grade	Read 180 and Literature Circles	Content-Area Reading or Hampton Brown Edge Level A											

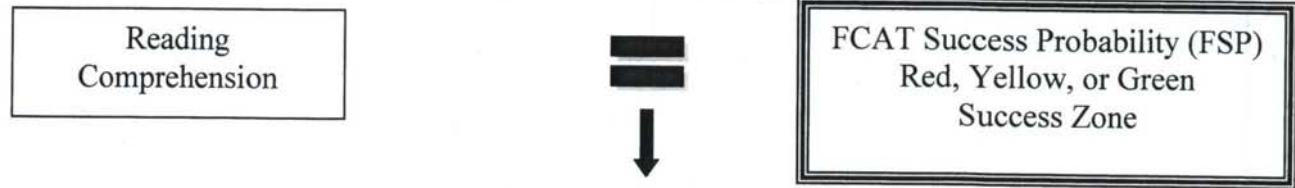


Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
FAIR 1 <sup>st</sup> assessment	Assessment Period 1: August/ September 2012	Student's scores high FCAT Success Probability	Continue to serve student in reading intervention <b><u>Green Success Zone (Box 1) *</u></b> <ul style="list-style-type: none"> <li>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul>	<b><u>Green Success Zone (Box 1)</u></b> Glencoe Literature Florida Treasures Classroom Libraries Accelerated Reader Kagan Strategies Junior Great Book Daybook of Critical Reading & Writing FAIR Toolkit Other district approved SRPs/IRPs to increase student vocabulary
FAIR 2 <sup>nd</sup> assessment	Assessment Period 2: December 2012	(Green Success Zone – 85% and above)	* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.	
FAIR 3 <sup>rd</sup> assessment	Assessment Period 3: March 2013	Student's FCAT Success Probability (FSP) score is 84% or less (Yellow or Red Success Zone)	Continue to serve student in reading intervention; determine if student is properly placed by monitoring fluency status through the use of Maze and Word Analysis scores. Use ongoing progress monitoring tools between assessment windows to ascertain progress.  Use the appropriate rules below for each score. <b><u>Maze score is above 30<sup>th</sup> percentile (Box 2)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.  <b><u>Maze score is below 30<sup>th</sup> percentile (Box 3)</u></b> Have student orally read a passage monitoring fluency rate, accuracy, expression) <ul style="list-style-type: none"> <li>If the student reads fluently, then work on comprehension strategies.</li> <li>If the student struggles with reading fluently, then work on strategies, addressing fluency (rate and accuracy)</li> </ul>	<b><u>If a student's scores fall in Box 2+4</u></b> Glencoe Literature Florida Treasures Read 180 Hampton Brown Edge Kagan Strategies Classroom Libraries Daybook of Critical Reading & Writing FAIR Toolkit Other district approved SRPs/IRPs to strengthen comprehension  <b><u>If a student's scores fall in Box 2+5</u></b> Glencoe Literature Florida Treasures Read 180 Hampton Brown Edge Word Skills Kagan Strategies Classroom Libraries Accelerated Reader FAIR Toolkit Other district approved SRPs/IRPs to build fluency
Administer FAIR to students scoring at Level 1 or Level 2 on FCAT SSS				

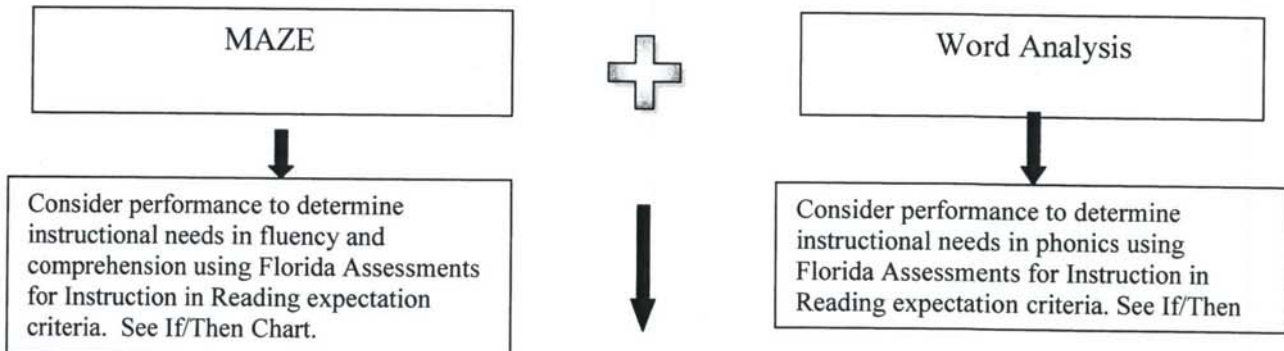


Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
			<p><b><u>Word Analysis score is above 30<sup>th</sup> percentile (Box 4)</u></b>            Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Word Analysis score is below 30<sup>th</sup> percentile (Box 5)</u></b>            Use Informal Diagnostic Tool Kit – Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> <li>If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.).</li> <li>If student struggles with morphological errors provide instruction in base/root words and prefixes, suffixes and consider the diagnostic toolkit.</li> </ul>	<p><b><u>If a student's scores fall in Box 3+4</u></b>            Glencoe Literature Florida Treasures            Read 180            Hampton Brown Edge            Kagan Strategies            Accelerated Reader            FAIR Toolkit            Classroom Libraries            Other district approved SRPs/IRPs to increase vocabulary and strengthen comprehension</p> <p><b><u>If a student's scores fall in Box 3+5</u></b>            Glencoe Literature Florida Treasures            SRA Corrective Reading - Decoding            Word Skills            Kagan Strategies            Read 180            FAIR Toolkit            Other district approved SRPs/IRPs</p>

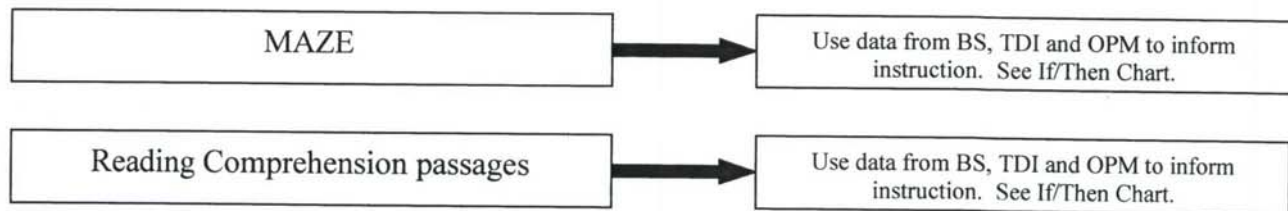
**Grades (6) 7-8 Curriculum and Assessment Decision Tree**  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



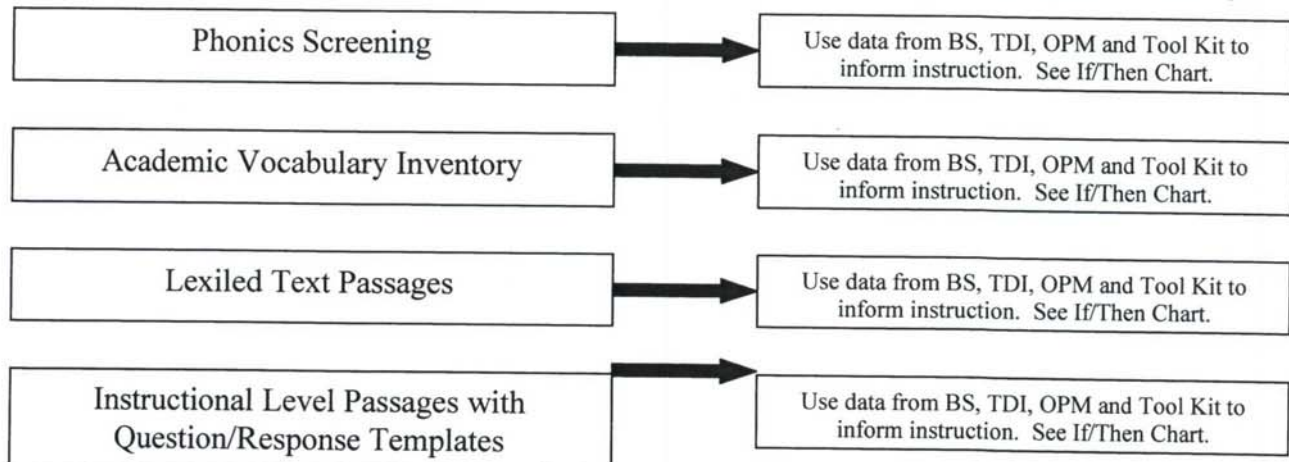
**Targeted Diagnostic Inventory (TDI)**  
 (Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



**Ongoing Progress Monitoring (OPM)**  
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



**Tool Kit**  
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



Screening Assessments	Dates	IF	THEN	Interventions and Materials									
FCAT/SSS and FAIR  Only FAIR for students without FCAT SSS Scores	Spring 2012	Student scores Level 1 or Level 2	Use FAIR reading comprehension, maze, and word analysis results from Spring 2011 administration to assess student need in fluency and decoding. Place into the appropriate reading intervention using placement guidelines and FCAT and FAIR data.  Student scoring at Level 2 on FCAT reading and deemed fluent based on FAIR scores will be eligible for content area reading intervention where available.	Intensive Reading Courses <b>Middle School</b> (key below for levels)									
		Student scores 16-84%		<table><tr><th>A*</th><th>B*</th><th>C*</th><th>D</th></tr><tr><td>Issues with decoding/text reading efficiency</td><td>Intensive Reading</td><td>Intensive Reading</td><td>Reading</td></tr><tr><td>READ 180 Level A or SRA Corrective Reading - Decoding</td><td>Read 180 Level B 6<sup>th</sup> grade Red Flex 7<sup>th</sup> grade Purple Flex 8<sup>th</sup> grade</td><td>Read 180 and Literature Circles</td><td>Content-Area Reading or Hampton Brown Edge Level A</td></tr></table> <p><b>Match letters to intervention column:</b></p> <p>A. FCAT Level 1: Maze score: &lt; 15<sup>th</sup> percentile or Word Analysis score: &lt; 15<sup>th</sup> percentile Reading Comprehension: &lt; 39<sup>th</sup> percentile</p> <p>B. FCAT Level 1: Maze score: &lt; 20<sup>th</sup> percentile or Word Analysis score: &lt; 20<sup>th</sup> percentile Reading Comprehension: &lt; 39<sup>th</sup> percentile</p> <p>C. FCAT Level 1 or 2: Maze Score: &lt; 30<sup>th</sup> percentile or Word Analysis score: &lt; 30<sup>th</sup> percentile Reading Comprehension: &lt; or = 39<sup>th</sup> percentile</p> <p>D. FCAT Level 2 Maze Score: &gt; 30<sup>th</sup> percentile or Word Analysis score: &gt; 30<sup>th</sup> percentile Reading Comprehension: &gt; 39<sup>th</sup> percentile</p> <p>*Teacher recommendation</p> <p>*A, B, and C require additional instructional time</p>	A*	B*	C*	D	Issues with decoding/text reading efficiency	Intensive Reading	Intensive Reading	Reading	READ 180 Level A or SRA Corrective Reading - Decoding
A*	B*	C*	D										
Issues with decoding/text reading efficiency	Intensive Reading	Intensive Reading	Reading										
READ 180 Level A or SRA Corrective Reading - Decoding	Read 180 Level B 6 <sup>th</sup> grade Red Flex 7 <sup>th</sup> grade Purple Flex 8 <sup>th</sup> grade	Read 180 and Literature Circles	Content-Area Reading or Hampton Brown Edge Level A										



Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
FAIR 1 <sup>st</sup> assessment	Assessment Period 1: August/ September 2012	Student's scores high FCAT Success Probability (Green Success Zone – 85% and above)	Continue to serve student in reading intervention <b><u>Green Success Zone (Box 1) *</u></b> <ul style="list-style-type: none"> <li>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul>	<b><u>Green Success Zone (Box 1)</u></b> Glencoe Literature Florida Treasures Classroom Libraries Accelerated Reader Kagan Strategies Junior Great Book Daybook of Critical Reading & Writing FAIR Toolkit Other district approved SRPs/IRPs to increase student vocabulary
FAIR 2 <sup>nd</sup> assessment	Assessment Period 2: December 2012			
FAIR 3 <sup>rd</sup> assessment	Assessment Period 3: March 2013			
Administer FAIR to students scoring at Level 1 or Level 2 on FCAT SSS		Student's FCAT Success Probability (FSP) score is 84% or less (Yellow or Red Success Zone)	<p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p> <p>Continue to serve student in reading intervention; determine if student is properly placed by monitoring fluency status through the use of Maze and Word Analysis scores. Use ongoing progress monitoring tools between assessment windows to ascertain progress.</p> <p>Use the appropriate rules below for each score. <b><u>Maze score is above 30<sup>th</sup> percentile (Box 2)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Maze score is below 30<sup>th</sup> percentile (Box 3)</u></b> Have student orally read a passage monitoring fluency rate, accuracy, expression) <ul style="list-style-type: none"> <li>If the student reads fluently, then work on comprehension strategies.</li> <li>If the student struggles with reading fluently, then work on strategies, addressing fluency (rate and accuracy)</li> </ul> </p>	<p><b><u>If a student's scores fall in Box 2+4</u></b> Glencoe Literature Florida Treasures Read 180 Hampton Brown Edge Kagan Strategies Classroom Libraries Daybook of Critical Reading &amp; Writing FAIR Toolkit Other district approved SRPs/IRPs to strengthen comprehension</p> <p><b><u>If a student's scores fall in Box 2+5</u></b> Glencoe Literature Florida Treasures Read 180 Hampton Brown Edge Word Skills Kagan Strategies Classroom Libraries Accelerated Reader FAIR Toolkit Other district approved SRPs/IRPs to build fluency</p>

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
			<p><b><u>Word Analysis score is above 30<sup>th</sup> percentile (Box 4)</u></b>  Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Word Analysis score is below 30<sup>th</sup> percentile (Box 5)</u></b>  Use Informal Diagnostic Tool Kit – Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> <li>If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.). If student struggles with morphological errors provide instruction in base/root words and prefixes, suffixes and consider the diagnostic toolkit.</li> </ul>	<p><b><u>If a student's scores fall in Box 3+4</u></b>  Glencoe Literature Florida Treasures  Read 180  Hampton Brown Edge  Kagan Strategies  Accelerated Reader  FAIR Toolkit  Classroom Libraries  Other district approved SRPs/IRPs to increase vocabulary and strengthen comprehension</p> <p><b><u>If a student's scores fall in Box 3+5</u></b>  Glencoe Literature Florida Treasures  SRA Corrective Reading - Decoding  Word Skills  Kagan Strategies  Read 180  FAIR Toolkit  Other district approved SRPs/IRPs</p>

# **High School Student Achievement and Instruction Charts**



# Chart I

CHART I: HIGH SCHOOL INSTRUCTIONAL MATERIALS INFORMATION											
District Name: GADSDEN: 1213											
School Name	SIRP	CIRP	Educational Technology	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 9-12	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers	Class Size Cap for Content Area Reading Intervention Courses
CARTER PARRAMORE ACADEMY 0231	Hampton Brown Edge-9,10,11,12 Other: Classroom Libraries ACT/SAT College Readiness English 4-Florida College Prep	Other:		<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading <b>Outcome measure</b> Florida Assessments for Instruction in Reading  <b>2011-12 Student Placement Screening/Diagnostic/Other</b> Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and	9 : 100 10 : 100 11 : 100 12 : 100	9 : 5 10 : 5 11 : 5 12 : 5	9 : 50 10 : 50 11 : 50 12 : 50	9 : 5 10 : 5 11 : 5 12 : 5	20	Yes	20
DROP BACK IN ACADEMY 9108	Other: N/A	Other:		<b>Screening</b> N/A  <b>Progress monitoring reported (fluent)</b> N/A <b>Progress monitoring reported (disfluent)</b> N/A <b>Outcome measure</b> N/A  <b>2011-12 Student Placement Screening/Diagnostic/Other</b>	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	Yes	N/A

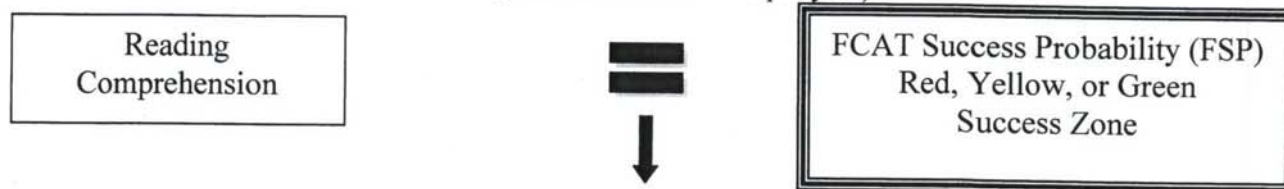
				N/A							
EAST GADSDEN HIGH 0071	Hampton Brown Edge- 9,10 Other: Classroom Libraries ACT/SAT College Readiness English 4- Florida College Prep	Other:		<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading  <b>Outcome measure</b> Florida Assessments for Instruction in Reading  <b>2011-12Student Placement Screening/Diagnostic/Other</b> Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and	9 : 90 10 : 90 11 : 90 12 : 90	9 : 5 10 : 5 11 : 5 12 : 5	9 : 50 10 : 50 11 : 50 12 : 50	9 : 5 10 : 5 11 : 5 12 : 5	22	Yes	No
FLORIDA STATE HOSPITAL 0241	Other: N/A	Other:		<b>Screening</b> NA  <b>Progress monitoring reported (fluent)</b> NA  <b>Progress monitoring reported (disfluent)</b> NA  <b>Outcome measure</b> NA  <b>2011-12Student Placement Screening/Diagnostic/Other</b> This is not a school, but rather a program in the Gadsden School District.	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	No	
	Other: N/A	Other:		<b>Screening</b> NA  <b>Progress monitoring reported (fluent)</b> NA					N/A	No	

GADSDEN CENTRAL ACADEMY 9106			<b>Progress monitoring reported (disfluent)</b> NA <b>Outcome measure</b> NA  <b>2011-12 Student Placement Screening/Diagnostic/Other</b>	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0			
GADSDEN TECHNICAL INSTITUTE 0245	Other: N/A	Other:	<b>Screening</b> NA  <b>Progress monitoring reported (fluent)</b> NA <b>Progress monitoring reported (disfluent)</b> NA <b>Outcome measure</b> NA  <b>2011-12 Student Placement Screening/Diagnostic/Other</b>					N/A	No	
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	Other: Reading interventions and differentiation determined by proprietary reading profile assessment and available student assessment data.	Other:	<b>Screening</b> See "Other"  <b>Progress monitoring reported (fluent)</b> See "Other" <b>Progress monitoring reported (disfluent)</b> See "Other" <b>Outcome measure</b> See "Other"  <b>2011-12 Student Placement Screening/Diagnostic/Other</b>	9 : 90 10 : 90 11 : 90 12 : 90	9 : 5 10 : 5 11 : 5 12 : 5	9 : 60 10 : 60 11 : 60 12 : 60	9 : 5 10 : 5 11 : 5 12 : 5	TBD once the intensive reading course pilot is completed in June 2010.	Yes	1:140--via virtual course model. 24/7 course access for students; Access to teacher 7 days a week from 8:00 AM to 8:00 PM



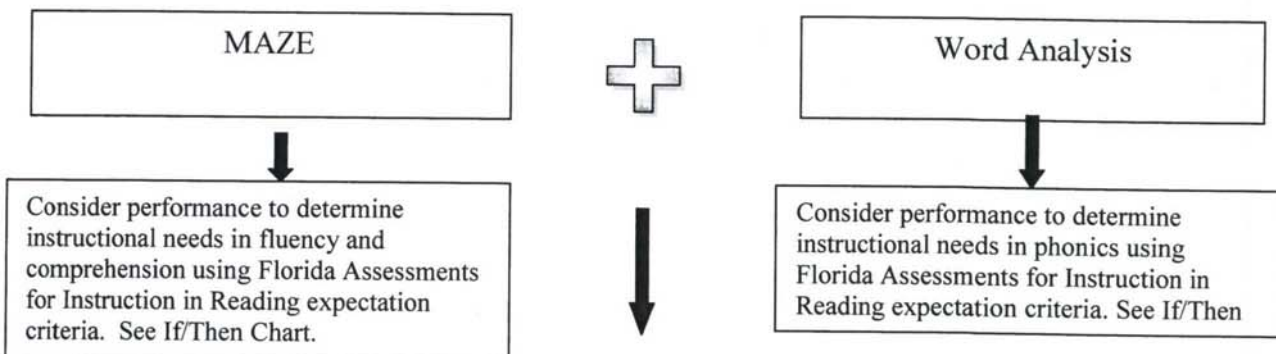
				Screening, Progress monitoring and Diagnostic assessments are determined and carried out by							
HOPE ACADEMY 9102	Other: N/A	Other:		<b>Screening</b> NA  <b>Progress monitoring reported (fluent)</b> NA <b>Progress monitoring reported (disfluent)</b> NA <b>Outcome measure</b> NA  <b>2011-12Student Placement Screening/Diagnostic/Other</b>	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	No	
WEST GADSDEN HIGH 0051	Hampton Brown Edge-9,10,11,12 Other: Classroom Libraries ACT/SAT College Readiness English 4-Florida College Prep Junior Great Books	Other:		<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading <b>Outcome measure</b> Florida Assessments for Instruction in Reading  <b>2011-12Student Placement Screening/Diagnostic/Other</b> Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and	9 : 100 10 : 100 11 : 100 12 : 100	9 : 5 10 : 5 11 : 5 12 : 5	9 : 50 10 : 50 11 : 50 12 : 50	9 : 5 10 : 5 11 : 5 12 : 5	22	Yes	22

**Grades 9-12 Curriculum and Assessment Decision Tree**  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



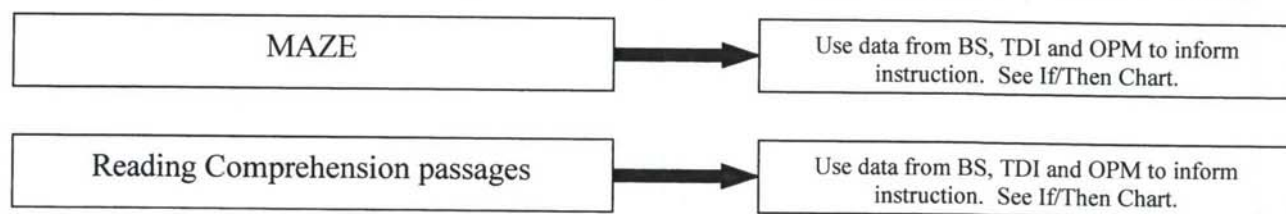
**Targeted Diagnostic Inventory (TDI)**

(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



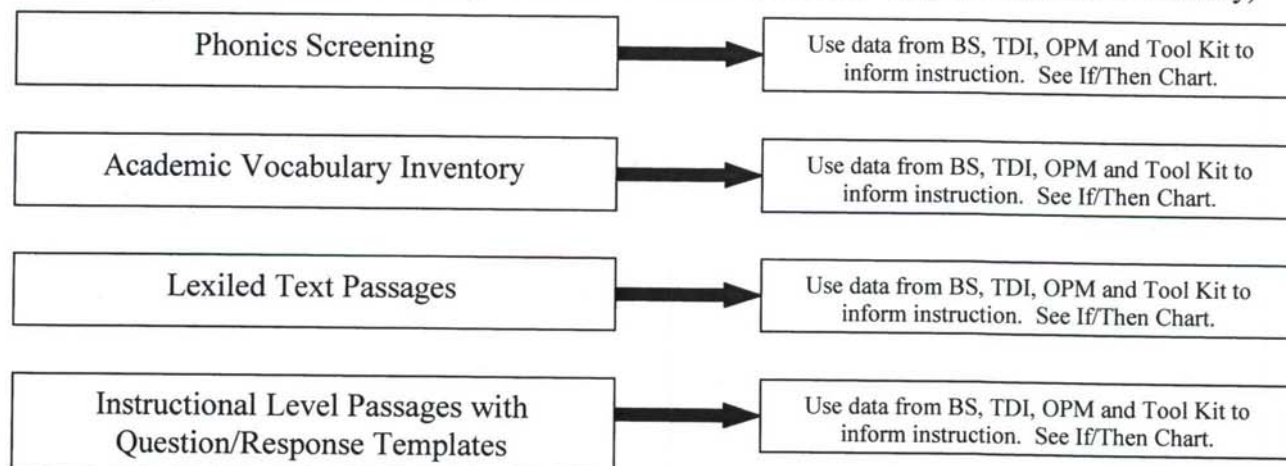
**Ongoing Progress Monitoring (OPM)**

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



**Tool Kit**

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



Screening Assessments	Dates	IF	THEN	Interventions and Materials					
FCAT/SSS and FAIR  Only FAIR for students without FCAT SSS scores	Spring 2012	Student scores Level 1 or Level 2	Use FAIR reading comprehension, maze and word analysis results from Spring 2011 administration to assess student need in fluency and decoding. Place into the appropriate reading intervention using placement guidelines and FCAT and FAIR data.  Student scoring at Level 2 on FCAT reading and deemed fluent based on FAIR scores will be eligible for content area reading intervention where available.	Reading Courses <b>High School</b> (key below for levels)					
		Student scores 16-84%		<table><tr><th>A*</th><th>B</th><th>C</th><th>D</th></tr><tr><td>Issues with decoding/ text reading efficiency  Hampton Brown Edge Level A or B (placement test) or SRA Corrective Reading Decoding</td><td>Intensive Reading  Hampton Brown Edge Level C</td><td>Intensive Reading  Hampton Brown Edge Level C and Literature Circles</td><td>Reading  Content -Area Reading or Hampton Brown Edge Level C</td></tr></table> <b>Match letters to intervention column:</b>  A. FCAT Level 1 and Level 2: Maze score: < 15 <sup>th</sup> percentile or Word Analysis score: < 15 <sup>th</sup> percentile Reading Comprehension: < 39 <sup>th</sup> percentile B. FCAT Level 1: Maze score: < 20 <sup>th</sup> percentile or Word Analysis score: < 20 <sup>th</sup> percentile Reading Comprehension: < 39 <sup>th</sup> percentile C. FCAT Level 1 or 2: Maze Score: < 30 <sup>th</sup> percentile or Word Analysis score: < 30 <sup>th</sup> percentile Reading Comprehension: < or = 39 <sup>th</sup> percentile D. FCAT Level 2 Maze Score: > 30 <sup>th</sup> percentile or Word Analysis score: > 30 <sup>th</sup> percentile Reading Comprehension: > 39 <sup>th</sup> percentile  *Teacher recommendation  • Only A requires additional instructional time	A*	B	C	D	Issues with decoding/ text reading efficiency  Hampton Brown Edge Level A or B (placement test) or SRA Corrective Reading Decoding
A*	B	C	D						
Issues with decoding/ text reading efficiency  Hampton Brown Edge Level A or B (placement test) or SRA Corrective Reading Decoding	Intensive Reading  Hampton Brown Edge Level C	Intensive Reading  Hampton Brown Edge Level C and Literature Circles	Reading  Content -Area Reading or Hampton Brown Edge Level C						



Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
FAIR 1 <sup>st</sup> assessment	Assessment Period 1: August/ September 2012	Student's scores high FCAT Success Probability (Green Success Zone – 85% and above)	Continue to serve student in reading intervention <b><u>Green Success Zone (Box 1) *</u></b> <ul style="list-style-type: none"> <li>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul> <p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p>	<b><u>Green Success Zone (Box 1)</u></b> Glencoe Literature Florida Treasures Hampton Brown Edge Classroom Libraries Accelerated Reader FAIR Toolkit
FAIR 2 <sup>nd</sup> assessment	Assessment Period 2: December 2012			
FAIR 3 <sup>rd</sup> assessment	Assessment Period 3: March 2013			
Administer FAIR to students scoring at Level 1 or Level 2 on FCAT SSS		Student's FCAT Success Probability (FSP) score is 84% or less (Yellow or Red Success Zone)	Continue to serve student in reading intervention; determine if student is properly placed by monitoring fluency status through the use of Maze and Word Analysis scores. Use ongoing progress monitoring tools between assessment windows to ascertain progress.  Use the appropriate rules below for each score. <b><u>Maze score is above 30<sup>th</sup> percentile (Box 2)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.  <b><u>Maze score is below 30<sup>th</sup> percentile (Box 3)</u></b> Have student orally read a passage monitoring fluency rate, accuracy, expression) <ul style="list-style-type: none"> <li>If the student reads fluently, then work on comprehension strategies.</li> <li>If the student struggles with reading fluently, then work on strategies, addressing fluency (rate and accuracy)</li> </ul>	<b><u>If a student's scores fall in Box 2+4</u></b> Glencoe Literature Florida Treasures Hampton Brown Edge Accelerated Reader Classroom Libraries FAIR Toolkit  <b><u>If a student's scores fall in Box 2+5</u></b> Glencoe Literature Florida Treasures Hampton Brown Edge Accelerated Reader Classroom Libraries FAIR Toolkit

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
			<p><b><u>Word Analysis score is above 30<sup>th</sup> percentile (Box 4)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Word Analysis score is below 30<sup>th</sup> percentile (Box 5)</u></b> Use Informal Diagnostic Tool Kit – Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> <li>If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.).</li> <li>If student struggles with morphological errors provide instruction in base/root words and prefixes, suffixes and consider the diagnostic toolkit.</li> </ul>	<p><b><u>If a student's scores fall in Box 3+4</u></b> Glencoe Literature Florida Treasures Hampton Brown Edge Classroom Libraries Accelerated Reader FAIR Toolkit</p> <p><b><u>If a student's scores fall in Box 3+5</u></b> Glencoe Literature Florida Treasures Hampton Brown Edge Accelerated Reader Classroom Libraries SRA Corrective Reading – Decoding FAIR Toolkit</p>

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided or have shown significant growth based on student data and teacher recommendation, reading intervention instruction and/or materials will be changed based on student data.

**District: Gadsden  
Leadership: Budget**

**Research-Based Reading Instruction Allocation 2012-2013**

✓ **Approved Section**

	(dollar total)	(percentage) Percentage of Total: (rounded to the nearest percent)
Estimated Expenditures - FEFP Reading Earmark Fund Source:	\$ 344791	
Salaries and Benefits	\$ 56000	16 %
<b>FTE of Reading Coach Positions funded solely by FEFP</b>		
<b>FTE of Reading Teacher Positions funded solely by FEFP</b>		
<b>Detailed breakdown of other salaries</b>	Salary and benefits for the District Reading Resource Specialist. Salaries and benefits for fourteen reading coaches/reading teachers are being paid from other funding sources.	
Professional Development	\$ 65000	19 %
Assessment Costs	\$ 15000	4 %
<b>Detailed breakdown of Assessment category</b>		
Programs/Materials	\$ 138000	40 %
<b>Detailed breakdown of Programs/Materials category</b>		
Other	\$ 70791	21 %
<b>Detailed breakdown of Other Category</b>	Salaries and benefits for ten instructional and two non-instructional employees working in the third grade summer reading camp (\$50,000), Transportation for third grade summer reading camp (\$19,000), and Reading materials and supplies for third grade summer reading camp (\$1791).	
Total Estimated Expenditures - FEFP Reading Earmark Fund Source	\$ 344791	
Other funding sources used to implement plan	\$	

**Detailed breakdown of**



**other funding sources  
including the source,  
amount, and use of funds**

--

Total cost of implementing K-12 Reading Plan      \$                      344791

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2012 JUL 23 PM 6:09

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 12a

DATE OF SCHOOL BOARD MEETING: July 31, 2012

TITLE OF AGENDA ITEM: Approval of School Board Policy 2.25 (subsection Code of Student Conduct).

DIVISION: Administration

       This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to request approval of School Board Policy 2.25 (Code of Student Conduct).

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith 

POSITION: Deputy Superintendent

---

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered           

CHAIRMAN'S SIGNATURE: page(s) numbered           

REVIEWED BY:

GADSDEN COUNTY SCHOOL BOARD

REGULAR MEETING: July 31, 2011

Suggested script for amending Gadsden County School Board Policy 2.25 (Code of Student Conduct).

( ) CHAIRPERSON

The next agenda item is Item Number \_\_\_\_ which includes consideration of, and action upon School Board Policy 2.25 (Code of Student Conduct). Based upon professional judgment and past experience, modifications of this policy will have little to no economic impact. For this reason no action is being taken on an economic impact statement. THIS PUBLIC HEARING IS INCLUDED IN THE REGULAR MEETING OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, held on July 31, 2011, in the regular School Board Meeting Room in the Max D. Walker Administration Building at Number 35 Martin Luther King Jr. Blvd., Quincy, Florida. The hearing is for the purpose of receiving input and comments from the public on policy 2.25. This hearing is being electronically recorded. The hour is now \_\_\_\_ p.m. At an appropriate time, the Chair will invite from the audience questions, comments, evidence, arguments, oral statements or other information regarding the proposed action. At that time, each individual wishing to address the Board will please first rise, be recognized by the Chair, and state her or his name.



- ( ) SUPERINTENDENT      Mr./Madam Chairperson, each member of the Board has been furnished a copy of the proposed policy previously described by you. I recommend that the Board amend School Board Policy Numbered 2.25.
- ( ) CHAIRPERSON      If there is anyone who wishes to ask questions, make comments, present evidence or oral arguments or present other information regarding the proposed action, you may do so at this time.
- ( ) CHAIRPERSON      (QUESTIONS, COMMENTS, ETC., IF ANY.)
- ( ) A MEMBER      Mr./Madam Chairperson, I move to amend Policy 2.25.
- ( ) A MEMBER      I second the motion.
- ( ) CHAIRPERSON      There is a motion and a second to amend policy 2.25. Is there any further discussion? All in favor of the motion please say aye- All opposed... The policy has been amended and it is so ordered. The next item on the agenda is Item Number \_\_\_\_.

# GADSDEN COUNTY SCHOOL DISTRICT



*"Building a Brighter Future"*

## Code of Student Conduct

**2012-2013**

**Mr. Reginald C. James**  
Superintendent of Schools  
35 Martin Luther King, Jr. Blvd.  
Quincy, Florida 32351  
(850) 627-9651  
Fax: (850) 627-2760

### School Board Members

<b>Eric Hinson</b> District No. 1 Havana, FL 32333 Midway, FL 32343	<b>Judge B. Helms, Jr.</b> District No. 2 Quincy, FL 32351	<b>Isaac Simmons, Jr.</b> District No. 3 Chattahoochee, FL 32324 Greensboro, FL 32330	<b>Charlie Frost</b> District No. 4 Gretna, FL 32332 Quincy, FL 32352	<b>Roger P. Milton</b> District No. 5 Quincy, FL 32351
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# The School Board of Gadsden County

## *"Building A Brighter Future"*



**Reginald C. James**  
SUPERINTENDENT OF SCHOOLS

35 Martin Luther King Jr. Blvd  
Quincy, Florida 32351  
TEL: (850) 627-9651  
FAX: (850) 627-2760

### SUPERINTENDENT'S MESSAGE

In order for the Gadsden County School District to perform effectively we must operate within a system of rules. These rules are written in the **Code of Student Conduct** to ensure a safe learning environment for the students who attend our schools. We know that there are many factors which contribute to discipline problems in a school; consequently, schools have the responsibility to encourage, promote, and maintain effective disciplinary practices.

The contents of this document apply to all students in grades **PreK-12**, unless otherwise stated. The information contained in the **Code of Student Conduct** is written specifically to ensure that each student associated with school activities has positive experiences in a safe learning environment.

This document will explain the rules of the Gadsden County School District, student rights and student responsibilities, disciplinary actions, and the disposition of school records. While this document does not contain the exact Florida Statutes referenced herein, a copy of those statutes can be obtained from the district office at 35 Martin Luther King, Jr. Boulevard in Quincy upon request or viewed on the State of Florida website at <http://www.flsenate.gov/statutes>.

The administrators and school personnel will continue to promote and maintain the kind of discipline that will foster a *healthy dose* of intervention, prevention, and the encouragement to discontinue those behaviors that are not acceptable to a safe learning environment. As we continue to find ways to make all of our schools safer, we realize that consequences for inappropriate behavior must be fair, consistent, yet firm as conflicts are resolved and as undesirable behavior is modified.

Please read and thoroughly discuss this document with your child. Help us maintain the safe school status which we all desire throughout our district. As we work together to build a brighter future we want to ensure that each student will have positive experiences in a safe learning environment.

Respectfully yours,

*Reginald C. James*

Reginald C. James  
Superintendent of Schools

RCJ:RWS:mjwb

ERIC HINSON  
DISTRICT NO. 1  
HAVANA, FL 32333

JUDGE B. HELMS, JR.  
DISTRICT NO. 2  
QUINCY, FL 32351

ISAAC SIMMONS, JR.  
DISTRICT NO. 3  
CHATTAHOOCHEE, FL 32324  
GREENSBORO, FL 32330

CHARLIE FROST  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32351

BOARD MEETS FOURTH TUESDAY OF EACH MONTH  
EQUAL OPPORTUNITY EMPLOYER

## **VISION**

The Gadsden County Public School District is committed to working together to *"Build A Brighter Future"* for our boys and girls.

We, the partners for excellence, recognize the need for multicultural awareness and education and envision that schools, communities, and parents/guardians will cooperatively embrace one another to offer an educational program that will meet the needs of students, parents/guardians, and the community. We further believe that ALL children can learn, and we envision that schools, using new and emerging technologies in conjunction with traditional approaches, will provide academic, intellectual, emotional, psychological, physical, and social experiences that will develop the whole student. Our product will be students who possess foundational, marketable, and/or functional skills that will enable them to broaden their horizons in any post-secondary endeavor upon which they might choose to embark.

## **MISSION STATEMENT**

The mission of the district is *"To Build a Brighter Future as We Prepare Students for Success in Life"*.

## **JURISDICTION OF THE SCHOOL BOARD**

The Code of Student Conduct and the Positive Student Management Discipline Plan were adopted by the Gadsden County School Board and are compatible with the Florida State legislative codes. Subject to law and rules and regulations of the State Board of Education of the State of Florida, each student enrolled in a school shall, during the time he/she is being transported to or from school at public expense, during the time he/she is attending school, including the time during which he/she is proceeding from one school center to another during the school day, and during the time he/she is on the premises of any publicly supported school in this district, be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom such responsibility may be assigned by the principal; and each such student shall, during the time he/she is otherwise en route to or from school at public expense, or is presumed by law to be attending school, be under the control and direction of the principal or teacher in charge of the school where he/she is enrolled.

## **DISCRIMINATION STATEMENT**

No person shall, on the basis of race, color, religion, sex, national origin, handicap, age, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any education program or activity.

This practice shall apply equally to students, employees and all persons having business with the School Board.

## **STUDENTS' RIGHTS AND RESPONSIBILITIES**

It is the intent of the Students' Rights and Responsibilities, as expressed in the Code of Student Conduct, that students understand that their rights must be accompanied by corresponding responsibilities.

Florida's School Improvement and Accountability System states that all school communities will provide an environment that is alcohol and drug-free and protects students' health, safety, and civil rights.

### **I. ATTENDANCE**

All questions relating to the attendance policy are to be directed to the school's attendance office first, and then if needed, the school principal.

Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board.

The school attendance law was amended by the 1997 Florida Legislature to require that any sixteen or seventeen year old student withdrawing from school must file a formal declaration of intent to terminate school enrollment with the district school board.

A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students.

A student is considered a "habitual truant" when he/she has 15 unexcused absences within 90 calendar days.

#### **Rights:**

Students will be given an explanation of excused absences, unexcused absences, and tardies. Students can make up work for credit if the absence is excused.

A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date upon which he or she attains that age if the student files a Student Declaration of Intent to Terminate School Enrollment form. This form is available from the school administration or guidance office.

#### **Responsibilities:**

Students are required to attend school every school day. If absent, a written note from the parent/guardian stating why the student was absent must be brought to school on the day the student returns. The principal shall consider each absence as being either "excusable," "permissible," or "unexcused."

It is the responsibility of the student's parent/guardian to notify the school when his/her child will not be in attendance. The school is to be notified of an absence the morning the student is absent or within twenty-four hours.

#### Excusable Absence:

An excusable absence is one caused by illness of the student or by serious illness or death in the family, legal reasons and other special conditions or extenuating circumstances. The student shall be given an opportunity to make up all missed work.



Excused Absence for Religious Holidays:

A student shall be excused from attendance for observance of a religious holiday or because the tenets of his religion forbid secular activity on that day. Prior notification to the school principal is required.

A student who has been excused for observance of a religious holiday shall be given up to 3 school days to complete any work missed, including examinations and work assignments. No adverse or prejudicial effects shall result from any such religious observance.

Permissible Absence (Excused):

A permissible absence is one which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstances. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. The student shall be given an opportunity to make up all missed work.

Unexcused Absence:

An unexcused absence (this does not include suspensions) is one which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy. Therefore, suspension is not an appropriate disciplinary action for students who fall within the mandatory state attendance requirements.

Students who are more than five (5) minutes late for a class will be recorded as being tardy.

**Rule:**

All students between the ages of six (6) and sixteen (16) must attend school regularly.

**Disciplinary Action:**

A student may receive counseling, attendance conferences, parent/guardian contact, and may be referred to other appropriate disciplinary programs.

The law allows absences for illness and certain other special circumstances. Under these circumstances, district and school policies regard these absences as excused absences. A student with an excused absence is not subject to any disciplinary or academic penalties for that absence. It is the student's responsibility to obtain and complete all makeup work. An unexcused absence takes place any time a child is out of school for reasons not recognized in the law. In these cases, the child may be subject to academic penalties.

For students in grades 9-12 a minimum of 135 hours in attendance is required to earn a credit in a course. In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each 18 week grading period or demonstrate mastery of the course performance standards for the defined course by passing the semester exam. Credits are awarded at the end of each 18 week grading period.

Each school must implement procedures to increase student attendance. An attendance committee will be established at each school to review the reason(s) for absence(s).

## Minimum School-Based Intervention Procedures for Truant Students

Minimum School-Based Intervention Procedures for Truant Students may be as follows (Appropriate Documentation of Interventions Must Be Maintained):

1. After 3 days of unexcused absences, within a 90-day period, a parent/guardian/student contact/conference is conducted by teacher/school designee.
2. After 5 days of unexcused absences, within a 90-day period, a referral is made to the principal to send a certified letter to parents/guardians and possibly to convene a student study team. *NOTE: A student study team is to convene when a student misses 5 unexcused absences within 30 calendar days, or when a student misses 10 days within 90 calendar days.*
3. After 10 days of unexcused absences within a 90-day period, the student is referred to the visiting teacher.
4. After 15 unexcused absences within a 90-day period, the student is considered “habitually truant.” Florida statutes 1003.27(b).

The Florida Legislature enacted requirements that school districts report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birthdates, sex, and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences in a period of 90 calendar days. The legislation further provides that those minors under age 18 who thus fail to satisfy attendance requirements or drop out of (voluntarily withdraw from) school will be ineligible for driving privilege. Additional information about procedures and waivers is available from the school administration or guidance office.

## Middle-High School Attendance

A minimum of 135 hours of attendance is required for students to earn a credit in a course. In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each semester or demonstrate mastery of the course performance standards for the defined course by passing the semester exam.

Each school will document attempts to notify parents/guardians of each student’s absence either through an automated system or other method. However, failure to successfully notify parents/guardians shall not negate the attendance policy.

## Absences

- Students are to sign in/out when missing a class for excusable appointments or emergencies and are to comply with the individual school procedures established with the school attendance office. Failure to sign out may result in an unexcused absence and the consequences thereof.
- Excused absences/tardies may only be used for the following legitimate, documented reasons:
  1. Illness and/or medical care
  2. Death in the family
  3. Legal reasons
  4. Religious Holidays, administratively pre-approved observance
  5. Pre-arranged absences approved by an administrator, school sponsored field trips, or school approved activities
  6. Other special circumstances or insurmountable conditions
- In the event 4 or more unexcused absences occur in a course during a 9-week grading period, an attendance conference may be held to determine which, if any, absences are excusable.
- For each course in which the student has four (4) unexcused absences, that are not for one of the legitimate purposes described above, a grade of “F” will be assigned for that grading period.
- The teacher’s grade book and/or the attendance sheet signed by the teacher will be the final authority in determining the number of absences for each student.

### **Attendance Conference / Appeal Procedures**

- In order to appeal an unexcused absence, the following must occur:
  1. The student and parent/guardian must request a hearing by completing and submitting an Attendance Conference Application (form available at school).
  2. Written documentation of absences from a doctor or recognized agency, legal proceedings or other relevant information should be attached to the application when it is submitted, and may be accepted in lieu of an attendance conference provided all absences are included.
  3. An attendance conference may not be necessary if written documentation for each absence is submitted to the attendance office. Other circumstances made known to the attendance office may also make the conference unnecessary. The need for a conference will be made by the principal/designee. The school will notify the parent/guardian(s) if a conference is not necessary.
- The school will make every effort to schedule conferences at a time convenient for parents/guardians, including evening hours when necessary.
- One administrator/designee and two teachers will hear and rule on the appeal.
- The parent/guardian will be notified of the decision in a timely manner.
- Teachers will be notified of the decision in a timely manner.
- The principal may overrule the findings of the attendance committee should special circumstances occur or excuse any student from any consequence arising from recorded absences.

### **Other Considerations**

- Students who are suspended will be considered administratively absent and the absences will not count toward the “four unexcused” policy for the nine weeks grading period.
- Students who are absent for an “educationally valuable experience” other than a field trip may receive an excused absence if the following criteria are met:
  - a. The absence must be pre-approved at least one week in advance.
  - b. There must be stated and written educational objectives for the trip that are related to the performance standards for each course in which the student is enrolled and include at least one objective for each course. This information shall be attached to the Prior Approval Request Form when it is turned in to the attendance office and initialed by the teacher of each course.
  - c. The attendance administrator and/or the attendance committee will review the pre-arranged absence request. The absences may then be pre-excused pending the completion of (d) below.
  - d. Within ten (10) calendar days of the student’s return to school following the trip, the student and parent/guardian will present a student prepared report and other appropriate exhibits to the attendance committee documenting the completion of each written objective. The committee shall determine whether the absences are to be excused.
- College recruitment trips are to be scheduled when school is not in session. Days missed will be considered as part of the three (3) allowed per 9-week grading period. Administrative exception may be granted for a planned program scheduled for a specific day if the student has a pre-planned appointment, with a specific college administrator that is verified in writing by the college.
- Any student with fifteen (15) or more absences due to a physical or mental condition, which confines the student to a home or a hospital, may be referred to the Homebound Program. If placed in the Homebound Program, attendance records become the responsibility of the Homebound Program.

## **II. RESPECT FOR PERSONS AND PROPERTY**

### **Rights:**

Students are recognized as individuals. Their rights include a safe, healthy, and drug-free environment.

### **Responsibilities:**

Students should treat others, school property, and property of others with respect. Respectful behavior includes, but is not limited to, following school, classroom, and bus rules. Unacceptable behavior includes, but is not limited to, fighting, stealing, destroying property, and violating school rules.



**Rule:**

Students will treat others and their property with dignity and respect.

**Disciplinary Action:**

A student not respecting the right and property of others may be subject to disciplinary action allowed by School Board policy. Disciplinary action may range from counseling to expulsion.

**III. RIGHT TO LEARN****Rights:**

Students have a right to be in an environment conducive to learning and will have appropriate educational programs.

**Responsibilities:**

Students should come to school prepared to take advantage of all educational opportunities offered. Students should inform school personnel if they have a problem at home or at school that keeps them from doing their best.

**Rule:**

Students will participate in educational opportunities and complete classroom assignments and homework to the best of their abilities.

**Disciplinary Action:**

Students who fail to comply with the above stated rule may hinder their educational progress and be subject to other disciplinary procedures allowed by the local school-wide discipline plan.

**IV. RIGHT OF ASSEMBLY****Rights:**

Students may meet in an orderly manner on the school grounds or building(s) if proper authorization has been granted.

**Responsibilities:**

The meetings must be approved by the principal/designee and must not interfere with other planned activities.

**Rule:**

With proper school authorization, students may assemble in an orderly manner.

**Disciplinary Action:**

Unauthorized or disorderly meetings will be terminated immediately by the principal/designee, and violators may be subject to further administrative disciplinary action.

## **V. RIGHT OF PRIVACY**

### **Rights:**

1. Only authorized persons may have access to student records as governed by Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g. Regulations: 34 CFR Part 99.)
2. Students and their storage area, under the jurisdiction of the School Board, may be searched in cases of reasonable suspicion. Strip searching is prohibited. The use of metal detectors or specially trained animals is permissible.

### **Responsibilities:**

1. Students, parents/guardians should give the school any information needed to work with the student.
2. Students should not bring prohibited items to school.

### **Rule:**

Students will respect the privacy of others.

### **Disciplinary Action:**

Prohibited items will be confiscated by school personnel and the students will be subject to disciplinary actions allowed by School Board policy.

## **VI. PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES**

### **Rights:**

All students will be a part of classroom instruction and other school activities for which they are qualified, without regards to their race, sex, religion, national origin, age, marital status, disability, or perceived disability.

### **Responsibilities:**

Students should do their best in school or while participating in school activities. They should also be aware of the rights and responsibilities of others so as to make the school the best place of learning possible.

### **Rule:**

Students who participate in or attend school activities will do so in a manner which promotes the objectives of the school and/or the activity.

### **Disciplinary Action:**

Students who violate the above stated rule may be subject to disciplinary actions allowed by School Board policy.

## **VII. DRESS AND GROOMING**

### **Rights:**

Students have a right to dress comfortably.

**Responsibilities:**

Students have a responsibility to wear clothes that are not dangerous to their health or safety and to dress in a manner that is not disrupting to the educational process. Clothes worn should not advertise drugs, gangs, alcohol, tobacco, inappropriate language and/or sexual behavior.

**Rule:**

Student will dress and groom in such a way as to express personal preferences within the guidelines of the school dress code. Students are prohibited from wearing bandannas, dropped pants, low riding jeans, and shorts revealing the buttocks or underwear, short tops revealing the belly button, and inappropriate short dresses, shorts, or skirts. Middle and high school students are required to have shirts tucked in and pants are to be worn with a belt.

**Elementary and Middle School Requirements:**

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being and moral and character development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance as follows:

- 1) All students in elementary or middle school shall wear a school uniform while in attendance during the regular school day and on school sponsored field trips.
- 2) Colors shall be that of the official school colors and other colors as recommended by the School Advisory Committee and approved by the principal of the school.
- 3) Shirts/blouses must have a collar. T-shirts may be worn at the discretion of the individual school. Shirts must be tucked into pants.
- 4) Uniform style bottoms will be dark blue, black, tan (khaki). No sweat pants, overalls, or jeans will be allowed.
- 5) The legs of pants shall not extend below the heels of shoes.
- 6) Uniform knee-length shorts/skirts will be acceptable.
- 7) Sneakers and leather shoes are both acceptable, but must be black, dark brown, dark blue or white with matching shoelaces.
- 8) Socks must be black, white, or other color as approved by the principal.
- 9) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 10) Outer garments for cold weather are permissible.

A student who transfers from one school to another in the county will be required to wear the “generic school uniform”, and will have 15 days to acquire the new school’s uniform.

**The “generic uniform” shall consist of the following:**

- A. Khaki or black pants, shorts, or skirt
- B. White collared shirt
- C. Dark or white leather shoes or sneakers with black, dark brown, or white socks

At the beginning of the school year, students will be required to conform to the uniform dress code within but no later than the first ten (10) school days. Likewise, students transferring into the district will have the first fifteen (15) days of school enrollment in order to conform to the uniform dress code.

**Elementary/Middle School Disciplinary Action:**

Any student enrolled in an elementary or middle school who reports to school improperly attired shall be disciplined as follows:

- A. First and second offense consequences are:
  - a. Notification of parent or guardian and require student to change into appropriate attire
- B. Third offense consequences are:
  - a. Notification of parent or guardian and require student to change in to appropriate attire and
  - b. One day of in-school suspension (if available) or three (3) days of after school detention.
- C. The fourth and subsequent offenses are considered to be willful disobedience that will result in further disciplinary action that may include additional days of in-school suspension, after school detention, or work detail.
- D. Any absence resulting from a violation of the uniform dress code will be excused.

#### **High School Disciplinary Action:**

Any student enrolled in a high school who violates the dress code may receive counseling and/or parent/guardian(s) will be contacted.

Clothing and/or other personal adornment that is so unusual or non-traditional that it attracts undue attention and distracts from the academic climate of the classroom cannot be allowed.

#### **APPROPRIATE ATTIRE**

- When young ladies wear shorts, skirts, and dresses, the length must be near their knees. This knee length is determined by the indentation of the tip of the student's middle finger when placed against the student's attire.
- Bound sleeveless shirts and/or dresses that cover the armpits may be worn.
- Shirts/blouses must cover the midriff at all times.
- **Young men will wear belts or suspenders with their pants.** Elastic waist band/draw strings are acceptable.
- Hats and hoods may be worn outside of the building only.
- Shirts and blouses that are designed to be worn inside will be tucked into the pants/skirts.

#### **INAPPROPRIATE ATTIRE**

- Tight-fitting stretchy pants, leotards, bicycle pants, or body gloves
- Blouses or shirts that are unbuttoned, see-through, halter tops, tank tops, or muscle shirts and dresses that are strapless, spaghetti strap, or sun dresses,
- Section cutout garments with holes
- Clothes that advertise gangs, alcoholic beverages, tobacco, drugs, suggestive or sexually explicit logos, or offensive racial slogans
- Headbands, bandannas, scarves, stocking/wave caps, or any other head gear
- Bare feet, bedroom slippers, flip-flops or beach shoes
- Hair combs, hair picks, or hair rollers
- Drop pants / saggy pants (F.S. 1006.07 and F.S. 1006.15)

\* These dress code guidelines are subject to the interpretation of the administration, faculty, and staff. Any other type of clothing or garment that is distracting, immodest, or interferes with learning will not be allowed.

#### **ALL STUDENTS (ELEMENTARY, MIDDLE AND HIGH) FOUND IN VIOLATION OF THE DRESS CODE WILL BE SUBJECTED TO THE FOLLOWING OPTIONS:**

- For first offenders, the school is required to give the student a verbal warning, and the principal must call the student's parent or guardian;
- For second offenders, the student is ineligible to participate in extracurricular activities for up to 5 days, and the principal must meet with the parent or guardian;
- For the third or subsequent offenders, the extracurricular activity exclusion is extended to up to 30 days; the school must place the student in in-school suspension for up to 3 days; and the principal must both call and send written notice to a parent or guardian.



## **VIII. DISCRIMINATION/SEXUAL HARASSMENT**

### **Rights:**

Students have the right to attend school and learn in an environment free from discrimination and sexual harassment.

### **Responsibilities:**

Students should report occurrences of discrimination or sexual harassment to the principal through the proper grievance procedures.

### **Rules:**

No student shall on the basis of race, sex, religion, national origin, age, marital status, disability, or perceived disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination/sexual harassment under any educational program or activity.

### **Disciplinary Actions:**

Students who violate the above-stated rule may be subject to disciplinary actions allowed by School Board policy.

## **IX. COUNSELING**

### **Rights:**

Students have the right:

1. To be informed as to the nature of the guidance services available in their school.
2. To have access to individual and group counseling.
3. To request a change of counselor as applicable.
4. Students have the right of confidentiality except in the following circumstances:
  - a. Reports of abuse or neglect,
  - b. Indication of harm to self/others.

### **Responsibilities:**

Students have the responsibilities:

1. To use guidance services for their own educational and personal improvement.
2. To schedule appointments in advance unless the problem or concern is one of an emergency.
3. To work cooperatively with all school personnel.

### **Rule:**

Students should participate appropriately in the counseling process.

**Disciplinary Action:**

Students who fail to participate appropriately in the counseling process may temporarily have their opportunities for counseling suspended, or other disciplinary measures may be taken.

**X. FREE SPEECH AND PUBLICATION****Rights:**

1. Students will be given the opportunity to participate freely in class discussions.
2. Students may, with the approval of the principal/designee, write and distribute non-commercial printed materials. This shall include freedom of the press for all student publications.
3. Students may decide whether or not to participate in symbolic (e.g. flag salute) or religious activities.
4. After receiving permission from the principal, students may display posters, notices, magazines, or articles.
5. Students participation in classroom instruction or other school activities may not be denied based on race, sex, religion, national origin, age, marital status, exceptionality, or perceived disability.

**Responsibilities:**

1. Students must use appropriate language when expressing their thoughts, concerns, and opinions.
2. Students must respect the principal's decision concerning the request to display printed material.
3. Students should respect others' rights, responsibilities, and opinions.

**Rule:**

The principal/designee will ensure that all printed materials distributed in the school reflect appropriate journalistic ethics and are not obscene or offensive by school and community standards.

**Disciplinary Action:**

The principal may discipline any student for infraction of the above stated rule.

**XI. STUDENT GOVERNMENT****Rights:**

Students have the following rights:

1. To form and operate a student government at their respective schools under the direction of a faculty advisor.
2. To have access to policies of the School Board and the individual school.
3. To seek office in student government, or any school organization, regardless of race, sex, religion, national origin, age, marital status, disability, or perceived disability.
4. To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal.

**Responsibilities:**

Students have the following responsibilities:

1. To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
2. To become knowledgeable of School Board and individual school policies governing the actions of students.
3. To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
4. To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

**Rule:**

Students will use the democratic process to conduct student government operations.

**Disciplinary Action:**

The principal/designee may apply disciplinary procedures as appropriate.

**XII. STUDENT RECORDS****Rights:**

Students/Parents/guardians have the following rights:

1. Information contained in records that relates directly to the student may be inspected, reviewed, and challenged.
2. Personal identifiable information will be protected by legal provisions which prohibit its release to any person who is not legally authorized by the consent of the parent, guardian, or eligible student. (An eligible student is one who is 18 years of age or over and/or one who attends a post-secondary institution.)
3. Parents/guardians will receive annual notification, written in their native language, stating that they may review their child's record.

**Rules/Procedures Relating to Student Records:**

Student Records: The principal of each school shall be responsible for all student records and will ensure that all state and federal rules are followed. The Superintendent will make all rules available to principals.

- I. Purposes. Rules cover all school records of all students.
- II. Definitions:
  - A. Education Records: Records required by law containing information about the student
    1. Category A - Permanent Information: student information that is required by law to be kept indefinitely.
    2. Category B - Temporary Information: student information that may be kept for a

short time then discarded or changed

- B. Child: a person who is under 18 years of age
  - C. Pupil/Student: a person who is enrolled in a school
  - D. Eligible Student: a person who is 18 years old or older and who is enrolled in one or more offered educational programs by the Gadsden County district (see section IV.)
- III. The Cumulative Record: The principal is responsible for all cumulative records. These records must be kept at school and may be relocated to other schools upon appropriate written request.
- A. Content of Category A Records: Category A records contain the permanent report card and education records. These records are kept up to date and cannot be changed without the permission of the principal. The person making the change will initialize each change.
    - 1. Student's birth certificate name
    - 2. Birth date, place of birth, race, and sex
    - 3. Current address of the student
    - 4. Name of parent(s) or guardian(s)
    - 5. Name of last school attended
    - 6. Number of days present, absent
    - 7. Date enrolled, date withdrawn
    - 8. Classes/subjects taken, grades received
    - 9. Date of graduation or program completion
  - B. Content of Category B Records:
    - 1. Health information
    - 2. Information about the student's family
    - 3. Test scores
    - 4. School and vocational plans
    - 5. Honors and school activities
    - 6. Reports of special classes required by law
    - 7. List of schools attended
    - 8. Driver education certificate
    - 9. Letters from other groups
    - 10. Written requests for permission to review the record
    - 11. List of people who requested and received a copy of the record
    - 12. Written information indicating any changes made in the record
    - 13. Summary of state student assessment test results
    - 14. Copies of exceptional student education placement reports as required by law.
    - 15. Records of discipline, suspension, and expulsion
    - 16. Records of counselors' and teachers' conferences with students
    - 17. Free lunch applications, work experience interviews, and other records
- IV. The following strategies may be used for an eligible student or parent/guardian to change or remove a portion of the student record:
- A. A written request must be submitted to the principal, clearly identifying the part of the record to be changed, and specifying why it is inaccurate or misleading.
  - B. If the request is approved, the change or removal shall be made in writing and signed and



dated by the eligible student or parent/guardian and a school official. The written agreement shall show only that the record has been corrected or a portion removed.

- C. If the District denies the request for the change of record, the District will notify the eligible student or parent/guardian of the decision, advising them of their right to a hearing. Information regarding the hearing procedures will be provided to the eligible student or parent/guardian.
- D. If a hearing is held and a decision is made to keep the record intact without the proposed change, the eligible student or parent/guardian may include a written statement in the record. The statement may indicate disagreement with the decision and state reasons for disagreement.

V. Procedures for Transfer of Education Records.

- A. Records shall be transferred immediately upon written request from an eligible student or parent/guardian or from a school to which a student has transferred. The principal or designee shall transfer all Category A and Category B information and shall keep a copy of Category A information.
- B. Records shall not be prohibited from transfer for unpaid fees or fines assessed by the school.
- C. For all Gadsden County schools, current records shall be passed to a middle or high school upon student promotion to that school. This transfer will occur automatically without request.
- D. If a school is closed by order of the School Board, student records shall be transferred to the school at which students will attend the following year. If students will not attend school the following year, the Superintendent shall decide where records will be kept.

**Notification of Rights for Elementary and Secondary Schools**

FERPA affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an

administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional) Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents/guardians have the following rights:

- a. They may review their child's school records.
  - b. They may give permission for others to review the records.
  - c. They may challenge information in the records.
  - d. Upon request they will receive a copy of this rule from the Superintendent's office.
4. Eligible students or parents/guardians of the student may review individual records. Copies of records may be obtained through written request to the principal or School Board contact person. All requests will be granted within 5 working days.
  5. An eligible student or parent/guardian may give permission for others to review letters or statements in the student's records. Permission must be in writing and signed by the eligible student or parent/guardian. Access by others to a student's record will be closed upon written request by the eligible student or parent/guardian.
  6. The fee for copying the school records shall be as provided by School Board Policy.
  7. Student records are located at the school/district office.
  8. Records that give personal information may not be released without an appropriate request, except to the following:
    - a. District and school administrators and supervisors
    - b. District and school personnel, their interns, and substitutes
    - c. Administrative secretaries (as required for record keeping duties)
    - d. Gadsden County Health Department (health records only)
    - e. Florida Diagnostic and Learning Resource System personnel
    - f. Officials from a school to which a student has moved
    - g. State and federal officers, if records are needed to meet legal requirements, including judicial and law enforcement agencies as specified within signed interagency agreements.
    - h. Persons requiring information for the purpose of donating money for tuition and other related expenses
    - i. State and local people who collect data for factual reporting
    - j. Colleges/Universities needing information for the benefit of students
    - k. People who set standards for schools
    - l. Parents/guardians for tax reasons
    - m. To comply with a court order
    - n. Any person requiring information for health or safety emergencies
    - o. Persons needing information for student expulsion hearings
    - p. Educational researchers who will not publish personal identification, and who destroy the information at the end of the study
  9. Parents/guardians eligible students have the right to file complaints with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). Inquiries may be addressed to:

**Responsibilities:**

Students/Parents/guardians have the following responsibilities:

1. To inform the school of any information that may be useful in making appropriate educational decisions.
2. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student.

**Rule:**

Students and parents/guardians must comply with board policies related to student records.

**Disciplinary Action:**

Failure of students/parents/guardians to provide accurate information may result in inaccurate maintenance of student records and a delay in delivery of services in a timely manner. For additional information regarding student records, and procedures, see Appendix.

**XIII. GRADES**

**Rights:**

Students have the following rights:

1. To receive a teacher's grading criteria at the beginning of each year or semester course.
2. To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent unsatisfactory work is being performed.
3. To receive periodic academic reports which may include, but not be limited to, academic and/or conduct grades. A conduct grade may not affect an academic grade.

**Responsibilities:**

Students have the following responsibilities:

1. To become informed of the grading criteria and behavior standards.
2. To maintain standards of academic performance commensurate with ability.

**Rules:**

Students enrolled in the Gadsden County School District will comply with the provisions of the Student Progression Plan.

## **GENERAL DISCIPLINARY PROCEDURES**

Students are under the authority of the principal/designee, teacher, or bus driver any time they are going to or from school, at school, or at any school activity. Law enforcement or other appropriate agencies may be notified by the principal/designee as deemed necessary.

### **I. PRESENCE OF PUPILS, WHEN AND WHERE AUTHORIZED**

Students have permission to be on the school grounds during the regular school day and during special activities. The principal will use appropriate disciplinary procedures with any student who is found on campus without permission.

### **II. AUTHORITY OF THE TEACHER**

- A. The principal gives to the teacher authority to control students while on school campus or at any school event.
- B. Florida Statutes 1003.32 authorizes the teacher to remove from class, students with abusive, disruptive, or unruly behavior. According to the statute, a teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.

### **III. OFFENSES**

- A. Students shall not be subject to discipline which is verbally abusive, severe, or humiliating. Discipline shall not consist of the denial of breakfast, lunch, or toileting.
- B. The principal may discipline any student for, including but not limited to, the following misbehaviors:
  - 1. disobeying or threatening any school personnel
  - 2. profanity; offensive gestures
  - 3. destroying property
  - 4. disturbing school functions (FS 1006.145)
  - 5. leaving school without proper permission
  - 6. excessive tardies and/or unexcused absences from school
  - 7. breaking school rules
  - 8. serious misconduct
  - 9. sexual harassment
  - 10. multiple offenses
  - 11. fighting (to include instigating a fight)
  - 12. **Usage of wireless** communication devices **and all other electronic devices** (such as pagers, cellular phones, iPods, MP3 players)
  - 13. possession of weapons and/or any firearm, to include imitation firearm
  - 14. possession or use of alcohol, tobacco, or other drugs
- C. Serious misconduct or multiple offenses may result in expulsion of the student by the School Board.
- D. When a non-English-proficient student and/or parent/guardian(s) are involved in any disciplinary



procedure, an interpreter will participate in the process.

- E. When a student is guilty of any act or threat of violence to any school personnel on campus or at a school activity, the principal may discipline the student by suspension and/or request that the School Board expel the student.
- F. School personnel should use the disciplinary method commensurate with the offense. The discipline will be fair and will be given to each student on an individual basis. Before the student gets disciplined, the student has the right to tell his/her side of the story and he/she should be told why he/she is receiving the punishment.
- G. If a student is to be suspended, he/she will be told why before being suspended and will also get an explanation of the evidence and a chance to tell his/her side. Every effort will be made to notify the parent/guardian(s) as soon as possible. A principal may suspend for five days. If the suspension is for more than five days, or if the student is recommended for expulsion, a hearing will be held. If the student is a danger to other students or constantly keeps others from learning, he/she may be immediately removed from class and/or school. Only the School Board can expel a student. (See VIII A-B.) When a student is suspended, privileges to participate in extra-curricular activities will be revoked.
- H. All disciplinary referrals will be maintained in the district's student database.

#### **IV. DEFERRED PUNISHMENT FOR OFFENSES**

Disciplinary action for offenses occurring near the end of the school year may be carried over to the next school term.

#### **BULLYING AND HARASSMENT – GADSDEN SCHOOL BOARD POLICY #5.321**

The Gadsden County School Board prohibits acts of bullying and harassment. The School Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying or harassment, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying or harassment is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Bullying or harassment is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

- 1. Statement Prohibiting Bullying and Harassment
  - A. It is the policy of the Gadsden County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying. The District will not tolerate bullying and harassment of any kind. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
  - B. The District upholds that bullying or harassment of any student or school employee is prohibited:
    - 1. During any education program or activity conducted by a public K- 12 educational institution;
    - 2. During any school-related or school-sponsored program or activity;
    - 3. On a school bus of a public K-12 educational institution; or
    - 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution.

2. Definitions

- A. **Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:
1. Unwanted teasing;
  2. Social Exclusion;
  3. Threatening;
  4. Intimidation;
  5. Stalking;
  6. Cyberstalking;
  7. Cyberbullying;
  8. Physical violence;
  9. Theft;
  10. Sexual, religious, or racial harassment;
  11. Public humiliation;
  12. Rumor or spreading falsehoods; or
  13. Destruction of school or personal property.
- B. **Harassment** means any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:
1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
  2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
  3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
  4. Has the effect of substantially disrupting the orderly operation of a school.
- C. **Cyberstalking** is defined in F. S. 784.084(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- D. **Cyberbullying** is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social websites (e.g., MySpace, Facebook), chat rooms, and instant messaging.
- E. **Bullying, Harassment, and/or Cyberbullying** also encompass:
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
  2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
    - a. Incitement or coercion;
    - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
    - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
  3. Unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any

Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories, refer to Policy 4001.1.

- F. **Accused** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- G. **Complainant** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other

### 3. Behavior Standards

- A. The Gadsden County School District expects students and adults to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with proper regard to the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. The School District prohibits the bullying of any student or school employee:
  - a. During any educational program or activity conducted by Gadsden County Schools District;
  - b. during any school-related or school-sponsored program or activity or on a Gadsden County school bus;
  - c. Through the use of any electronic device or data while on school grounds or on a Gadsden County school bus, computer software that is accessed through a computer, computer system, or computer network of the Gadsden County School Board. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
  - d. Through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a Gadsden County school bus.
  - e. While the District does not assume any liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.
- D. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior (the school's Discipline Plan).
- E. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct: Respect for Persons and Property.
- F. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.

### 4. Stakeholder Responsibilities

- A. By August 2009, each school principal shall create a School Safety team and designate one of its members as a School Safety Liaison and contact who shall serve on a district School Safety team that address acts of violence and school safety. The district's Safety Investigation's Officer will

be head the School Safety Team. At minimum, school teams should include staff members from administration, guidance, and instruction. These persons will serve as the key school based personnel who will receive prevention/safety training and assist in the dissemination of prevention/safety procedures, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.

- B. The Academic Services' Office, in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that adults are there to protect and help them. Additionally, students and staff (including but not limited to school based employees, administrators, district personnel, counseling staff, bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.
- C. The Parent Services' Office, in collaboration with other District departments, will train a wide range of community stakeholders, profit, non-profit, School Resource Officers, and faith based agencies to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention.
- D. The District School Safety Team will serve as the coordinators and trainers of prevention/safety for all school staff and outside agencies/community partners. The District Safety Team will receive training in violence prevention programs. These team will ensure that these programs are evidence-based and proven. The team will be responsible for implementing the evidence-based interventions and proven programs within each of their schools.
- E. The Parent Services' Office, in collaboration with other District departments, will provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. The District will offer parents and parent associations' trainings on violence prevention as well as knowledge of and/or opportunity to participate in any violence prevention initiatives currently taking place in their school via the district and school websites, open houses, and school newsletters. Training will provide resources and support for parents by linking them with internal supports as well as referral to community-based resources as needed.
- F. Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted at least every three years and shall include data-based outcomes.
- G. The Superintendent, other district administrators, as well as school principals, will be held accountable for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to assure that student support services are fully integrated with their instructional components at each school as well as in policy and practice.

#### V. Training for all Stakeholders

- At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

#### VI. Consequences

- A. Committing an act of bullying or harassment
  - 1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.



2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
  3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, gross acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
  4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- B. Wrongful and intentional accusation of an act of bullying or harassment
1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
  2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
  3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- C. Reporting an Act of Bullying or Harassment
1. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
  2. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
  3. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
  4. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
  5. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
  6. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
  7. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
  8. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
  9. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
- D. Investigation of a Report of Bullying or Harassment
1. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act.

2. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
  3. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
  4. The investigator shall collect and evaluate the facts including but not limited to:
    - i. Description of incident(s) including nature of the behavior;
    - ii. Context in which the alleged incident(s) occurred;
    - iii. How often the conduct occurred;
    - iv. Whether there were past incidents or past continuing patterns of behavior;
    - v. The relationship between the parties involved;
    - vi. The characteristics of parties involved, *i.e.*, grade, age;
    - vii. The identity and number of individuals who participated in bullying or harassing behavior;
    - viii. Where the alleged incident(s) occurred;
    - ix. Whether the conduct adversely affected the student's education, educational environment or mental well-being;
    - x. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
    - xi. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
  5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include but not limited to:
    - i. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
    - ii. A written final report to the principal.
  6. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
  7. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
- E. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District
1. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
  2. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
    - i. If it is within the scope of the District, a thorough investigation shall be conducted.
    - ii. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
    - iii. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- F. Notification to Parents/Guardians of Incidents of Bullying or Harassment
1. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
    - i. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
    - ii. If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School

Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “. . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”

2. Immediate notification to the parents/legal guardians of the perpetrator of an act of bullying or harassment.

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

3. Notification to local agencies where criminal charges may be pursued.

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

#### G. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling

When bullying or harassment is suspected or when a bullying incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

1. The teacher or parent/legal guardian may request informal consultation with school staff, *e.g.*, school counselor, school psychologist, to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student’s parents or legal guardian are included.
2. School personnel or the parent/legal guardian may refer a student to the school intervention team for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
3. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
4. The intervention team may recommend
  - i. Counseling and support to address the needs of the victims of bullying or harassment;
  - ii. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or
  - iii. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

#### H. Reporting Incidents of Bullying and Harassment

1. Incidents of bullying or harassment shall be reported in the school’s report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report shall also include each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
2. The District will utilize Florida’s School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as an incident code as well as bullying-related as a related element code.
  - i. Bullying and/or harassment incidents shall be reported and coded appropriately in SESIR using the relevant incident code and the bullying-related code as indicated in the *Code of Student Conduct*.
3. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
4. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department of Education.

- I. **Instruction on Identifying, Preventing, and Responding to Bullying or Harassment**
  - 1. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
  - 2. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying in schools.
- J. **Reporting to a Victim's Parents/Legal Guardians the Actions Taken to Protect the Victim**

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- K. **Publicizing the Policy**
  - 1. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
  - 2. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
  - 3. The Superintendent shall also make all contractors contracting with the District aware of this policy.
  - 4. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students.
  - 5. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

## **PROCEDURES FOR THE DISCIPLINE OF STUDENTS WITH DISABILITIES**

(as defined under Section 504 Rehab Act 1973, ADA & IDEA)

### **6A-6.03312. Discipline Procedures for Students with Disabilities**

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of their **individual educational plans (IEPs)**. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in this rule, is appropriate for a student with a disability who violates a code of student conduct.

## **PROCEDURES FOR THE DISCIPLINE OF K-12 STUDENTS INCLUDING PREKINDERGARTEN**

The use of corporal punishment, humiliation, total or extended isolation, and/or withholding of food is prohibited as a form of discipline for prekindergarten students. (ACYF/HS 4.02;45 CFR 1304). When necessary, additional assistance will be acquired to provide for the needs of individual children.

Definitions specific to this policy:



Corporal Punishment - Paddling, slapping, pulling of hair, pinching, or any other means of causing bodily harm.

Denial of Participation in Extracurricular Activities - Denying a child the opportunity to participate in out-of-class activities such as field trips or parties. When necessary, additional assistance will be acquired to provide for the needs of individual children.

Extended Isolation in the Classroom - Denying a child the opportunity to participate in classroom activities for an unreasonable period of time. (e.g. long periods in time out).

Humiliation - Using derogatory remarks when referring to a child, name calling, or any other action that could lower the pride, dignity, or self-respect of a student.

Withholding of Food - Denying a child food that is provided to his/her peers such as dessert, snack, party foods, etc.

Total Isolation - Placing a child out of view of a responsible adult.

Suspension- The temporary removal of a child from his regular school program or the school bus.

Expulsion - The removal of the right and obligation of a child to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

Suspension and/or expulsion are NOT RECOMMENDED in disciplining prekindergarten children. These procedures should only be used for the safety, health, or welfare of any student, teacher, or staff member.

If a child's problem behavior is extensive or has escalated over a period of time, this may be an indicator of a physical or emotional problem and a referral to the prekindergarten office and the student study team may be needed.

## **DISCIPLINARY PROCEDURES GRADES K-12**

**Disclaimer: Please be advised these are just guidelines and the principal has authority to increase consequences based upon the severity of the infraction.**

### Discipline Guidelines and Procedures

CLASS I	MINOR OFFENSES
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\*Document All Actions Taken in Class I on the Classroom Behavior Management Form

- Chewing gum, eating food, or drinking beverages during class
- Being unprepared for class/no materials
- Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers
- Disrupting the classroom (talking out loud, getting out of seat, laughing or talking at inappropriate times)
- Displaying intimate affection in public
- Possessing inappropriate items, (toys, games, tape players,)
- Disrupting the class by any other minor offense

Actions To Be Taken By Teachers

### *1st Offense*

- Contact the parent/guardian. **[required]**
- Hold a teacher/student conference with documentation [**complete applicable section of Classroom Behavior Management Form (CBM)**].
- Collect inappropriate items from the student and return them at end of the day or when a parent/guardian collects them.

### *2nd Offense*

- Use creative teacher interventions (may include behavior improvement plan, disciplinary work, etc.).
- Refer the student to the homeroom teacher (If student is an athlete, refer to coaches)
- Hold formal teacher-student conference and contact the parent/guardian. (**complete applicable section of CBM**)
- Refer the student to the team leader or designee, if applicable.
- Refer the student to the Guidance Counselor/Resource person/Student Study Team.
- Arrange peer mediation for the student.

### *3rd Offense*

- Contact the parent/guardian. **[required]**
- Render a verbal reprimand.
- Provide notification of the consequences of the next offense.
- Arrange peer mediation for the student.
- Refer the student to the team leader or designee.
- Refer the student to a Guidance Counselor.

### *4<sup>th</sup> Offense*

#### **ACTIONS TO BE TAKEN BY ADMINISTRATORS**

- Contact the parent/guardian. **[required]**
- Refer the student to an Administrator for disciplinary action/parent/guardian contact
- Suspend the student from home-based school activities for 2 weeks.
- Assign the student to after-school detention - 2 Days
- Assign work detail to the student.
- Assign the student to in-school suspension (ISS) for 3 to 5 days/parent/guardian contact.

**Disclaimer: Please be advised these are just guidelines and the principal has authority to increase consequences based upon the severity of the infraction.**

CLASS II	INTERMEDIATE OFFENSES
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- Repeating classroom disruptions
- Failing to serve detention or other disciplinary interventions
- Instigating conflicts by spreading rumors, false statements, accusations, threats and other statements that tend to escalate situations or incite chaos
- Throwing food or drinks in cafeteria
- Loitering in an unauthorized location
- Using obscene or profane language or gestures
- Possessing or using tobacco products
- Cheating, plagiarism, abuse of technology, or forgery
- Skipping class/Leaving class (Skipping class is also considered arriving to class after 5 minutes.)
- Throwing or propelling objects or spitting
- Intimidating or harassing another student
- Dressing in opposition to the dress code
- Repeating Class I offenses
- Unauthorized usage of electronic devices

- Drop Pants / Saggy Pants (reference page 12)
- Student use of cell telephones/wireless communication devices  
Personal cell telephones may be brought to school with the following conditions:
  - a. Phones must be turned off and kept out of sight during school hours and while riding on the school buses or using school transportation at any time.
  - b. If emergency calls to or from students are necessary, they should be placed through the school office and not to or from the student's telephone.
  - c. Phones should be kept secure to prevent theft (vehicles, purses, backpacks, lockers, etc.) The school is not responsible for lost or stolen phones or any other electronic device.

#### Actions To Be Taken By Administrators

- An administrator calls the parent/guardian. **[required]**
- An administrator will assign In-school suspension (ISS) for specified number of days.
- An administrator will assign 3 - 5 days out-of-school suspension (OSS) /parent/guardian contact.
- An administrator will assign 5 days OSS [school level hearing/ parent/guardian conference]
- An administrator will provide a hearing with the option to give OSS of 5 more days.
- The School Resource Officer will issue a citation.
- An administrator will provide peer mediation for the student.
- An administrator will involve the Guidance Counselors in fact-finding and counseling of students.
- Drop pants / saggy pants: verbal warning; ineligibility to participate in extracurricular activities; in-school suspension

**Disclaimer: Please be advised these are just guidelines and the principal has authority to increase consequences based upon the severity of the infraction.**

CLASS III	GROUP A	MAJOR OFFENSES
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- Defying a school district employee (an attitude or action designed to provoke a confrontation)
- Defacing school property/malicious mischief
- Inciting or participating in riotous behavior
- Obstructing school employees from their duty (preventing fight breakups, etc.)
- Possessing merchandise stolen on school campus
- Trespassing
- Using school property without authorization (computers, A/V or PE equipment)
- Exhibiting lewd and lascivious behavior
- Possessing obscene literature or objects
- Stealing
- Repeating Class II offenses
- leaving school campus without permission
- under the influence of alcohol and/or drugs

#### Actions To Be Taken By Administrators

##### *1st Offense*

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral and administrator confers with the student.
- An administrator assigns 3-5 days out of school suspension.
- An administrator warns the student and parents/guardians of the consequence of the second offense.
- Guidance Counselors assist with fact finding and counseling of students.
- The student/parent/guardian makes restitution
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

##### *2nd Offense*

- An administrator calls the parents/guardians. **[required]**

- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out of school suspension and conducts a hearing.
- An administrator warns the student and parent/guardian of the consequences of the third offense.
- An administrator informs the student and parent/guardian that all subsequent referrals will result in recommendation for alternative placement and/or expulsion.
- The student/parent/guardian makes restitution.
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

**Disclaimer: Please be advised these are just guidelines and the principal has authority to increase consequences based upon the severity of the infraction.**

CLASS III	GROUP B	MAJOR OFFENSES
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- Fighting (involvement in physical confrontation in which the participant either initiated the fight or failed to take advantage of an opportunity to avoid escalation of the incident that led to the fight)
- Creating a hostile environment that includes harassing, physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual's ability to participate in or benefit from school activities. This includes all forms of sexual, racial, national origin, disability or other forms of discrimination or harassment prohibited by school board policies
- Threatening, harassing or intimidating a school district employee/adult
- **Bullying & Harassment that is systematic in gesture or written, verbal, graphic, or physical acts. Also, a repeated behavior that has been already addressed.**

#### Actions To Be Taken By Administrators

##### *1st Offense*

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension.
- Guidance Counselors assist in fact finding and counseling of student.
- An administrator reads the second offense consequences to the students and parent/guardian.
- An administrator provides peer mediation.

##### *2nd Offense*

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations.

**Disclaimer: Please be advised these are just guidelines and the principal has authority to increase consequences based upon the severity of the infraction.**

CLASS III	GROUP C	MAJOR OFFENSES
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#### ZERO TOLERANCE OFFENSES

**REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.**

**Florida Statute: 1006.13 - Zero Tolerance Policy**



1. The Gadsden County School Board has a zero tolerance policy for:
  - (a) Crime and substance abuse, including the reporting of delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the district school board.
  - (b) Victimization of students, including taking all steps necessary to protect the victim of any violent crime from any further victimization.
2. The zero tolerance policy requires students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system. . (See definition of expulsion.)
  - (a) Bringing a firearm, imitation firearm, or weapon (as defined in F.S. Chapter 790) to school, to any school function, or possessing a firearm, imitation firearm, at school. (to include the possession, use, or sell of a firearm, imitation firearm, or explosive on campus, at a school activity, or on school sponsored transportation, including designated bus stops, or
  - (b) Making a threat or false report (as defined by subsection 790.162 and 790.163) respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity, bring, possess, use, or sell a firearm, imitation firearm, or explosive on campus

The Gadsden County School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student with a disability, the district school board shall comply with applicable State Board of Education rules.

### **Offenses Prohibited**

1. The Gadsden County School Board's zero tolerance for students that have been found to have committed any of the offenses listed below on school property, school sponsored transportation, including designated bus stops, or during a school sponsored activity. These students will be referred to the School Board for expulsion.
  - a. homicide (murder, manslaughter)
  - b. sexual battery
  - c. armed robbery
  - d. aggravated battery
  - e. assault, battery or aggravated battery on a teacher or other school personnel
  - f. kidnapping or abduction
  - g. arson
  - h. possession, use, or sale of any firearm, to include an imitation firearm
  - i. display, use, threaten, or attempt to use any imitation firearm
  - j. possession, use, or sale of any explosive device
  - k. possession, use, or sale of drugs or alcohol
  - l. threat or false report involving a school or school personnel's property, school transportation, or a school sponsored activity.
  - m. bomb threat
  - n. possession, use of hazardous chemical or substances material

(The above terms are defined in the glossary.)

2. Any student charged with an assault or battery on any employee of the School Board shall be removed from the classroom immediately and placed in an alternative school setting pending

disposition. After an investigation, if the student is found guilty of this offense and in violation of F.S. 784.081, he/she shall be expelled or placed in an alternative school setting (F.S. 1006.13(4)).

3. **All incidents involving firearms, imitation firearms, explosives, unlawful possession, use or sale of controlled substances, including alcohol, and offenses listed in 1 above will be referred immediately to law enforcement.**
4. In the case of a physical altercation (fight) between two or more students on campus, school bus, or at any school sponsored activity, and where it is determined by the principal/designee that one or more of the students was/were the aggressor(s), and the remainder was/were the defender(s), the aggressive behavior of the student(s) shall be considered a zero-tolerance offense for which the student(s) will be subject to expulsion procedures as outlined in the Code of Student Conduct and the Fight Intervention Program.
5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

#### **WEAPONS PROHIBITED**

2. Students must not bring or possess weapons on campus, at any school activity, or on school-sponsored transportation, including designated bus stops. For use in this policy, weapons shall include but not be limited to the following: air rifle, BB or pellet gun, rifle, shot gun, zip gun, stun gun, pistol, ammunition or explosive device (no matter how limited), incendiary device, ice pick, knife, box cutter, pocket knife, machete, hypodermic needle(s), laser pointer, brass knuckles, club, nunchakus, razor blade, self-defense sprays (such as mace or pepper gas), sling shot, spear, sword, or any item used with intent to cause bodily harm to another individual.
3. The principal or designee will immediately contain/remove the student from the class or school campus and investigate the alleged offense. After the investigation has been completed, the principal may complete procedures for suspension for up to five days.
4. The use and/or possession of a weapon other than a firearm, imitation firearm, or explosive device will result in suspension, expulsion, or other disciplinary action.
5. All incidents involving weapons will be referred to law enforcement. Willful and knowing possession of these weapons (listed in A above) may be a misdemeanor or third degree felony.
6. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

## **CERTAIN DRUGS PROHIBITED**

1. The use, distribution, sale and/or unlawful possession of mood modifiers, controlled substances or alcohol on campus, at school activities, or on school-sponsored transportation, including designated bus stops, is strictly prohibited. If, after an investigation, a student has been determined to be in violation of this section, he or she will be referred to the School Board for expulsion.
2. **All incidents involving unlawful possession, use or sale of controlled substances, including alcohol, will be reported to law enforcement.**
3. With written parent/guardian permission, using Form GCSB 893, a prescribed or nonprescribed medication may be given to a student by authorized school personnel. (See School Board rule 5.62.)
4. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

## **PROCEDURES FOR STUDENT TRANSFER-FELONY CHARGES**

1. Section 1006.09, Florida Statutes provides for the transfer to an alternative program of a student enrolled at school who:
  - a. has been formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a prosecuting attorney; and
  - b. the incident for which he/she has been charged occurred on other than school property, and
  - c. under circumstances in which the student would not already be subject to the rules and regulations of the Gadsden County Schools; and
  - d. the incident would have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled.
2. If the principal proposes a felony transfer, he/she will, in accordance with Section 1006.09(2), Florida Statutes, conduct an administrative hearing for the purpose of determining whether or not the student should be assigned to an alternative program pending determination of his/her guilt or innocence, or the dismissal of the charge, by a court of competent jurisdiction. The following procedures shall be followed if the principal proposes a felony transfer.
  - a. Upon receiving proper notice that a student has been formally charged with a felony or with a delinquent act which would be a felony if committed by an adult, the principal shall notify the parent/guardian of the student, in writing of the specific charges against the student and of the right to a hearing.
  - b. Such notice shall set a date for the hearing which shall not be less than two (2) school days nor more than five (5) school days from date of postmark or delivery. It shall also advise the parent/guardian of the conditions under which a waiver of discipline may be granted.\* A hearing can be held without the attendance of the parent/guardian after proper notification.

### **\*Waiver of Discipline:**

any pupil who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter F.S. 893, may request a waiver of the discipline code:

- i. If the pupil divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the pupil voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information, or
- ii. If the pupil commits himself/herself, or is referred by the court in lieu of sentence, to a state licensed drug abuse program and successfully completes the program. Florida Statutes 1006.09.

3. The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent/guardian, the student's representative or counsel, and any witnesses requested by the student or the principal.
4. The student may speak in his/her own defense, may present any evidence indicating his/her eligibility for waiver of disciplinary action, and may be questioned on his/her testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.
5. In conducting the hearing, the principal/designee shall not be bound by rules of evidence or any other courtroom procedure and no transcript of testimony shall be required.
6. Following the hearing, the principal shall provide the student and parent/guardian with a decision, in writing, as to whether or not student transfer for felony charges will be made, and if so, the effective date of such transfer. In arriving at this decision, the principal shall consider the conditions under which a waiver of discipline may be granted, and may grant such a waiver when she/he determines such action to be in the best interests of the school and the student.
7. If the court determines that the pupil did commit the felony or delinquent act which would have been a felony if committed by an adult, the principal may recommend that the student be expelled. This expulsion, however, shall not affect the delivery of educational services to the pupil in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. (F.S. 1006.09)
8. If a student is convicted or is found to have committed, a felony or a delinquent act, which would be a felony if committed by an adult, regardless of whether adjudication is withheld, participation in interscholastic, athletic, and extra-curricular activities will be withheld.

### **SUSPENSION/EXPULSION**

Suspension, also referred to as out-of-school suspension, is the temporary removal of a student from all classes of instruction on public school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee for a period not to exceed ten (10) school days. During the suspension, the student is remanded to the custody of the parent/guardian with specific homework assignments for the student to complete. Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the School Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

1. The principal must follow all procedures for suspensions/expulsions. Only the School Board can expel students.
2. If a student is suspended or expelled from school, the student will not be allowed to attend any other school or school activity in the district until the time of suspension or expulsion has ended, or the School Board or the Superintendent has assigned an alternative setting. Failure to adhere to this rule could result in the extension of the suspension/expulsion and/or arrest.
3. Computerized records must be kept on all disciplinary actions that involve suspension/expulsion, and alternative placement.
4. The following are procedures for suspension:
  - a. Before suspending a student, the principal/designee will investigate the alleged offense, giving the student a chance to tell his/her side of the story and obtain written statements from witnesses, if appropriate.
  - b. When a student is suspended from school, an immediate attempt will be made to contact the parent/guardian(s). The student, the parents/guardians, and the Superintendent will be sent written notice (suspension form) within twenty-four hours.



- c. The suspension by the principal may not be for more than ten days. No student will be suspended for more than five days without a school hearing which will adhere to the following procedures:
    - i. A suspension form will be completed giving the date for the hearing (usually on the third or fourth day of the suspension), and it will also include the time, place, and the purpose for the hearing.
    - ii. The hearing will be video and/or audio taped.
    - iii. The student may bring witnesses to speak for him/her, ask other witnesses questions, and tell his/her side of the story.
    - iv. This hearing should include the student and his/her parent/guardian(s) and may also include teachers, administrators, guidance counselors, school psychologists, and/or others as appropriate.
    - v. Decisions will be based on the information presented.
    - vi. At the end of the hearing, the principal will tell the student and the parent/guardian(s) verbally and later in writing what he/she has decided to do about the misbehavior. The Principal may extend the suspension up to 10 days.
5. The following are procedures for an expellable offense:
- a. When a student commits an expellable offense (see Zero Tolerance Policy), the Principal/Designee investigates. If after the investigation it is deemed necessary to continue the expulsion process, the Principal/Designee notifies:
    - i. parent/guardian of suspension and sets a hearing date (hand delivered)
    - ii. the District Office
    - iii. ESE, ESOL and School Psychologist (if appropriate)
  - b. At the school hearing the following will be present:
    - i. student
    - ii. parent/guardian
    - iii. school personnel
    - iv. district personnel
    - v. witnesses
    - vi. other appropriate personnel
  - c. The following guidelines will be adhered to at the school hearing:
    - i. The Principal/Designee will chair the hearing.
    - ii. All information discussed will be recorded.
    - iii. Everyone involved in the incident may give his/her side of the story.
    - iv. All pertinent information will be discussed including the student's discipline, attendance, and academic records and other significant information such as police and witness reports.
    - v. The recommendations of the Principal/Designee may also include, but not be limited to, alternative programs, counseling, community service, drug and rehabilitative treatment centers, extended suspension, and expulsion.
    - vi. If expulsion is recommended to the Superintendent, the suspension is extended for a total of 10 days. The parent/guardian is notified of the date of the School Board Meeting.
    - vii. The parent/guardian has the right to request a School Board Hearing prior to the School Board Meeting.
  - d. If the Superintendent concurs with the Principal's decision, he will make a recommendation to the School Board. If the Superintendent does not agree with the expulsion recommendation, the student will be allowed to return to school.
  - e. All recommendations for expulsion are placed on the School Board agenda for final action. The Superintendent will give to the Board, prior to the School Board meeting, background information

on the student. The Board will act upon the recommendation of the Superintendent. The principal making the recommendation for expulsion must be present when the case goes before the School Board .

### **CORPORAL PUNISHMENT**

Corporal punishment is prohibited.

### **REASONABLE FORCE**

Florida Statute 1003.32(1) authorizes teachers and other instructional personnel to use reasonable force to protect himself/herself or others from injury. The Department of Education has defined reasonable force as, “appropriate professional conduct including physical force as necessary to maintain a safe and orderly environment.” The Department of Education has clarified that school personnel do have the right and the authority to protect against conditions harmful to learning, self, and others. Note: Florida Statute 1006.11(2) further provides that a principal, teacher, other staff members, or bus driver shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, and expulsion of students, except in the case of excessive force or cruel & unusual punishment.

### **COLLECTION OF EVIDENCE / SEARCH AND SEIZURE**

The right of students as citizens to be free from unreasonable search shall be preserved in the schools. However, the principal or designee has the right to collect evidence as necessary to provide for the safe and orderly operation of the school and all of its functions. These may include, but not be limited to, the following measures:

1. General Search: In all cases of search the responsible school officials shall maintain an accurate written summary of the events surrounding the search incident.
2. Lockers: Lockers remain the property of the school and are provided to students without charge. The rights of personal property, however, as well as the rights of the school, must be afforded consideration. The school principal or his designee is authorized to open lockers in the presence of another witness and to examine their contents to include personal belongings of students when such person has reasonable suspicion to believe that the contents threaten the safety, health, or welfare of any student or include property stolen from the school personnel or other students. This policy does not preclude administrators from being able to randomly search lockers. Appropriate notices will be posted to this effect.
3. Personal Search: With reasonable suspicion, the administrator/designee may conduct a personal search of a student. Personal search may include: emptying of pockets, removal of shoes and socks, and removal of jacket. **FRISKING AND STRIP SEARCHES ARE PROHIBITED.**
4. Use of Metal Detectors: As part of an overall plan to protect the health, welfare, safety, and lives of students, faculty, staff, and visitors to the public schools, and to enforce provisions of the Code of Student Conduct, metal detectors may be used to scan and screen for firearms, imitation firearms, and other weapons which have no place in public schools due to the fact that they are life threatening, cause bodily harm, and have adverse and disruptive effects on the educational process.
5. Search of Vehicles: Any motor vehicle parked on school property may be searched by the site administrator or designee with reasonable suspicion. Appropriate notices will be posted to this effect.

6. Use of Video Cameras: For the health, welfare, and safety of students, faculty, and staff, video cameras may be used on school buses and in school facilities as appropriate.
7. Drug-Sniffing Dog: In searching for illegal objects or substances in students' lockers or other school areas, a trained drug-sniffing dog may be used. The search procedure shall consist of the following:
  - a. Contact the Superintendent or his designee for approval.
  - b. The search will be conducted to avoid contact between students and the dog.
  - c. Contact the local law enforcement office and obtain a certified officer and a certified drug-sniffing dog, if drugs are suspected.

STUDENT _____	I.D. _____	DATE _____
TEACHER _____	SUBJECT _____	PERIOD _____
CIRCLE IF APPLICABLE TO STUDENT: ESE		ESOL

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Teacher Signature

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Student Signature



## AUTHORITY OF THE SCHOOL BUS DRIVER

1. The principal/designee gives to the bus driver authority to control students to and from school or on school trips. Any student who misbehaves may be reported to the principal.
2. The bus driver will not suspend a student from riding the bus, spank a student, or put a student off the bus at any place other than his regular stop. However, if a bus driver has a note from the student's parent/guardian which has been approved by the school, the bus driver may let the student off at another stop. If there is an emergency on the bus because of student behavior, the bus driver must take care of the emergency and protect the students on the bus. The bus driver will immediately report the incident to the proper authority.

## MISCONDUCT ON SCHOOL BUSES

If a student misbehaves on the school bus, the bus driver may report the misbehavior to the principal. The principal may suspend the student from riding the bus for no more than ten (10) school days per offense. Please note: If ESE students do not get a ride to school during the bus suspension, the suspension will count towards the maximum allowable ten (10) day school suspension for the year. If the suspension is for more than five (5) days, a hearing is required. The School Board may change the suspension to an expulsion from the school bus. The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

**Disclaimer: Please be advised these are just guidelines and the principal has authority to increase consequences based upon the severity of the infraction.**

## BUS OFFENSES

### MINOR OFFENSES

- Shouting/loud talking
- Eating / drinking
- Littering
- Holding hand/head outside of the bus

### Actions To Be Taken

- **BUS DRIVERS' INTERVENTIONS (use one or more)**
- Conduct a conference with the student.
- Assign a new seat assignment.
- Notify the parents/guardians.
- Write a referral and give it to an administrator.
- **ADMINISTRATORS' INTERVENTIONS**
- 1st referral : Notify parents/guardians and have a conference with the student.
- 2nd referral: 1- 3 days off bus
- 3rd referral: 3 days off bus
- 4th referral: 5 days off bus (**Hearing Requested**)

### MAJOR OFFENSES

- Being out of seat when bus is in motion
- Using foul language/ racial slurs
- Defacing property
- Throwing objects
- Holding hand/head outside bus while in motion
- Fighting

- Distracting the bus driver with deviant behavior

#### **Actions To Be Taken By Administrators**

- Restitution is paid by the student/parent/guardian.
- 1st referral: 1-3 day off bus
- 2nd referral: 3-5 days off bus
- 3rd referral: 5 days off bus
- 4th referral: 5 days off bus (**Hearing Requested/expulsion considered**)

The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

#### **ZERO TOLERANCE ON THE BUS**

- Threatening/assaulting the driver
- Possessing weapons
- Possessing/using drugs/alcohol

### **GLOSSARY**

**Abuse of property/minor vandalism** - to use wrongly or improperly, or to maltreat any school equipment or property

**Aggravated battery** - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery.

**Alcohol possession, use, sale, storage, or distribution** - having on one's person or within one's personal property or under one's control by placement of and knowledge of the whereabouts or reasonable belief that one has assimilated, or reasonably appears, in the judgment of appropriate school officials, to be under the influence of any alcoholic substance

**Armed robbery** - the taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear; with the use of a firearm, imitation firearm, or other deadly weapon

**Arson** - to willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being

**Articles disruptive to school** - to possess, display or use anything that is disruptive to the general peace and welfare of a school center, school bus, or a school sponsored activity

**Assault** - an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so which creates a well-founded fear in such other person that such violence is imminent. (F.S 784.011)

**Assault on school board employee** - any intentional, unlawful threat, by word or act, to do violence to a school board employee, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Attempted criminal act against a person** - any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense

**Battery (Aggravated)** - intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery

**Battery or aggravated battery on a school board employee** - a battery or aggravated battery on any elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business

**Bomb threat** - intentionally making a false report to any person concerning the placement of any bomb, dynamite, explosive, or arson-causing device

**Breaking and entering/burglary** - the unlawful entry into a building or other structure with the intent to commit a crime

**Bullying** - Systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- a. Unwanted teasing;
- b. Social Exclusion;
- c. Threatening;
- d. Intimidation;
- e. Stalking;
- f. Cyberstalking;
- g. Cyberbullying;
- h. Physical violence;
- i. Theft;
- j. Sexual, religious, or racial harassment;
- k. Public humiliation;
- l. Rumor or spreading falsehoods; or
- m. Destruction of school or personal property.

**Bus disruption** - behavior that disrupts and/or distracts the driver from safely operating the school bus

**Cheating (copying work of another, using materials not authorized to use** - copying of anyone else's work or cheating on any test or assignment

**Chemical/hazardous material** - Any chemical compounds or dangerous materials that may be used to cause harm or vulnerability to any person(s).

**Computer misuse/inappropriate use of e-mail/internet** - the inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files; accessing or entering unauthorized internet sites; distributing inappropriate electronic messages

**Confrontation/tussle** - a verbal confrontation, struggle, or scuffle involving more than one person; pushing, shoving, pulling, etc. that has the propensity to escalate into a fight

**Contraband, non-criminal** - possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, etc.; these will be confiscated

**Corporal punishment** - Paddling by the principal/designee on the student's buttocks.

**Criminal assault on a student/person** - any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Criminal battery on a student/person (non-School Board Employee)** - an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual, including child abuse; the malicious and unprovoked physical attack by an aggressor upon another person

**Destructive device** - A destructive device is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage (F.S. 790.001(4)).

**Disobedient/open defiance/insubordination** - refusal or failure to obey, marked by resistance to authority; the flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority

**Disobeying rules on the school bus** - violation of the posted or written rules of conduct for the bus that is not necessarily a disruptive behavior; e.g.: not in assigned seat, eating or drinking on the bus

**Disorderly conduct/disruption of school** - any act which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others

**Disrespectful language** - written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate; The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons

**Disruptive behavior** - behavior by its nature disrupts the educational process, but is not criminal.

**Disruptive play** - non-confrontational activity that is not appropriate in a school setting and is disruptive to the educational process; engaging in rowdy, rough behavior that interferes with the safe and or purposeful order of a school; e.g.: horseplay, chasing another student in the hallway of classroom, etc.

**Dress code violation** - to dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety; violations of the school dress code

**Drug paraphernalia use, sale, storage, or distribution** - to possess, use, sale, store, or distribute any equipment, device, or equipment used for the purpose of preparing or taking drugs

**Drugs represented as drugs/imitation, use, storage, or possession** - to store, possess, purchase, use, or be under the influence of any mood modifying substance and/or dangerous substance including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as designer drugs, or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school property or jurisdiction of the school district

**Due process** - A student has the right to a fair, reasonable, and impartial hearing for a broken or disobeyed rule. [F.S. 1006.07]

**Explosive (F.S. 790.001 (5))** - any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators; but not including:

(a) Shotgun shells, cartridges, or ammunition for firearms;

(b) Fireworks as defined in s. 791.01(4)(a); means and includes any combustible or explosive composition or substance or combination of substances or, except as hereinafter provided, any article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation. The term includes blank cartridges and toy cannons in which explosives are used, the type of balloons which require fire underneath to propel



them, firecrackers, torpedoes, skyrockets, roman candles, dago bombs, and any fireworks containing any explosives or flammable compound or any tablets or other device containing any explosive substance.

(c) Smokeless propellant powder or small arms ammunition primers, if possessed, purchased, sold, transported, or used in compliance with F.. 552.241;

**Explosive devices possession, use, sale, or distribution (not firecrackers, fireworks)** - an explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators

**Expulsion** - Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance. Expulsion can also mean alternative placement.

**Extortion/blackmail/coercion** - the use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money

**Extracurricular** - any school-authorized or education-related activity occurring during or outside the regular instructional school day. [F.S. 1006.15]

**Failure to comply with class/school rules** - violation of specified posted or written school or class rule that is not necessarily a disruptive behavior; e.g.: repeatedly chewing gum, repeatedly tardy for class, etc.

**False fire alarm/911 call** - whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call

**False report involving school, school personnel's property, school transportation or school sponsored activity-** Making a false report with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, or other deadly explosive.

**Fighting** - mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence

**Firearm** - means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. The term "firearm" does not include an antique firearm unless the antique firearm is used in the commission of a crime. [F.S. 790.001(6)]

**\*Firearm, possession, use, or sale of** - Possession, use, or sale of any firearm, imitation firearm, on school property, school-sponsored transportation or during a school-sponsored activity. A firearm, imitation firearm, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. [F.S. 790.001(6)]

**Fireworks/firecrackers** - possession, use, sale, storage, or distribution of fireworks or firecrackers or associated devices

**Forgery of a document or signature** - to fashion or reproduce for fraudulent purposes

**Gambling** - one who participates in games of chance or skill for money or profit

**Grievance procedure** - The process of filing appropriate forms resulting from a complaint filed by a student. Forms may be obtained from the principal.

**Harassment** - Any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

**Homicide/murder** - the unlawful killing of a human being; and manslaughter – the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification

**Illicit drug** - A drug not allowed by law, custom, rule, etc.

**Imitation firearm** – Any toy gun, replica of a firearm, air-soft gun that fires nonmetallic projectiles, or other device that is so substantially similar in coloration and overall appearance to a firearm.

**Inappropriate activity** - any activity that is disruptive and/or inappropriate in a school setting that does not fit into another category

**Intentionally striking a staff member intervening in a fight** - intentionally striking or violently struggling with a staff member intervening in a fight or confrontation

**Kidnapping or abduction** - forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority, with intent to hold for ransom or reward or as a shield or hostage; commit or facilitate commission of any felony; inflict bodily harm upon or to terrorize the victim or another person

**Leaving School Grounds without permission** - unauthorized leaving of the school grounds

**Lying/misrepresentation** - intentionally providing false or misleading information to, or withholding valid information from a school staff member

**Motor vehicle theft** - theft or attempted theft of a motor vehicle; anything that is self-propelled

**Obscene, lewd, or inappropriate act** - the use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting

**Other potentially dangerous weapons/items** - any instrument or object, other than firearms or knives, deliberately used to inflict harm on another person, or used to intimidate any person

**Out of Assigned Area** - out of assigned area without permission and/or in a restricted access area without permission

**Permissible absence** - An absence which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstance. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. Work missed may be made up by the student.

**Petty theft/stealing 1 (\$0-\$10)** - the unlawful taking, carrying, or lending of property less than \$10.00 in value from the possession or constructive possession of another person

**Petty theft/stealing 2 (\$10 -\$25)** - the unlawful taking, carrying, lending, or riding away of property more than \$10, but less than \$25 in value from the possession, or constructive possession of another person

**Petty theft/stealing 3 (\$25-\$50)** - the unlawful taking, carrying, lending, or riding away of property more than \$25, but less than \$50 in value from the possession, or constructive possession of another person

**Physical aggression (not involving law enforcement)** - the intentional physical aggression of one party against another person such as pushing, punching, or striking

**Plagiarism** - The unauthorized use of someone else's material, which is then presented as being the result of the plagiarist's own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words or allowing one's own personal work or homework to be copied

**Possession/use of tobacco products** - possession, use, sale, storage, or distribution of tobacco products on school district property

**Profane/obscene language** - abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person

**Prohibited items** - An item prevented by law or by an order.

**Public display of affection** - engaging in overtly amorous contact or language not appropriate in a school setting

**Robbery** - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and /or by putting the victim in fear

**Sexual battery (attempted or actual forcible penetration)** - forced- oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object

**Sexual harassment** - any slur, innuendo, or other physical conduct reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational work environment; has the purpose or effect of unreasonably interfering with an individual's work or school performance or participation; or otherwise affects an individual's educational opportunities; sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

**Sexual misconduct** - engaging in a sex act or physical conduct of a sexual nature; the unlawful sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat and where the victim is capable of giving consent

**Stealing more than \$50** - the unlawful taking, carrying, leading, or riding away of property more than \$50, in value from the possession or constructive possession of another person or entity (meaning school)

**Suspension** - Removal of students from their regular school program for a period not to exceed 10 school days. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy.

**Tardiness, Habitual** - consistently late to class or school

**Tear gas gun or chemical weapon or device** - any weapon of such nature, except a device known as a "self-defense chemical spray." "Self-defense chemical spray" means a device carried solely for purposes of lawful self-defense that is compact in size, designed to be carried on or about the person, and contains not more than two ounces of chemical. [F.S. 790.001(3)(b)]

**Threat against school, school personnel's property, school transportation or school sponsored activity** - Threatening to throw, project, place, or discharge any destructive device with intent to do bodily harm.

**Threat, non-criminal** - a threat (less serious than assault) by word or act to do violence to another person or his/her property; e.g.: "You better watch your back", "I'm going to get you after school."

**Trespassing** - to enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, employees not required by their employment to be at the particular location; and unauthorized persons who enter or remain on campus or school district facility or sponsored activity after being directed to leave

**Truancy/Unexplained Absence** - An absence from class or school that the reason or excuse is inadequate or does not meet the criteria for an excused absence

**Unauthorized possession or use of prescription medication** - to possess, use, sell, store, or distribute or be under the influence of any substance which requires a physician's prescription, or any over-the-counter medication without parent/guardian approval and school notification

**Unauthorized sale/distribution of materials (non-criminal)** - unauthorized selling or distributing of materials not generally considered illegal; e.g.: candy

**Unexcused absence** - An absence which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit.

**Unintentionally striking a staff member intervening in a fight** - unintentional striking or violently struggling with a staff member intervening in a fight or confrontation

**Unknown weapon possession** - type of instrument or object unknown at the time of the report

**Unserved detention (extended)** - unexcused absence from a scheduled extended detention

**Unserved detention (regular)** - unexcused absence from a scheduled regular detention

**Unserved detention (Saturday)** - unexcused absence from a scheduled Saturday detention

**Use of intoxicants** - the inappropriate use of intoxicants, including but not limited to, glue, solvents, butane, and whipped cream, for the purpose of obtaining a mood-modifying experience

**Vandalism more than \$100 (includes time and labor)** - the willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This includes graffiti.

**Weapon** - A weapon may be, but is not limited to, any firearm, imitation firearm, any explosive or destructive device, any knife, razor blade or box cutter, any dirk (dagger), metallic knuckles, slung shot (a small mass of metal, stone, sand, or similar material fixed on a flexible handle, strap, or the like, used as a weapon.), billie [billie (also spelled billy) club, night stick, a stick of less than arm's length, usually made of wood, plastic, or metal], tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife [F.S. 790.001(13)] or any item used with intent to cause bodily harm to another individual.

**Weapon/knife possession** - the possession of any knife that may inflict harm on another person, or be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, and common pocket knives or any item used with intent to cause bodily harm to another individual.