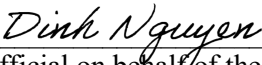



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Taylor County School District	2 PROJECT NUMBER 620-2415A-5C001	
3 PROJECT/PROGRAM TITLE Title IV, Part A - Student Support and Academic Enrichment (SSAE) <p align="center">TAPS 25A120</p>	4 AUTHORITY 84.424A Title IV Student Support and Academic Enrichment USDE or Appropriate Agency FAIN#: S424A240010	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2024 - 06/30/2025 Program Period:07/01/2024 - 06/30/2025	
7 AUTHORIZED FUNDING Current Approved Budget: \$86,981.00 Amendment Amount: Estimated Roll Forward: \$39,189.26 Certified Roll Amount: Total Project Amount: \$126,170.26	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2025</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2025</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2025</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2024</u> 		
10 DOE CONTACTS Program: Raven Wilcoxson Phone: (850) 245-0558 Email: Raven.Wilcoxson@fldoe.org Grants Management: Unit A (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: LLTSN4MRLTN6 FEIN#: F596000878002	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department’s approval of this contract/grant does not excuse compliance with any law. • Other: 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of the Commissioner of Education </div> <div style="text-align: center;"> <u>07/31/2024</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>		

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2024-25 ESEA Federal Programs Application	
<i>Taylor</i>	
Fiscal Contact Information	
Fiscal Contact Name	Lacey Moneyhan
Title	Director of Finance
Phone Number	850-838-2500
Contact Email	lacey.moneyhan@taylor.k12.fl.us
Title I, Part A	
Program Contact Name	Jill Rudd
Title	Director of Instruction
Phone Number	850-838-2500
Contact Email	jill.rudd@taylor.k12.fl.us
Title I, Part C	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part D, Subpart 2	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title II, Part A	
Program Contact Name	Jill Rudd
Title	Director of Instruction
Phone Number	850-838-2500
Contact Email	jill.rudd@taylor.k12.fl.us
Title III, Part A	
Program Contact Name	Jill Rudd
Title	Director of Instruction
Phone Number	850-838-2500
Contact Email	jill.rudd@taylor.k12.fl.us
Title IV, Part A	
Program Contact Name	Jill Rudd
Title	Director of Instruction
Phone Number	850-838-2500
Contact Email	jill.rudd@taylor.k12.fl.us
Title V, Part B, Subpart 2	
Program Contact Name	Jill Rudd
Title	Director of Instruction
Phone Number	850-838-2500
Contact Email	jill.rudd@taylor.k12.fl.us

Florida 2024-25 ESEA Federal Program Assurances

General Assurances [\(Click here to access documents related to General Assurances\)](#)

Assurance 1: The Local Educational Agency (LEA) has on file with the FDOE, Office of the Comptroller, and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

Assurance 2: The LEA assures that they will comply with all applicable supplement not supplant requirements under ESEA. [Sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015].

Assurance 3: The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

Assurance 4: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESEA.

Assurance 5: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

Assurance 6: The LEA assures that timely and meaningful consultation occurs between LEA and private school officials before any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. [Section 8501(a)(1)]

Assurance 7: The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

Assurance 8: The LEA assures compliance with all state laws and regulations, including the State Board of Education rules.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Assurance 1: Migratory Children: The LEA assures that migratory and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under the Title I program. [Section 1112(c)(1)].

Assurance 2: Private Schools: The LEA assures that it will provide services to eligible children attending private elementary schools and secondary schools per section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools identified. [Section 1112(c)(2)].

Assurance 3: NAEP: The LEA assures that it will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act [Section 1112(c)(3)].

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

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

Assurance 6: Certification: The LEA assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112 (c)(6)].

Assurance 7: Early Childhood Education: The LEA assures that in the case the LEA chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act [Section 1112(c)(7)].

Assurance 8: Parents Right-To-Know: The LEA assures parents are notified appropriately according to the "Parents Right-To-Know" provision. [Section 1112(e)(1)(A-B)].

Assurance 9: Collaboration: The local educational agency (LEA) assures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)].

Assurance 10: Coordination of Programs: As appropriate, the LEA assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [Section 1112(a)(1)(B)].

Assurance 11: Child Welfare Agency Procedures: The LEA assures they will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care. The procedures will: ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if: the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; the LEA agrees to pay for the cost of such transportation; or the LEA and the local child welfare agency agree to share the cost of such transportation. [Section 1112(c)(5)(B)].

Assurance 12: Parent Consultation: The LEA assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)].

Assurance 13: School Parent and Family Engagement Policy: The LEA assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [Section 1116(b)].

Assurance 14: Policy Involvement: The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and (5) if the schoolwide program plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [Section 1116(c)].

Assurance 15: Shared Responsibilities for Student Achievement: The LEA assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. [Section 1116(d)].

Assurance 16: Building Capacity for Involvement: To assure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school, and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [Section 1116(e)].

Assurance 17: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs, and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, in a language such parents understand. [Section 1116(f)].

Assurance 18: Family Engagement in Education Programs: The LEA assures that in a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program. [Section 1116(g)].

Assurance 19: Private School Consultation: The LEA assures that after timely and meaningful consultation with appropriate private school officials, it will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities according to section 1116. [Section 1117(a)(1)(A) and (B)].

Assurance 20: Private School and LEA Agreement: The LEA assures that after conducting the timely and meaningful consultation with appropriate private school officials, it will submit a copy of the agreement between the LEA and the private school to the FDOE ombudsman in the Office of Grants Management. [Section 1117(b)(1)].

Assurance 21: Affirmation of Agreement: The LEA assures that it will submit to the FDOE ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable for eligible private school children. If such officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation has taken place to the state educational agency. [Section 1117(b)(5)].

Assurance 22: Supplement, Not Supplant Methodology: The LEA assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [Section 1118(b)(1-2)].

Assurance 23: Public School and Non-Public School Eligibility Survey (PSES/NPSES): The LEA assures they are in compliance with the PSES and NPSES guidelines to properly rank and serve their Public K-12 schools and to determine Title I, Part A equitable proportion of funds. [Sections 1113(a)(3) and 1117(a)(4)].

Assurance 24: English Language Learners (ELLs) Notification Requirements: The LEA assures that it will comply with the requirements outlined in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners before the beginning of the school year, but are identified as English learners during the such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [Sections 1112(3)(A) and (B)].

Assurance 25: Comparability: The LEA assures that it will be in compliance with the requirements provided in section 1118(c)(2)(A) to ensure the following comparability requirements are met: an LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; or a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. [Section 1118(c)(2)(A)].

Assurance 26: Constitutionally Protected Prayer: The LEA assures they will certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year. [Section 8524(b)].

Assurance 27: Schoolwide Programs: The LEA will ensure that all schools operating Schoolwide Programs under Title I, Part A will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).

Title I, Part C: Migrant Education Program

Assurance 1: The LEA assures funds for Migrant Education Program (MEP) will be used only for programs and projects, including the acquisition of equipment, under ESEA, section 1306; and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families. [Section 1304(c)(1)].

Assurance 2: The LEA assures programs and projects funded for MEP will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and Part F. [Section 1304(c)(2)].

Assurance 3: The LEA assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils for programs of at least 1 (one) school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116 unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents. [Section 1304(c)(3)].

Assurance 4: The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [Section 1304(c)(4)].
Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [Section 1304(c)(5)].
Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [Section 1304(c)(6)].
Assurance 7: The LEA assures that such programs and projects will, to the extent feasible, provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment. [Section 1304(c)(7)].
Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state-required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements. [Section 1308(b)(2). 34 Code of Federal Regulations Part 200.85(d)].
Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1), and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [Section 1304(d). 34 CFR Part 200.89(c). Section 1304(c)(8)].
Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and other states. [Section 1304(b)(3). 34 CFR Part 200.82(b)].
Assurance 11: The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services funded through Title I, Part C until the end of such term and may continue to receive such services for one (1) additional school year if comparable services are not available through other programs. Additionally, the LEA assures that migrant students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [ESEA section 1304(e)].”

Title I, Part D, Subpart 2: Neglected and Delinquent Youth

Assurance 1: The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [Sections 1421 and 1425(6)]
Assurance 2: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [Sections 1422 and 1424].
Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve the educational achievement of their children and prevent further delinquent activities. [Section 1425(8)].
Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility to which the LEA has agreed. [Section 1423].
Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [Section 1431].

Title II, Part A: Supporting Effective Instruction

Assurance 1: The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [Section 2102(b)(2)(E)].
Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [Section 2102(b)(2)(F)].
Assurance 3: The LEA assures they will reduce class size to an evidence-based level, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. [ESSA: Section 2103].
Assurance 4: Collaboration - The local educational agency (LEA) assures that, in developing the application, an LEA shall provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities. [ESEA section 2102(b)(3)]
Assurance 5: Professional Development - The LEA assures they will meet the statutory professional development definition as provided in ESEA section 8101(42) or other allowable uses of funds under section 2103(b)(3) of the ESEA.

Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement

Assurance 1: The LEA assures that it will comply with section 1112(e) – Parents' Rights-to-know, before, and throughout, each school year as of the date of application. [Section 3116(b)(4)(A)].
Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [Section 3116(b)(4)(B)].
Assurance 3: The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA’s obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for languages services to EL students. [Section 3115(g)].
Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [Section 3116(b)(4)(D)].
Assurance 5: The LEA assures that it will consult with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA’s geographical boundaries. [Section 8501].
Assurance 6: The LEA assures that the current ELL population has enough students to generate the \$10,000 threshold as indicated in Section 3114. [Section 3114 (c)].
Assurance 7: The LEA assures that not more than 2 percent of the LEA’s Title III allocation will be used for the cost of administering the project. [Section 3115 (b)].

Title IV, Part A: Student Support and Academic Enrichment

Assurance 1: The LEA assures that it will prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that :are among the schools with the greatest needs, as determined by a such LEA, or consortium; have the highest percentages or numbers of children counted under section 1124(c); are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i); are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532. [Section 4106(e)(2)(A)].
Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [Section 4106(e)(2)(B)].
Assurance 3: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107, and will coordinate with other schools and community-based services. [Section 4106(e)(2)(C)].

Assurance 4: With the exception of LEAs outlined in the special rule section 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; coordinate with other schools and community-based services, foster safe, healthy, supportive, and drug-free environments that support student achievement; and promote the involvement of parents. [Section 4106(e)(2)(D)].

Assurance 5: With the exception of LEAs outlined in special rule section 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [Section 4106(e)(2)(E)].

Assurance 6: The LEA assures that it will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E). [Section 4106(e)(2)(F)].

Assurance 7: The LEA assures that the LEA, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. [Section 4106(c)(1)]

Assurance 8: With the exception of LEAs outlined in section 4106(d)(2), the LEA, or consortium of such agencies, shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement. [Section 4206(d)(1)]. The comprehensive needs assessment outlined in section 4109(b). [Section 4106(e)(2)(E)].

Title V, Part B, Subpart 2: Rural and Low-Income Schools

Assurance 1: The LEA assures that its project funds under Title V, Part B, subpart 2 will be used for any activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [Section 5222(a)].

Assurance 2: The LEA assures that its project funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State, or local education funds. [Section 5232].

Assurance 3: The LEA assures that 20 percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below the poverty line. [Section 5221(a)(3)(C) (b)(1)(Ai)-(B)]

Assurance 4: The LEA assures that if eligible for funding under both this subpart and subpart 1, it will not receive funds under both subparts for such fiscal year. [Section 5225(a)]

Florida 2024-25 ESEA Federal Programs Preliminary Allocations

LEA - Denotes a Title III, Part A allocation below \$10,000. No Title III application should be submitted at this time. Follow-up instructions will be provided from the Title III program office at FDOE.*

Agency Number	Local Educational Agency	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
010	Alachua	8,149,625	941,968	212,606	1,193,744	161,017	623,401	-
015	UF, PK Yonge Devm't Research School	130,255	-	-	25,680	-	10,000	-
020	Baker*	1,193,784	-	-	200,112	1,702	91,459	-
030	Bay	8,282,465	PAEC	105,570	1,074,443	224,899	634,574	-
040	Bradford*	1,255,801	AMC	-	198,999	3,534	96,210	-
050	Brevard	18,041,617	-	126,098	2,480,584	467,865	1,381,952	98,922.00
060	Broward	80,071,452	109,135	363,630	11,861,336	4,530,329	6,133,473	-
070	Calhoun*	749,490	PAEC	-	122,545	2,226	57,418	-
080	Charlotte	4,050,297	-	-	557,533	92,683	316,511	73,692.00
090	Citrus	5,702,147	AMC	-	917,047	22,778	435,107	-
100	Clay	6,076,271	AMC	-	1,046,253	200,551	481,168	-
110	Collier	12,078,336	3,606,685	76,245	1,729,680	1,017,547	925,404	-
120	Columbia	3,426,524	AMC	-	593,426	17,935	262,525	-
130	Miami-Dade	128,906,977	1,577,683	228,735	14,034,023	10,513,081	10,520,360	329,407.00
140	DeSoto	2,233,404	436,197	-	270,308	71,344	171,112	-
150	Dixie*	986,634	AMC	-	137,540	3,404	75,588	143,506.00
160	Duval	56,891,529	-	268,324	6,483,917	1,463,288	4,706,763	67,970.00
170	Escambia	20,603,490	PAEC	126,098	2,430,365	150,675	1,577,125	-
180	Flagler	3,170,419	AMC	-	488,854	69,251	247,654	-
190	Franklin*	620,917	PAEC	-	76,568	9,033	47,567	-
200	Gadsden	4,235,601	PAEC	-	466,149	45,032	324,515	41,397.00
210	Gilchrist	776,640	AMC	-	127,262	16,756	59,498	156,178.00
220	Glades	405,826	91,414	-	65,190	10,735	31,088	-
230	Gulf*	552,241	PAEC	-	92,037	2,487	42,305	63,861.00
240	Hamilton	1,118,048	240,070	-	136,832	23,040	80,765	64,130.00
250	Hardee	1,929,075	500,075	-	289,393	49,352	147,795	53,416.00
260	Hendry	3,356,572	1,183,387	-	419,997	157,744	283,438	160,479.00
270	Hernando	6,671,129	-	-	969,120	101,846	589,350	472,682.00
280	Highlands	4,874,241	785,009	4,399	648,759	82,865	408,127	-
290	Hillsborough	78,055,946	2,216,196	392,955	8,202,300	3,277,803	5,973,025	409,128.00
300	Holmes*	1,162,215	PAEC	-	167,695	785	89,040	-
310	Indian River	4,463,943	-	-	636,403	124,755	342,010	112,938.00

320	Jackson	2,343,046	PAEC	-	341,710	12,306	192,458	-
330	Jefferson*	598,542	PAEC	-	93,007	7,462	47,038	208,635.00
340	Lafayette*	391,157	9,748	-	61,368	5,498	29,964	24,118.00
350	Lake	12,025,994	12,765	2,933	1,808,957	351,226	921,216	39,937.00
360	Lee	26,428,727	412,884	149,558	3,671,076	2,528,355	2,024,204	-
370	Leon	11,035,854	PAEC	149,558	1,350,771	159,315	931,910	-
371	FSU Developmental Research School*	295,883	PAEC	-	53,241	8,640	22,664	-
380	Levy	2,664,346	AMC	-	326,918	29,061	204,129	-
390	Liberty*	338,396	PAEC	63,049	54,139	2,880	25,382	196,769.00
400	Madison*	1,120,125	17,372	-	152,062	2,619	85,159	45,890.00
410	Manatee	11,499,142	446,225	221,404	1,643,821	940,443	989,045	83,408.00
420	Marion	16,167,552	AMC	221,404	2,515,063	330,018	1,235,908	-
430	Martin	4,047,162	-	-	631,548	300,957	345,155	-
440	Monroe	1,844,404	-	5,865	306,308	193,612	143,696	-
450	Nassau	1,803,059	-	-	347,632	25,658	140,924	-
460	Okaloosa	6,455,612	PAEC	90,908	1,008,479	243,489	507,638	-
470	Okeechobee	2,170,820	515,316	-	319,051	84,174	164,795	-
480	Orange	69,856,994	409,124	303,514	7,637,594	4,217,198	5,457,357	206,753.00
490	Osceola	22,086,807	-	-	2,973,869	1,732,435	1,690,598	-
500	Palm Beach	57,332,562	2,209,795	228,735	6,884,604	4,542,372	4,391,471	-
510	Pasco	21,906,669	96,067	101,171	2,607,051	691,979	1,711,695	-
520	Pinellas	27,881,996	-	293,250	3,491,876	883,235	2,355,013	-
530	Polk	44,455,702	1,288,052	218,471	6,002,698	1,619,199	3,405,084	-
540	Putnam	6,783,843	113,089	-	787,522	92,290	519,754	-
550	St. Johns	4,084,510	AMC	-	869,360	130,908	365,197	335,589.00
557	Florida School for the Deaf and Blind*	124,959	-	-	15,617	4,320	10,000	-
560	St. Lucie	15,725,239	312,787	234,600	2,082,527	843,178	1,204,820	-
570	Santa Rosa	4,543,732	PAEC	-	868,346	39,011	348,123	-
580	Sarasota	8,254,352	-	-	1,301,756	510,541	721,852	-
590	Seminole	11,792,818	-	158,355	2,136,075	514,206	903,528	-
600	Sumter	3,276,602	-	-	435,407	50,138	262,753	-
610	Suwannee	2,566,979	262,438	-	416,847	31,811	196,669	-
620	Taylor	1,135,336	PAEC	-	176,831	1,178	86,981	200,570.00
630	Union	652,424	AMC	-	103,999	1,178	49,981	92,163.00
640	Volusia	20,667,998	156,036	334,305	2,657,767	427,283	1,583,521	-
650	Wakulla*	908,048	PAEC	-	181,554	2,487	69,566	-
660	Walton	2,591,800	PAEC	-	474,371	100,275	198,571	-
670	Washington*	1,374,083	309,493	-	203,463	2,095	105,273	-
685	FAMU Developmental Research School*	297,127	-	-	30,175	1,178	25,085	114,398.00

687	FAU A. D. Henderson School	373,179	-	-	60,983	10,342	28,586	-	
708	Florida Department of Corrections	-	-	-	1,037	-	-	-	
815	Mater Academy	446,880	-	-	56,148	35,345	34,233	-	
05E	Odyssey Charter	876,400	-	-	89,048	10,081	67,142	-	
48C	Florida Virtual School	1,173,656	-	-	183,721	10,342	89,917	-	
48K	United Cerebral Palsy of Central Florida, Inc	451,501	-	-	45,399	10,211	34,587	-	
50D	South Tech*	1,009,144	-	-	58,167	9,426	85,211	-	
53D	Lake Wales	2,382,155	31,966	-	273,294	48,566	182,509	-	
98Z	KIPP Miami*	767,848	-	-	58,220	8,770	64,835	-	
99H	IDEA	978,056	-	-	274,361	116,377	74,930	-	
TBD	DJJ-Florida Scholars Academy*	531,978	-	1,573,282	61,832	1,571	38,092	-	
TBD	Tallahassee Collegiate Academy*					524		-	
Total		\$908,744,109	\$18,290,976		\$6,255,018	\$116,330,764	\$44,842,105	\$71,540,546	\$3,795,936

Title IV, Part A
Taylor

Student Support and Academic Enrichment Grants

To improve students' academic achievement by increasing school LEA capacity to provide all students with access to a well-rounded education; improve school conditions for student learning; and increase the use of technology to enhance the academic achievement and digital literacy of all students.

Preliminary Allocation	\$86,981.00
Requested Allocation Amount	\$89,981.00
Estimated Roll Forward	\$36,189.26
Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)	\$126,170.26

LEAs receiving \$30,000 or More: MUST focus on three Areas of Focus (Well-Rounded Educational Opportunities, Safe and Healthy Conditions, and Effective Use of Technology)

LEAs receiving less than \$30,000: Only required to focus on one of the Areas of Focus (Well-Rounded Educational Opportunities, Safe and Healthy Conditions, and Effective Use of Technology)

Area of Focus 1	Well-Rounded Educational Opportunities
Area of Focus 2	Safe and Healthy Conditions
Area of Focus 3	Effective Use of Technology
Area of Focus 4	Administrative Costs which includes indirect costs (Direct grant administration not to exceed 2% of Allocation)

Title IV, Part A Equitable Services Formula

Number of Students (ages 5-17)	
A1. LEA Total (Including Roll Forward) Enrollment	1835
A2. Participating Private Schools Total Enrollment	0
A3. Total Enrollment = A1 + A2	1835
Title IV, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation	\$86,981.00
B2. Administrative Costs (AOF 4 total [direct costs not exceeding 2% + indirect costs – roll forward funds])	\$0.00
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	\$86,981.00
Per Pupil Rate	
C1. B3 divided by A3	\$47.40
Equitable Services	
Amount LEA must reserve for equitable services for private schools = A2 x C1	\$0.00

Describe how the LEA will engage with stakeholders during the design and development of the district application. Include the types and number of stakeholders that will be engaged and the method of engagement.

The Local Education Agency (LEA) holds quarterly stakeholder meetings at both the school and district levels to ensure comprehensive engagement and decision-making. These meetings provide a platform for discussing various aspects of school operations and performance. To facilitate informed discussions, the Director of Instruction develops multiple surveys throughout the year, which are distributed to all stakeholders. These surveys gather essential information on school needs, school climate, stakeholder feedback, and the allocation and utilization of funds at each school. This systematic approach ensures that stakeholders are well-informed about the financial decisions and the overall environment within the schools.

During the third-quarter meeting, a critical review of the most recent survey is conducted. Stakeholders, including educators, parents, school leaders, community members, SAC members, local government representatives and district officials, analyze the collected data to identify trends, areas of concern, and potential improvements. This analysis plays a pivotal role in determining how federal dollars can be strategically allocated to support student learning effectively. By understanding the specific needs and priorities highlighted in the survey, the LEA can make data-driven decisions that enhance educational outcomes and address any gaps in resources or support.

Additionally, student voices are integral to this process. Surveys are also administered to students to gauge their interest in various programs and identify which opportunities they would like to see offered at the school level. This feedback is essential for understanding which programs have the highest student interest and which lack participation. By incorporating student input, the LEA can ensure that the educational offerings are aligned with student preferences and needs, fostering a more engaging and supportive learning environment. This holistic approach to stakeholder engagement, data analysis, and resource allocation underscores the LEA's commitment to continuous improvement and responsive education.

Area of Focus 1: Well-Rounded Educational Opportunities

A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

During the academic year of 2024-2025, the Taylor County School District aims to support schools in advancing and executing supplementary curricular programs in specialized fields such as Career and Technical Education (CTE), Science, and Social Studies. Analysis of the 2023-2024 FAST progress monitoring scores indicates an imperative for enhancement within Taylor County. While the Taylor County School District has consistently allocated funds for enrichment programs at elementary schools, featuring certified instructors in disciplines like music, art, and drama, additional resources are required to enrich and bolster the holistic development of students. The expected outcomes include evaluating the success of the Well Rounded Education Opportunities initiatives by comparing district grade percentages provided by the Florida Department of Education between 2023-2024 and 2024-2025 in the domains of Social Studies and Science, alongside assessing the increase in industry certifications obtained from 2023-24 to 2024-25. The 23-24 FAST PM 3 data indicates the students who have previously scored a level 3, 4 or 5 are losing ground compared to their peers. By adding the additional after school enrichment clubs, tied to the Florida Standards, should allow us to see an increase in the number of students who maintain a level 3, 4 or 5 or increase to that level of achievement.

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

The LEA distributes funding to school sites based on the number of K12 students. The school sites are tasked with conducting annual evaluations of their school improvement plans and comprehensive needs assessment to identify their requirements for the upcoming year. After developing and submitting their plans to the LEA, program implementation commences. Two assessment tools are utilized to gauge program effectiveness: pre and post-program student data and a school-level grant review conducted by the school leadership. For the school-level grant review, schools need to outline their implemented initiatives, outcomes, and whether they intend to continue these activities in the following school year. In most recent FAST progress monitoring data, the data has indicated the students who previously been at a level 4 or 5 are beginning to decline. Having enrichment opportunities will allow the students to develop a love of learning and motivate them to pursue their passions. These activities provide children with new and exciting experiences, allowing them to grow and develop in many areas, and unleash their full potential. The purpose of enrichment activities is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum.

No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 1.

Activity 1	Extra-curricular STEM events and after-school enrichment group activities. Activity 1 will fund instructional salaries and benefits to provide after school enrichment and CTE opportunities: Steinhatchee School: STEM Club, TCMS: drama club, STEM club, book club. TCPS: STEAM. TCES: Drama Club, Science Club. TCHS: after school enrichment for ACT, SAT, CLT 8 teachers in all at an average salary of \$32.00 per hour for 62.5 hours = 16,000.00 plus benefits 2.5 hours per week for a 40 hour work week = 0.0625x8 teachers = .5 FTE
Activity 2	Support for existing CTE Programs and development of additional industry certification bearing CTE programs. Supplies and materials that are necessary for high quality science, history, CTE supplies for agriscience computer coding, and for business entrepreneurship. Supplies will be based on the lesson plans and suggested items per the textbooks. supplies could include rakes, hoes, hoses, fencing, hands-on science materials. The fencing will be chicken wire which will be used as an added layer of protections to keep the animals in their enclosure.
Activity 3	Instructional consumable supplies to support STEM, STEAM, Civics, and US History. Supplies may include science experiment materials for hands-on activities such as seeds, potting soil, beakers, seeds, thermometers, batteries, and supplemental workbooks for Civics and History.
Activity 4	Student field trips to content oriented venues such as museums and the State Capital. 200 7th grade students to visit the capital in Tallahassee - will need 3 buses estimated @ \$500.00 each = \$1,500 The only cost associated with this trip is the buses. students in grades 11 and 12 to Career and College Experiential Trips 2 buses estimated at \$500.00 for a total \$1,000 The only cost associated with this trip is the buses. Science field trip to zoo - 100 student tickets @ \$39.95 each = 3,995.00 field trip to Aunt Louisa's Farm 220 students X \$12.00 per ticket= 2640.00 plus \$12.00 per chaperone(10) = 120.00, plus 3 buses @ 500.00 per bus = \$1500.00 https://www.cpalms.org/PreviewStandard/Preview/1565
Activity 5	Supplemental software subscriptions to enhance instruction such as Boardworks for Algebra 1 and Geometry at TCHS 84.50, Explore Gizmos for TCHS 1,840.00, Multiplication.com for Steinhatchee School 233.75; Edmentum Apex tutorials, courseware, exact path, study island, reading eggs(this is split funded between Title I, IV, and V). 23016.00, discovery Ed 4700.00
Activity 6	TCHS field trips for Art, Agriculture and environmental science . Field trips will be specific to students taking these courses. A total of two buses @ \$500.00 each = \$1000.000 Moultrie Ga Ag Expo: tickets are \$10.00 per student for 100 students= \$1,000.00
Activity 7	art supplies for the Art Club to include items such as paint, canvases, and other items deemed necessary for students who are participating in this after school club.
Activity 8	Supplies for the drama club to include backdrops, props, and seasonal materials for programs
Activity 9	Supplies for the STEAM club at TCPS: art supplies, math manipulatives, hands-on science kits

List the detailed activities that will be implemented to address this Area of Focus

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
5100	120	RF: AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	0.5	\$16,000.00	LEA
5100	210	RF: AOF 1	1	Basic (FEFP K-12)-Retirement		\$2,181.00	LEA
5100	220	RF: AOF 1	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$1,224.00	LEA
5100	240	AOF 1	1	Basic (FEFP K-12)-Workers' Compensation		\$220.00	LEA
5100	642	RF: AOF 1	2	Basic (FEFP K-12)-Noncapitalized Furniture, Fixtures, and Equipment		\$7,078.01	LEA
5100	730	RF: AOF 1	2	Basic (FEFP K-12)-Dues and Fees		\$1,000.00	LEA
5100	310	AOF 1	1,2	Basic (FEFP K-12)-Professional and Technical Services		\$2,500.00	LEA
5100	510	AOF 1	3	Basic (FEFP K-12)-Supplies		\$6,500.00	LEA
5100	519	AOF 1	3	Basic (FEFP K-12)-Technology Related Supplies		\$2,000.00	LEA
7800	330	AOF 1	4	Student Transportation Services-Travel		\$10,755.00	LEA
5100	360	AOF 1	5	Basic (FEFP K-12)-Rentals		\$29,874.25	LEA
7800	330	AOF 1	6	Student Transportation Services-Travel		\$2,000.00	LEA
5100	510	AOF 1	7	Basic (FEFP K-12)-Supplies		\$2,500.00	LEA
5100	642	RF: AOF 1	7	Basic (FEFP K-12)-Noncapitalized Furniture, Fixtures, and Equipment		\$1,505.25	LEA
5100	510	AOF 1	8	Basic (FEFP K-12)-Supplies		\$2,994.75	LEA
5100	642	AOF 1	8	Basic (FEFP K-12)-Noncapitalized Furniture, Fixtures, and Equipment		\$2,000.00	LEA
5100	510	AOF 1	9	Basic (FEFP K-12)-Supplies		\$1,034.78	LEA

LEA Total (Including Roll Forward) \$91,367.04

Private Total (Including Roll Forward) \$0.00

Area of Focus 1 Total (Not Including Roll Forward) \$62,378.78

Estimated Roll Forward Total \$28,988.26

Total Funds Requested (Including Roll Forward) \$91,367.04

Area of Focus 2: Safe and Healthy Conditions

A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

As part of the school improvement planning and the stakeholder consultation processes, character education enrichment and restorative practice support has been deemed necessary to assist with the improvement of referral and attendance rates. At the end of the third nine weeks, 23-24 school year, our daily average attendance rate is 87.12% and 49% students have missed more than 20% of classroom instruction time according to FOCUS data. Social emotional supports are needed as we have seen an increase in the number of discipline referral and the need for student social emotional support services. Hence the need to promote social emotional well-being and citizenship. Schools within the district have developed plans for Title IV activities.

Elementary: Multi-sensory rooms to be used with at-risk behavioral students, activities to support increased school attendance
 Middle: Small group mentoring for at-risk students, activities to support increase attendance.
 High School: Restorative practices for behavioral at-risk students, leadership development program for struggling students.

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, and how the activities will promote the involvement of parent and families, if applicable.

Project outcomes in the Safe and Healthy area will ultimately be measured by the decrease in the number of referrals and the increase in daily attendance. Students will benefit from the technology enrichment activities outlined above by learning how to safely navigate the internet and by acquiring technology related skills that will prepare them to work and live in a digital global environment.

Elementary: reduction in the number of referrals related to bullying and an increase in attendance
 Middle: Number of industry certifications earned in 2024-2025 as compared to those earned in 2023-2024

No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	LEAD law enforcement against drugs. Purchase materials for the School Resource officers to teach the students about the negative impacts of drugs, bullying, poor attendance
Activity 2	Staff to provide after-school intervention, Resiliency Education, Civic and Character Education and/or Life Skills Education. After school Resiliency Education, Civic and Character Education and/or Life Skills Education interventions will be provided at three schools for approximately 45 afternoons.
Activity 3	Supplies and materials for the after school resiliency education, civic and character education and /or life skills to include notebook, pens, pencils, chart paper, paper, markers, fidgets, posters
Activity 4	The LEA will purchase supplies and materials to increase and support a healthy lifestyle. The LEA will purchase physical education and sensory equipment to enhance the PE programs at all school sites. This includes items such as yoga balls, yoga mats, jump ropes, basket balls, pickleball items, sensory equipment, tactile supplies, gross and fine motor skill items and kinesthetic supplies such as lacing buttons, tactile discs.

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
5100	510	RF: AOF 2	1	Basic (FEFP K-12)-Supplies		\$6,000.00	LEA
5100	120	AOF 2	2	Basic (FEFP K-12)-Classroom Teacher		\$8,000.00	LEA
5100	210	RF: AOF 2	2	Basic (FEFP K-12)-Retirement		\$1,091.00	LEA
5100	220	AOF 2	2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$612.00	LEA
5100	240	RF: AOF 2	2	Basic (FEFP K-12)-Workers' Compensation		\$110.00	LEA
5100	510	AOF 2	3	Basic (FEFP K-12)-Supplies		\$2,857.39	LEA
5100	510	AOF 2	4	Basic (FEFP K-12)-Supplies		\$4,065.00	LEA
5100	642	AOF 2	4	Basic (FEFP K-12)-Noncapitalized Furniture, Fixtures, and Equipment		\$4,000.00	LEA
LEA Total (Including Roll Forward)						\$26,735.39	
Private Total (Including Roll Forward)						\$0.00	
Area of Focus 2 Total (Not Including Roll Forward)						\$19,534.39	
Estimated Roll Forward Total						\$7,201.00	
Total Funds Requested (Including Roll Forward)						\$26,735.39	

Area of Focus 3: Effective Use of Technology

A. Describe how the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

The use of technological devices as a daily instructional delivery tool is a way of work in the Taylor County School District. Technology is truly an awesome educational resource, but students need additional support in understanding digital citizenship and cyber-safety. Having access to a wealth of technology and access to unlimited information fostered the need to support student learning. Digital literacy is the ability to understand, use and safely interact with technology, media and digital resources in real-world situations. The Taylor County School District plans to provide students the opportunity to excel in our digital world by equipping them with these critical skills – starting as early as kindergarten with Generation Genius programs at the elementary level and on into the secondary grades with software programs such as Gizmos/explore Learning. To support STEAM related activities additional technology will be purchased to support Coding, Virtual Reality, and Robotics initiatives

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

Inventory logs will be kept for technology related supplies as they are used at the school level. Pictures of items made with the 3D printer will be sent to the Director of Instruction along with the lesson plan the printed design aligns with.

No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 3.

Activity 1	Purchase technology related supplies for color printers and 3D printers. Printer filament cartridges - 20 x 25.00 Color printer ink - 15 x 100.00
------------	---

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
5100	519	AOF 3	1	Basic (FEFP K-12)-Technology Related Supplies		\$2,000.00	LEA
LEA Total (Including Roll Forward)						\$2,000.00	
Private Total (Including Roll Forward)						\$0.00	
Area of Focus 3 Total (Not Including Roll Forward)						\$2,000.00	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$2,000.00	

Area of Focus 4: Administrative Costs

A. Describe the funded activities that will be implemented to address Area of Focus 4.

Direct administrative costs are not to exceed 2 percent of the total allocation. Indirect administrative costs may not exceed the restricted rate defined by the FDOE Comptroller's Office.

LEAs may claim both direct administrative cost and restricted indirect costs.

Activity 1	indirect costs at 5.89%
------------	-------------------------

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
7200	790	AOF 4	1	General Administration (Superintendent's Office)-Miscellaneous		\$6,067.83
Area of Focus 4 Total (Not Including Roll Forward)						\$6,067.83
Estimated Roll Forward Total						\$0.00
Total Funds Requested (Including Roll Forward)						\$6,067.83

Area of Focus	LEA Total (Including Roll Forward)	Private Total (Including Roll Forward)	Area of Focus Total	Estimated Roll Forward Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1 Well-Rounded Educational Opportunities	\$0.00	\$0.00	\$62,378.78	\$28,988.26	\$91,367.04	69.32%
Area of Focus 2 Safe and Healthy Conditions	\$0.00	\$0.00	\$19,534.39	\$7,201.00	\$26,735.39	21.71%
Area of Focus 3 Effective Use of Technology	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	2.22%
Area of Focus 4 Administrative Costs			\$6,067.83	\$0.00	\$6,067.83	6.74%
Grand Total	\$0.00	\$0.00	\$89,981.00	\$36,189.26	\$126,170.26	100.00%

[Click to return to top of page.](#)

If requesting less than the preliminary allocation, please provide the LEA's justification.

Title IV, Part A Summary Budget DOE 101

Taylor						25A120	
Name of LEA				Project Number		TAPS Number	
Requested Allocation Amount						\$89,981.00	
Estimated Roll Forward						\$36,189.26	
Total Funds Requested (sum of allocation and estimated roll)						\$126,170.26	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	
5100	120	RF: AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	0.5	\$16,000.00	
5100	210	RF: AOF 1	1	Basic (FEFP K-12)-Retirement		\$2,181.00	
5100	220	RF: AOF 1	1	Basic (FEFP K-12)- Federal Insurance Contributions Act (FICA)		\$1,224.00	
5100	240	AOF 1	1	Basic (FEFP K-12)-Workers' Compensation		\$220.00	
5100	642	RF: AOF 1	2	Basic (FEFP K-12)- Noncapitalized Furniture, Fixtures, and Equipment		\$7,078.01	
5100	730	RF: AOF 1	2	Basic (FEFP K-12)-Dues and Fees		\$1,000.00	
5100	310	AOF 1	1,2	Basic (FEFP K-12)-Professional and Technical Services		\$2,500.00	
5100	510	AOF 1	3	Basic (FEFP K-12)-Supplies		\$6,500.00	
5100	519	AOF 1	3	Basic (FEFP K-12)-Technology Related Supplies		\$2,000.00	
7800	330	AOF 1	4	Student Transportation Services-Travel		\$10,755.00	
5100	360	AOF 1	5	Basic (FEFP K-12)-Rentals		\$29,874.25	
7800	330	AOF 1	6	Student Transportation Services-Travel		\$2,000.00	
5100	510	AOF 1	7	Basic (FEFP K-12)-Supplies		\$2,500.00	
5100	642	RF: AOF 1	7	Basic (FEFP K-12)- Noncapitalized Furniture, Fixtures, and Equipment		\$1,505.25	
5100	510	AOF 1	8	Basic (FEFP K-12)-Supplies		\$2,994.75	
5100	642	AOF 1	8	Basic (FEFP K-12)- Noncapitalized Furniture, Fixtures, and Equipment		\$2,000.00	
5100	510	AOF 1	9	Basic (FEFP K-12)-Supplies		\$1,034.78	
5100	510	RF: AOF 2	1	Basic (FEFP K-12)-Supplies		\$6,000.00	
5100	120	AOF 2	2	Basic (FEFP K-12)-Classroom Teacher		\$8,000.00	

5100	210	RF: AOF 2	2	Basic (FEFP K-12)-Retirement		\$1,091.00
5100	220	AOF 2	2	Basic (FEFP K-12)-		\$612.00
5100	240	RF: AOF 2	2	Basic (FEFP K-12)-Workers' Compensation		\$110.00
5100	510	AOF 2	3	Basic (FEFP K-12)-Supplies		\$2,857.39
5100	510	AOF 2	4	Basic (FEFP K-12)-Supplies		\$4,065.00
5100	642	AOF 2	4	Basic (FEFP K-12)-		\$4,000.00
5100	519	AOF 3	1	Basic (FEFP K-12)-Technology Related Supplies		\$2,000.00
7200	790	AOF 4	1	General Administration (Superintendent's Office)-		\$6,067.83

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2024-25 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *LLTSN4MRLTN6*

Taylor

	Program Name	Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
	Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.						
<input type="checkbox"/>	Title I, Part A		25A001	\$1,135,336.00	\$1,108,633.47	\$186,427.00	\$1,295,060.47
<input type="checkbox"/>	Title I, Part C		25A020	PAEC	\$0.00		\$0.00
<input type="checkbox"/>	Title I, Part D, Subpart 2		25A009	\$0.00	\$0.00		\$0.00
<input type="checkbox"/>	Title II, Part A		25A011	\$176,831.00	\$176,831.00	\$17,809.72	\$194,640.72
<input type="checkbox"/>	Title III, Part A		25A014	\$1,178.00	\$1,178.00	\$0.00	\$1,178.00
<input type="checkbox"/>	Title IV, Part A		25A120	\$86,981.00	\$86,981.00	\$39,189.26	\$126,170.26
<input type="checkbox"/>	Title V, Part B, Subpart 2		25A007	\$200,570.00	\$92,163.40		\$92,163.40

As the official who is authorized to legally bind the agency/organization, I do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

Alicia Beshears

Printed Name of Agency Head



Signature of Agency Head

Superintendent

Title

6/28/2024

Date

Florida's 2024-25 ESEA Federal Programs Application Review for Taylor

For your convenience, we have highlighted the areas within the attached application for your review, reallocation, and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

Title IV, Part A			
Area of Focus	Activity	Feedback/Clarification Requests	LEA Response
-	-	Please submit a signed DOE100A.	Attached Reviewed by RW 7/17/2024
2	-	LEA's receiving over \$30,000 are required to allocate 20% of the total allocation to the Safe and Healthy Area of Focus. Reallocate funds to meet the 20% requirement.	The funds have been reallocated Reviewed by RW 7/17/2024
-	-	Stakeholders must include a member of each group outlined in statute which includes parents, teachers, students, school leaders, and community members and organizations, and local government representatives.	Corrected Reviewed by RW 7/17/2024
1	1-9	Please ensure the objectives/outcomes (Section A) of the AOF1 activities are measurable and specific. Additionally, how will the LEA evaluate the effectiveness (Section B)?	Completed Reviewed by RW 7/17/2024
1	2	Please provide examples of fencing that will be purchased.	This was added to say: the fencing will be chicken wire to assist with keeping the animals in their enclosure. Reviewed by RW 7/17/2024

Florida's 2024-25 ESEA Federal Programs Application Review for Taylor

For your convenience, we have highlighted the areas within the attached application for your review, reallocation, and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

1	3	Please provide additional information regarding what educational standards will be taught at the zoo and Aunt Louisa's field trip.	<p>The standards are attached or provided in the narrative via a link.</p> <ul style="list-style-type: none"> - The link that was provided addressed the organization and development of living organisms. The additional attachment correlated to Wild Adventures field trip. Please clarify the educational standards that connect to each field trip. - The lesson plans for the Wild Adventures field trip is attached to the email. <p style="color: green; font-weight: bold;">Reviewed by RW 7/18/2024</p>
2	2	Revise this activity description to align with current state standards – Resiliency Education , Civic and Character Education and/or Life Skills Education.	<p>corrected</p> <p style="color: green; font-weight: bold;">Reviewed by RW 7/17/2024</p>
3	1	Please ensure the objectives/outcomes (Section A) of the technology related supplies are measurable and specific. Additionally, how will the LEA evaluate the effectiveness (Section B)?	<p>Completed</p> <ul style="list-style-type: none"> - Please clarify on the intended outcomes for this activity? - Completed in the narrative section of the grant. <p style="color: green; font-weight: bold;">Reviewed by RW 7/18/2024</p>

Florida's 2024-25 ESEA Federal Programs Application Review for Taylor

For your convenience, we have highlighted the areas within the attached application for your review, reallocation, and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

Preliminary Allocation		<ul style="list-style-type: none"> Taylor County's 2024-25 allocation amount is \$86,981.00. Taylor County has currently over-allocated at \$89,981.00. Please adjust to stay within the allocation given. 	<p>Corrected</p> <p>Reviewed by RW 7/18/2024</p>

INVOICE TO:
Taylor County School Board
318 N. Clark Street
Perry, Fl. 32347

P.O. NUMBER: 9262500004
VENDOR KEY : EDMENTUM001
PAGE NUMBER: 1
P.O. DATE : 06/19/2024
SHIP DATE : 06/18/2024
FISCAL YEAR: 2024-2025
ENTERED BY : CAUSESHE001

PRINTED 06/19/2024

COMPANY:		DELIVER TO:
EDMENTUM, INC		TAYLOR COUNTY SCHOOL BOARD
5600 W 83RD ST STE 300		318 N CLARK STREET
8200 TOWER		PERRY, FL 32347
BLOOMINGTON, MN 55437		
		ATTN: SHERRY CAUSEY
Fax: (877) 519-9555		

QUANTITY	UNIT OF MEASURE	DESCRIPTION	UNIT	TOTAL COST
6		Custom Consulting Services - Onsite	2,500.00000	15,000.00

USE P.O. NUMBER ON ALL CORRESPONDENCE

=====

P.O.: 9262500004	A C C O U N T S U M M A R Y (F O R I N T E R N A L U S E)			VENDOR KEY : EDMENTUM001
ACCOUNT	AMOUNT		ACCOUNT	AMOUNT
4200E6400 3100 0031 21020 25000 00000	3,498.00		4200E6400 3100 0041 21020 25000 00000	3,597.00
4200E6400 3100 0111 21020 25000 00000	654.00		4200E6400 3100 0141 21020 25000 00000	4,258.50
4200E6400 3100 0161 21020 25000 00000	2,992.50			

T A X E X E M P T I O N S

PURCHASE APPROVED BY:

Alicia G. Beshears
Danny J. Jendry

Agenda Item Number 4.01(3)

**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

Date Submitted 05/31/2024 Board Meeting Date 06/11/2024

Date agenda item is due in the Superintendent's Office 05/31/2024

Person submitting the item: Jill Rudd - DOI

Name of document placed on agenda: Edmentum PL Quote

Summary description regarding this action item:
Please review and approve the attached quote for Edmentum to
provide on-site Consulting/Professional Learning Services.

Funding Sources: Title II APPROVED

420-6400-310-CC-2102-25 \$15,000.00 JUN 11 2024

By Taylor County

School Board

Signatures Required

Yes No

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction Jill Rudd

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

TCSB # 0607-3



Date: 05/31/2024
 Order Number: Q-619429
 Revision: 1
 Order Form Expiration Date: 06/30/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:
 Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 157478
 Customer Name: Taylor County School District
 Billing Address: 318 N CLARK ST
 Perry, FL 32347

Products and Services

Products	Qty	License Start Date	License End Date	License Term (Months)
Custom Consulting Services – Professional Learning - Onsite	6	**	**	12

Subtotal: \$15,000.00

Total US Funds: \$15,000.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the earliest of the License Start Dates applicable to the products listed above

To the extent the products listed above include "EdOptions Academy" and "ALVS" enrollment products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the products table of this Order Form above, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.

*** Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.

Order Notes

Custom Consulting Services are for 6 on-site professional learning sessions - 6 hours each at \$2,500 per session.

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to orders@edmentum.com or attach the certificate to this order form in the Signature section.

Invoicing and Payment Terms

The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

Terms and Conditions

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | www.edmentum.com





Date: 03/20/2024
 Order Number: Q-619429
 Revision: 1
 Order Form Expiration Date: 05/17/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:
 Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

Email Address:

Customer Signature

Alicia G. Beshears

Name (Printed or Typed)

Alicia Beshears

Title

Superintendent

Date

6-11-24

APPROVED

JUN 11 2024

By Taylor County
 School Board



Taylor County District School Board

Addendum to Federal Contracts and Purchase Orders in Excess of \$10,000

In accordance with Title 34, Section 80.36(i) and Title 45, Section 92.36(i), all contracts and purchase orders involving Federal funds in excess of \$10,000.00 are required to contain the following provisions:

- 1) This contract or PO may be terminated for cause or for convenience. Such termination will be made with written notice to the vendor providing the goods or services. Payment will be rendered for goods received in acceptable condition and on a timely basis, and for services provided at the time of the termination, given that the services are acceptable and timely.
- 2) The vendor agrees to retain all required records, such as payroll timekeeping records, for a period of three years after receiving final payment and closure of any pending matters.
- 3) The vendor agrees to allow access to any books, documents, papers, and records which are directly pertinent to that specific agreement, for the purpose of making audit transcriptions. Such access may be by the Taylor County District School Board, a sub grantee of the District, the Comptroller General of the United States, or any of their duly authorized representatives.

Purchase Order # _____

Vendor Name Edmentum, Inc.

Vendor Address 5600 W 83rd St., Suite 300 - 8200 Tower, Bloomington, MN 55437

Authorized representative (Print Name) Jamie Candee, President / CEO

Signature



Date 5/17/2024

TCSB# 0708 1

Sherry Causey

From: Davis, Karen <Karen.Davis@Edmentum.com>
Sent: Wednesday, March 20, 2024 9:37 AM
To: Jill Rudd
Cc: Sherry Causey
Subject: Edmentum Renewal Quotes
Attachments: Q-619429 - 3_20_2024.pdf; Q-618182 - 3_20_2024.pdf

Good morning,

Please see the attached quotes for your review. The professional learning quote has been customized. 😊

Let me know if you need anything else.

Thanks,
Karen

[Edmentum Toolkits: Free Resources Focused on the Hottest Topics in Education](#)



Karen Davis

Partnership Manager

office: 850.814.9513

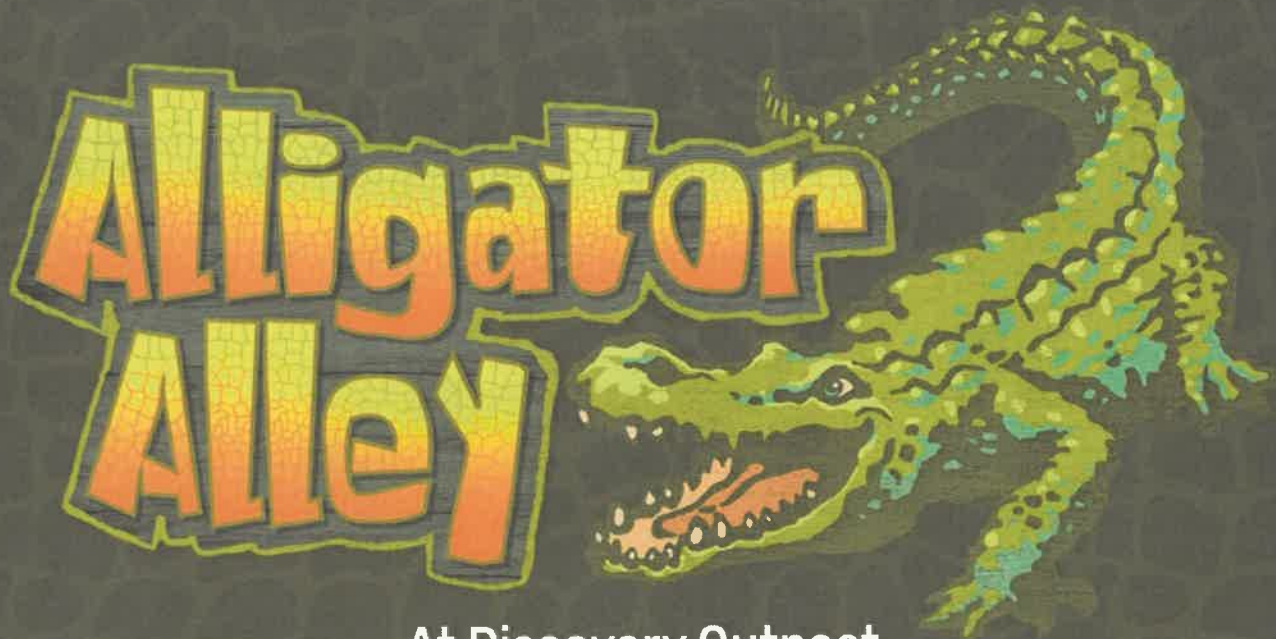
karen.davis@edmentum.com

www.edmentum.com | [#EducatorFirst](#)

edmentum[™]



**WILD
ADVENTURES**
THEME PARK



At Discovery Outpost

**CURRICULUM
GUIDE**





Table of Contents

Pre-Trip Information	3
Lesson Plan	4
Introduction, Discussion & Activity Guide	5
Vocabulary	6
Pre-Trip Activity	7
Park Activity	9
Post-Trip Activity	11



Pre-Trip Information

Wild Adventures is now home to over 100 American alligators which can be seen in Alligator Alley at the new Discovery Outpost.

Discovery Outpost is Wild Adventures' snappiest adventure with 3 acres of kid-friendly rides, a 21-foot Gator Bridge, and the opportunity to feed and even hold an alligator!

Pre-Trip Preparation

In preparation for Alligator Alley, students should explore reptiles, living and nonliving organisms, animal classification, the basic needs of alligators and their life cycle, their habitats, and the flow of energy within an ecosystem.

Sunshine State Standards for Science

SC.1.L.17.1

Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.



Lesson Plan

Grade: 1st Grade

Lesson Title: Discovery Outpost: The American Alligator

Topic: Basic Needs of Animals

Objective: Students will be able to successfully obtain, evaluate, and communicate information about the basic needs of plants and animals.

Sunshine State Standards for Science:

SC.1.L.17.1

Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

Materials: Pencil, worksheets

Pre-Trip Activity: Students will identify the basic needs of plants and animals. (SC.1.L.17.1)

Trip Work Session: Students will observe the alligators in Discovery Outpost and determine what the basic needs are of an American alligator. (SC.1.L.17.1)

Post-Trip Review: Students will compare and contrast the basic needs of an alligator to a tree. (SC.1.L.17.1)



Introduction, Discussions & Activities

Introduction

The American alligator is an amphibious reptile that spends all of its time in and around swamps and rivers. Alligators and crocodiles are descendants from reptiles that lived between 225 and 65 million years ago.

The alligator has been a target for hunters for many years because of its leather skin that can be made into shoes, handbags, and other items. Hunting has greatly reduced alligator populations in the past. In 1969, the American alligator was placed under federal protection, and its numbers have since increased. In 1987, the U. S. Fish and Wildlife Service declared the American alligator to be out of danger.

Vocabulary

Nutrients, shelter

Pre-Trip Discussion

Students should discuss the vocabulary needed in order to successfully identify the basic needs of plants and animals. Talk about different plants and animals that can be found in school and at home. Then, discuss what types of plants and animals the students expect to see at Wild Adventures.

Pre-Trip Activity

Students will identify the basic needs of plants and animals. (See attached)

Post-Trip Discussion

Students will discuss how the basic needs of the alligators at Alligator Alley are being met.

Post-Trip Activity

Students will identify the basic needs of animals and what those needs are specifically for the American alligator. (See attached)



Vocabulary

Nutrients	a substance that promotes growth, provides energy, and maintains life
Shelter	a place giving temporary protection from bad weather or danger

Pre-Trip Activity

Teacher Instructions:

After the PowerPoint presentation, students will identify the basic needs of plants and animals. Students may work independently, in groups, or as a class.

PREVIEW

Name: _____ Date: _____

Basic Needs

List the basic needs of plants and animals below. Some words will be used for both plants and animals.

Word Bank

air water light nutrients food shelter

- 1.
- 2.
- 3.
- 4.

- 1.
- 2.
- 3.
- 4.

I
need...



I
need...



8

Name: _____

Date: _____

Basic Needs

List the basic needs of plants and animals below. Some words will be used for both plants and animals.

Word Bank

air water light nutrients food shelter

- 1.
- 2.
- 3.
- 4.

- 1.
- 2.
- 3.
- 4.

I
need...



I
need...



Park Activity

Teacher Instructions:

Students will observe the alligators in Alligator Alley. During the observations, students will answer basic scientific questions to determine how the basic needs of the American alligator are met.

PREVIEW

Name: _____

Date: _____

Alligator Needs

As you observe the alligators in Alligator Alley, use your observations and the facts on the information cards to determine the basic needs of the American alligator.

An alligator eats

An alligator drinks

An alligator breathes

An alligator lives

Be a good scientist:
-Ask questions
-Make observations
-Read



10

9

Name: _____

Date: _____

Alligator Needs

As you observe the alligators in Alligator Alley, use your observations and the facts on the information cards to determine the basic needs of the American alligator.

An alligator eats

An alligator drinks

An alligator breathes

An alligator lives

Be a good scientist:

- Ask questions
- Make observations
- Read





Post-Trip Activity

Teacher Instructions:

Students will compare and contrast the basic needs of the American alligator that were observed at Wild Adventures to those of a local plant (pine tree).

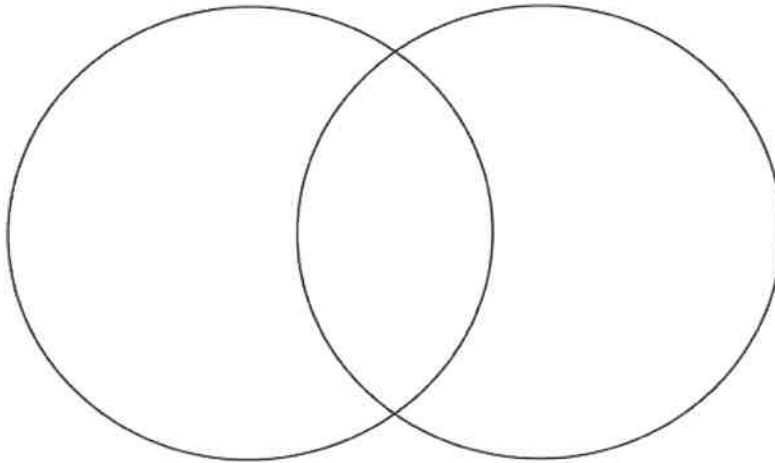
PREVIEW

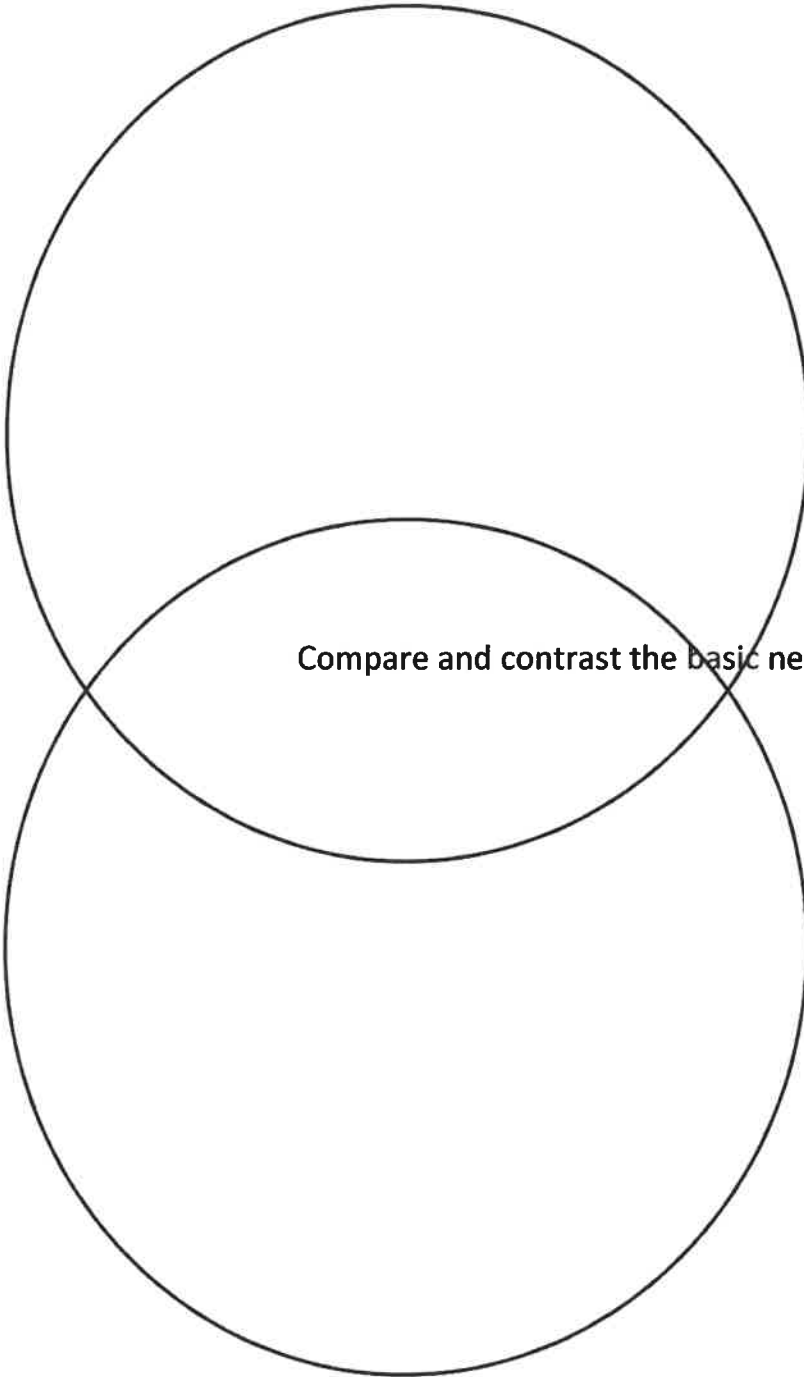
Name: _____

Date: _____

Compare & Contrast

Compare and contrast the basic needs of the American alligator (animal) to a pine tree (plant).





m _____

11 & Contrast

Compare and contrast the basic needs of the American alligator (animal) to

e: _____





WILD ADVENTURES

THEME PARK

Alligator Alley



At Discovery Outpost

CURRICULUM GUIDE






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Pre-Trip Information

Wild Adventures is now home to over 100 American alligators which can be seen in Alligator Alley at the new Discovery Outpost.

Discovery Outpost is Wild Adventures' snappiest adventure with 3 acres of kid-friendly rides, a 21-foot Gator Bridge, and the opportunity to feed and even hold an alligator!

Pre-Trip Preparation

In preparation for Alligator Alley, students should explore reptiles, living and nonliving organisms, animal classification, the basic needs of alligators and their life cycle, their habitats, and the flow of energy within an ecosystem.

Sunshine State Standards for Science

SC.2.L.16.1

Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

B. Life cycles vary among organisms, but reproduction is a major stage in the life cycle of all organisms.



Lesson Plan

Grade: 2nd Grade

Lesson Title: Discovery Outpost: The American Alligator

Topic: Life Cycle of an Alligator

Objective: Students will be able to successfully obtain, evaluate, and communicate information about the life cycles of different living organisms.

Sunshine State Standards for Science:

SC.2.L.16.1

Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

B. Life cycles vary among organisms, but reproduction is a major stage in the life cycle of all organisms.

Materials: Pencil, worksheets

Pre-Trip Activity: Students will identify and label the life cycle of an alligator. (SC.2.L.16.1)

Trip Work Session: Students will observe the alligators in Discovery Outpost and determine what stages of the life cycle are represented at the park and fill in a chart with the number of alligators counted in each stage of the life cycle. (SC.2.L.16.1)

****Be sure to collect the charts for later use!****

Post-Trip Review: Students will use the data collected from Alligator Alley to create a bar graph showing the number of alligators counted in each stage of the life cycle. (SC.2.L.16.1)



Introduction, Discussions & Activities

Introduction

The American alligator is an amphibious reptile that spends all of its time in and around swamps and rivers. Alligators and crocodiles are descendants from reptiles that lived between 225 and 65 million years ago.

The alligator has been a target for hunters for many years because of its leather skin that can be made into shoes, handbags, and other items. Hunting has greatly reduced alligator populations in the past. In 1969, the American alligator was placed under federal protection, and its numbers have since increased. In 1987, the U. S. Fish and Wildlife Service declared the American alligator to be out of danger.

Vocabulary

Life cycle

Pre-Trip Discussion

Students should discuss the vocabulary needed in order to successfully understand and identify the different stages of the life cycle of plants and animals. Talk about how life cycles differ between animal species.

Pre-Trip Activity

Students will label the different stages in the life cycle of an American alligator. (See attached)

Post-Trip Discussion

Students will discuss the different stages of the American alligator's life cycle represented in Alligator Alley. What did they observe? Were any stages not represented?

Post-Trip Activity

Students will take the data collected at Alligator Alley and create a bar graph based on the number of alligators counted in each stage of the life cycle. (See attached)



Vocabulary

Life Cycle

the series of changes in the life of an organism including reproduction

Pre-Trip Activity

Teacher Instructions:

After the PowerPoint presentation, students will place the different stages of the American alligator's life cycle in the correct order.

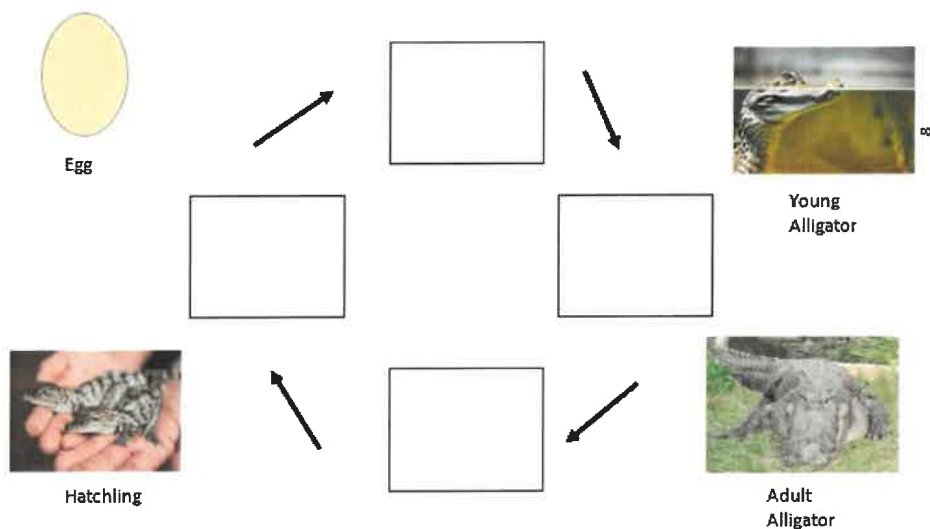
PREVIEW

Name: _____

Date: _____

Life Cycle of an American Alligator

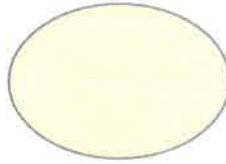
Place the stages of the alligator life cycle in the correct order on the chart.



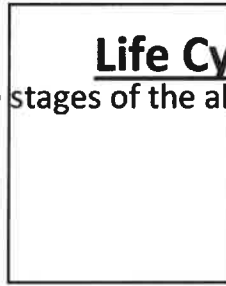
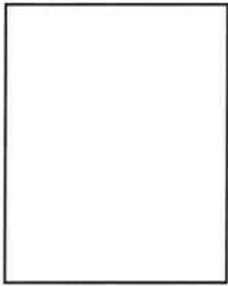
Hatchling



Egg



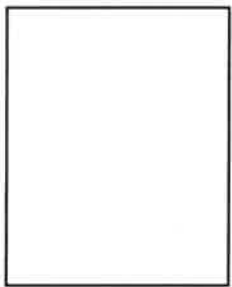
Na _____



Life Cycle of

American Alligator

Place the stages of the alligator life cycle in the correct order



Da' _____

Adult Alligator



Young Alligator



Park Activity

Teacher Instructions:

Students will observe the alligators in Discovery Outpost and determine what stages of the life cycle are represented at the park by completing a chart.

PREVIEW

Name: _____ Date: _____

Life Cycle of an American Alligator

Visit the alligators in Alligator Alley. Collect data on the number of alligators you see represented at the different stages of the life cycle. Some stages may not be present.

I spy

eggs.

I spy

hatchlings.

I spy

young
alligators.

I spy

adult
alligators.

Come visit my
exhibit and see
what life cycle
stages you can
find!



10

Name: _____

Date: _____

Life Cycle of an American Alligator

Visit the alligators in Alligator Alley. Collect data on the number of alligators you see represented at the different stages of the life cycle. Some stages may not be present.

I spy

eggs.

I spy

hatchlings.

I spy

young
alligators.

I spy

adult
alligators.

Come visit my
exhibit and see
what life cycle
stages you can
find!



Post-Trip Activity

Teacher Instructions:

Students will take the data collected at Alligator Alley and create a bar graph based on the number of alligators counted in each stage of the life cycle.

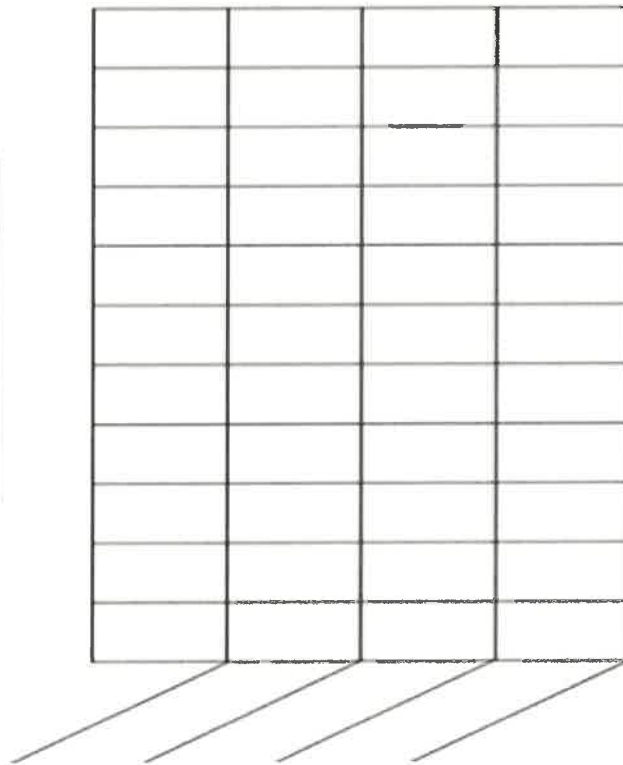
PREVIEW

Name: _____

Date: _____

Alligator Alley Graph

Take the data you collected at Alligator Alley and to create a bar graph of alligators they counted at each stage of the life cycle.

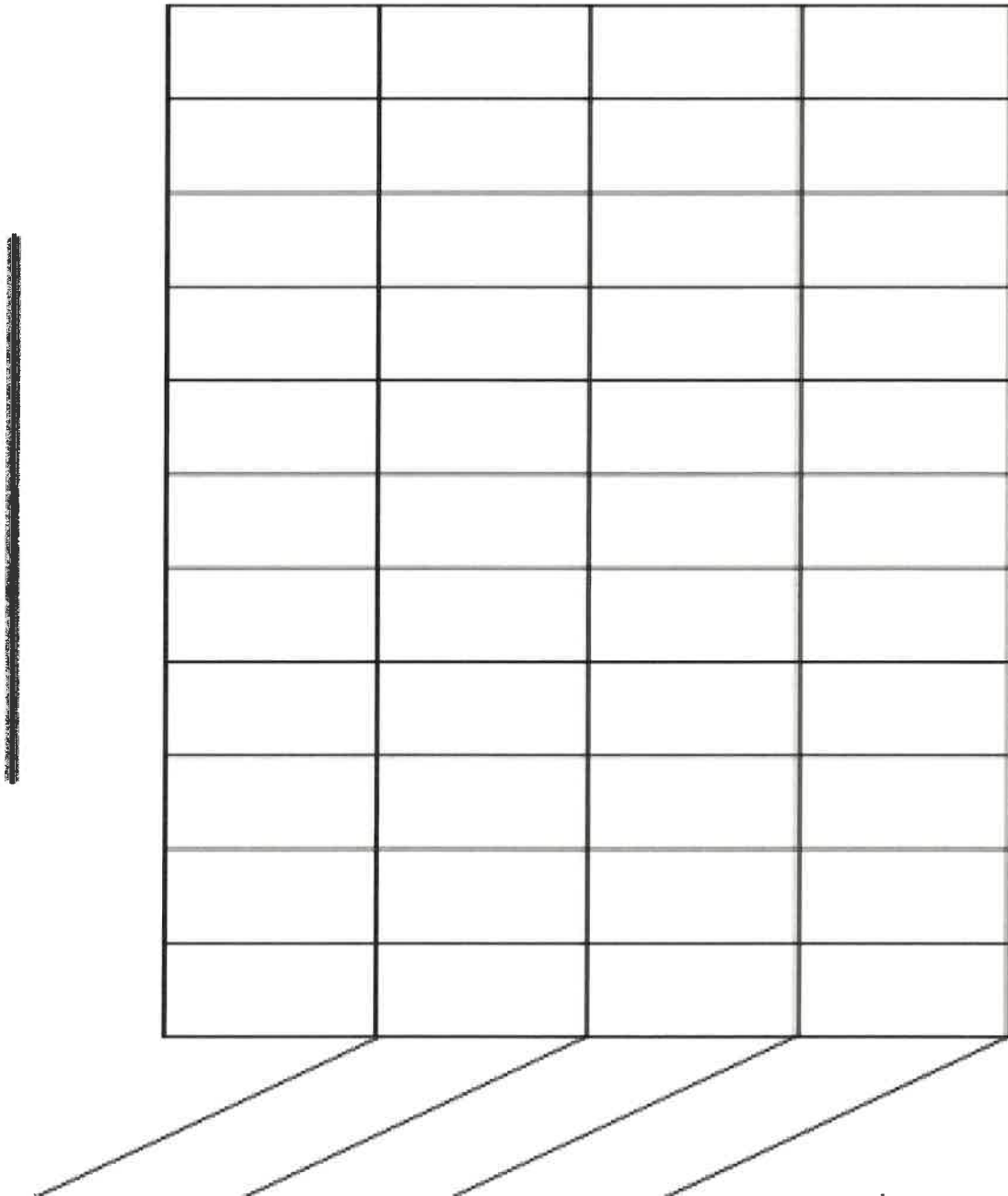


Name: _____

Date: _____

Alligator Alley Graph

Take the data you collected at Alligator Alley to create a bar graph of alligators you counted at each stage of the life cycle.





WILD ADVENTURES

THEME PARK

Alligator Alley



At Discovery Outpost

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Pre-Trip Information

Wild Adventures is now home to over 100 American alligators which can be seen in Alligator Alley at the new Discovery Outpost.

Discovery Outpost is Wild Adventures' snappiest adventure with 3 acres of kid-friendly rides, a 21-foot Gator Bridge, and the opportunity to feed and even hold an alligator!

Pre-Trip Preparation

In preparation for Alligator Alley, students should explore reptiles, living and nonliving organisms, animal classification, the basic needs of alligators and their life cycle, their habitats, and the flow of energy within an ecosystem.

Sunshine State Standards for Science

SC.3.L.15.1

Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

B. Individuals of the same kind often differ in their characteristics and sometimes the differences give individuals an advantage in surviving and reproducing.



Lesson Plan

Grade: 3rd Grade

Lesson Title: Discovery Outpost: The American Alligator

Topic: Animal Classification

Objective: Students will be able to successfully obtain, evaluate, and communicate information to group organisms using scientific classification procedures.

Sunshine State Standards for Science:

SC.3.L.15.1

Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

B. Individuals of the same kind often differ in their characteristics and sometimes the differences give individuals an advantage in surviving and reproducing.

Materials: Pencil, worksheets, internet access

Pre-Trip Activity: Students will use the Wild Adventures website to research and classify 10 animals that can be found at the park. (SC.3.L.15.1)

Trip Work Session: Students will observe the alligators in Alligator Alley and investigate their features to scientifically classify them. (SC.3.L.15.1)

Post-Trip Review: Students will take the information gathered from Alligator Alley and write an informative essay on the American alligator. (SC.3.L.15.1)



Introduction, Discussions & Activities

Introduction

The American alligator is an amphibious reptile that spends all of its time in and around swamps and rivers. Alligators and crocodiles are descendants from reptiles that lived between 225 and 65 million years ago.

The alligator has been a target for hunters for many years because of its leather skin that can be made into shoes, handbags, and other items. Hunting has greatly reduced alligator populations in the past. In 1969, the American alligator was placed under federal protection, and its numbers have since increased. In 1987, the U. S. Fish and Wildlife Service declared the American alligator to be out of danger.

Vocabulary

Amphibian, classify, invertebrate, mammal, organism, reptile, vertebrate

Pre-Trip Discussion

Students should discuss the vocabulary needed in order to successfully classify animals into groups (vertebrates or invertebrates), and further classify vertebrates into groups (fish, amphibians, reptiles, birds, or mammals) using scientific classification.

Pre-Trip Activity

Students will use the Wild Adventures website to research and classify 10 animals that can be found at the park. (See attached)

Post-Trip Discussion

Students will discuss the different features that were observed at Alligator Alley that could be helpful in scientifically classifying the alligator.

Post-Trip Activity

Students will take the information gathered from Alligator Alley and write an informative essay on the American alligator.



Vocabulary

Amphibian	cold-blooded vertebrate animals such as frogs, toads, newts, and salamanders
Classify	arrange (a group of people or things) in classes or categories according to shared qualities or characteristics
Invertebrate	an organism that does not have a backbone
Mammal	an animal that breathes air, has a backbone, and grows hair at some point during its life. (All female mammals have glands that can produce milk.)
Organism	a living thing made up of one or more cells and able to carry on the activities of life
Reptile	a cold-blooded animal that breathes air and usually has skin covered with scales or bony plates
Vertebrate	an organism that has a backbone

Pre-Trip Activity

Teacher Instructions:

Students will use the Wild Adventures website to research and classify 10 animals that can be found at the park by either writing the name of the animal or drawing a picture of it in the correct category.

PREVIEW

Name: _____ Date: _____

Classified!

Log on to the Wild Adventures website: www.wildadventures.com
Click "Explore and Plan" and then click "Animals".
Choose 10 animals to classify in the chart below. You may either write the name or draw the animal.

Birds	Reptiles	Amphibians	Mammals	Fish

Where do I belong on this chart?



8

7

Name: _____

Date: _____

Classified!

Log on to the Wild Adventures website: www.wildadventures.com

Click "Explore and Plan" and then click "Animals".

Choose 10 animals to classify in the chart below. You may either write the name or draw the animal.

Birds	Reptiles	Amphibians	Mammals	Fish

Where do I
belong on this
chart?





Park Activity

Teacher Instructions:

Students will observe the alligators in Alligator Alley and investigate their features to scientifically classify them and provide evidence for their claim.

PREVIEW

Name: _____ Date: _____

American Alligator: Classified

Hello, junior zoologist! Today you have an important assignment: alligator research! As you walk around Discovery Outpost, head over to Alligator Alley to help Wild Adventures successfully classify our American alligators. Be sure to provide evidence to support your claims.

Classification (Question)	Claim (Answer)	Evidence (Why or why not)
Is the alligator a vertebrate or invertebrate?		
Is the alligator a fish?		
Is the alligator a mammal?		
Is the alligator a reptile?		
Is the alligator a bird?		
Is the alligator an amphibian?		

Name: _____

Date: _____

American Alligator: Classified

Hello, junior zoologist! Today you have an important assignment: alligator research! As you walk around Discovery Outpost, head over to Alligator Alley to help Wild Adventures successfully classify our American alligators. Be sure to provide evidence to support your claims.

Classification (Question)	Claim (Answer)	Evidence (Why or why not)
Is the alligator a vertebrate or invertebrate?		
Is the alligator a fish?		
Is the alligator a mammal?		
Is the alligator a reptile?		
Is the alligator a bird?		
Is the alligator an amphibian?		

Post-Trip Activity

Teacher Instructions:

Students will take the information gathered from Alligator Alley and write an informative essay on the American alligator including information such as its scientific classification, natural habitat, and basic needs.

PREVIEW

Name: _____ Date: _____

The American Alligator

Using the information you gathered from Wild Adventures, write a 3-5 paragraph informative essay on the American alligator. Be sure to include information about its scientific classifications, natural habitat, and basic needs (diet, shelter, etc.).

Use this page to plan your essay.

Topic: _____
Topic Sentence: _____

Fact #1

Fact #2

Fact #3

Conclusion

Thanks for wanting to visit me!
I hope I made a good
impression because this essay
is all about the American
alligator!



12

11

Name: _____

Date: _____

The American Alligator

Using the information you gathered from Wild Adventures, write a 3-5 paragraph informative essay on the American alligator. Be sure to include information about its scientific classifications, natural habitat, and basic needs (diet, shelter, etc.).

Use this page to plan your essay.

Topic: _____

Topic Sentence: _____

Fact #1

Fact #2

Fact #3

Conclusion

Thanks for coming to visit me! I hope I made a good impression because this essay is all about the American alligator!





WILD ADVENTURES

THEME PARK

Alligator Alley



At Discovery Outpost

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Pre-Trip Information

Wild Adventures is now home to over 100 American alligators which can be seen in Alligator Alley at the new Discovery Outpost.

Discovery Outpost is Wild Adventures' snappiest adventure with 3 acres of kid-friendly rides, a 21-foot Gator Bridge, and the opportunity to feed and even hold an alligator!

Pre-Trip Preparation

In preparation for Alligator Alley, students should explore reptiles, living and nonliving organisms, animal classification, the basic needs of alligators and their life cycle, their habitats, and the flow of energy within an ecosystem.

Sunshine State Standards for Science

SC.4.L.17.3

Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

- A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.
- C. Energy flows from the sun through producers to consumers.



Lesson Plan

Grade: 4th Grade

Lesson Title: Discovery Outpost: The American Alligator

Topic: Flow of Energy in an Ecosystem

Objective: Students will be able to successfully obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.

Sunshine State Standards for Science:

SC.4.L.17.3

Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

- A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.
- C. Energy flows from the sun through producers to consumers.

Materials: Pencil, worksheets, poster board, nature/animal magazines, scissors, glue

Pre-Trip Activity: Students will create a food chain using magazine clippings. (SC.4.L.17.3)

Trip Work Session: Students will study the alligators in Discovery Outpost and take notes on what makes them a consumer and information about their natural habitat. (SC.4.L.17.3)

Post-Trip Review: Students will take the information gathered from Wild Adventures and write an informative essay about what would happen if the American alligator were to disappear from its ecosystem. (SC.4.L.17.3)



Introduction, Discussions & Activities

Introduction

The American alligator is an amphibious reptile that spends all of its time in and around swamps and rivers. Alligators and crocodiles are descendants from reptiles that lived between 225 and 65 million years ago.

The alligator has been a target for hunters for many years because of its leather skin that can be made into shoes, handbags, and other items. Hunting has greatly reduced alligator populations in the past. In 1969, the American alligator was placed under federal protection, and its numbers have since increased. In 1987, the U. S. Fish and Wildlife Service declared the American alligator to be out of danger.

Vocabulary

Consumer, decomposer, ecosystem, food chain, organism, producer

Pre-Trip Discussion

Students should discuss the vocabulary needed in order to successfully identify and categorize organisms by their roles in an ecosystem. Students should also understand the flow of energy from producers, consumers, and decomposers.

Pre-Trip Activity

Students will create a food chain using magazine clippings. (See attached)

Post-Trip Discussion

Students will discuss the information they learned about the American alligator in Discovery Outpost. What makes them a consumer? Where do they fit on the food chain in their ecosystem? Why is each role in the food chain important to the flow of energy within an ecosystem?

Post-Trip Activity

Students will take the information gathered from Wild Adventures and write an informative essay about what would happen if the American alligator were to disappear from its ecosystem. (See attached)



Vocabulary

Consumer	an organism that feeds on plants or other animals for energy
Decomposer	an organism that decomposes, or breaks down, organic material such as the remains of dead organisms
Ecosystem	all living things in a given area interacting with each other and their nonliving environment
Food chain	the order in which organisms (living things) depend on each other for food
Organism	a living thing made up of one or more cells and able to carry on the activities of life
Producer	organisms (plants) that make energy from carbon dioxide and water and can be found at the beginning a food chain

Pre-Trip Activity

Teacher Instructions:

Students will use magazines to find examples of producers, consumers, and decomposers and create a food web demonstrating the flow of energy throughout an ecosystem by gluing the images on a poster board.

PREVIEW

Name: _____

Date: _____

Flow of Energy Through a Food Web

Look through magazines to find examples of producers, consumers, and decomposers. Cut the examples out and glue them on the poster board to create a food web that demonstrates the flow of energy through an ecosystem.

EXAMPLE:

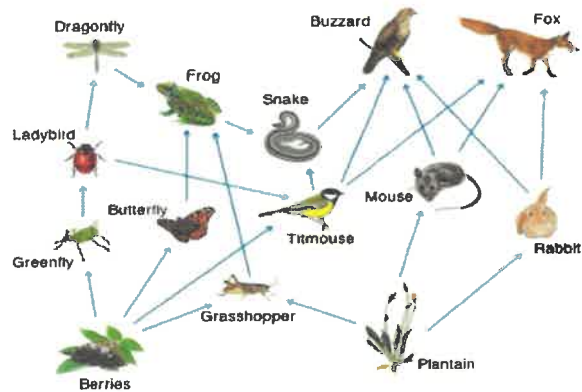


Photo Credit: CPAJMS

Name: _____

Date: _____

Flow of Energy Through a Food Web

Look through magazines to find examples of producers, consumers, and decomposers. Cut the examples out and glue them on a poster board to create a food web that demonstrates the flow of energy through an ecosystem.

EXAMPLE:

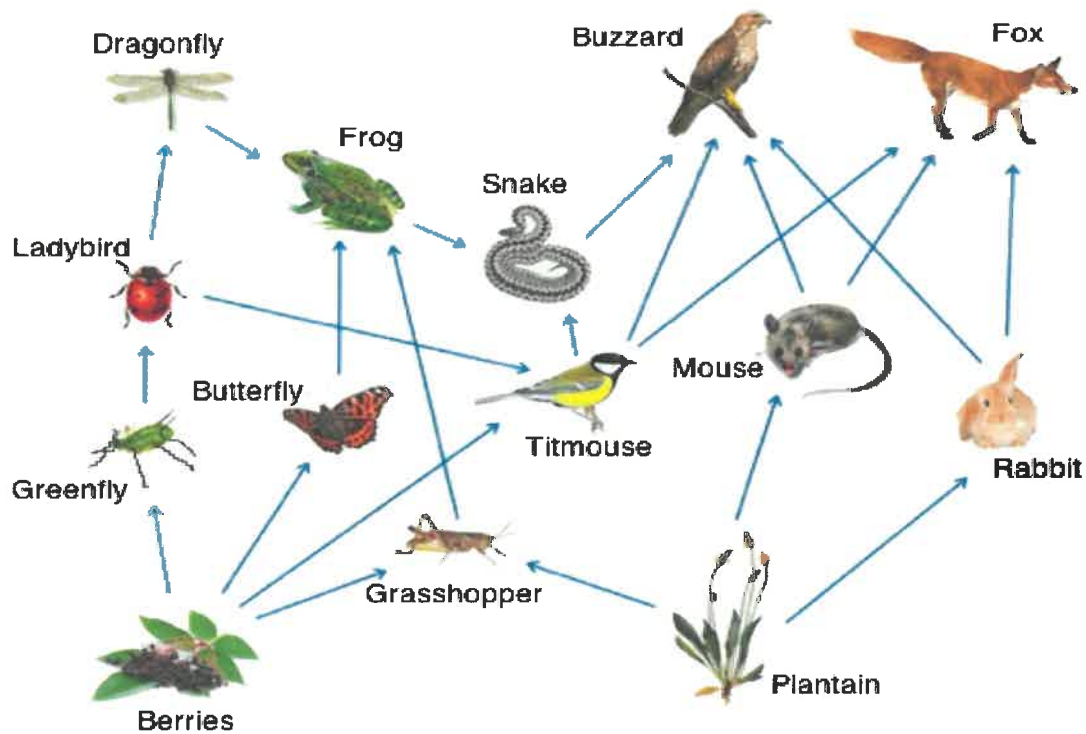


Photo Credit: CPALMS

Park Activity

Teacher Instructions:

Students will study the alligators in Discovery Outpost and take notes on what makes them a consumer and information about their natural habitat. They will then create a food web to demonstrate the flow of energy in the alligator's ecosystem.

PREVIEW

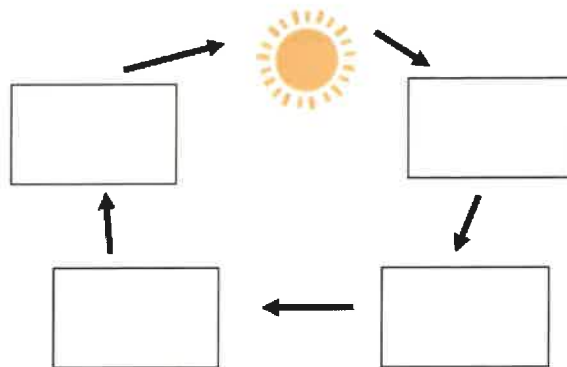
Name: _____ Date: _____

Producer, Consumer, or Decomposer?

Hello, junior zoologist! Today you have an important assignment: alligator research! As you walk around Discovery Outpost, head over to Alligator Alley to help Wild Adventures decide where the American alligator belongs on the food chain. Take notes on important information like what they eat and their natural habitat. While you are conducting your research, think about what would happen if the American alligator suddenly disappeared. How would this affect the flow of energy?

Diet	Habitat	Role in Ecosystem

Now that you understand a little more about the American alligator, draw a food web using what you know about the alligator and its habitat to demonstrate the flow of energy throughout an ecosystem. Remember to include a producer, consumer, and decomposer.



10

Name: _____

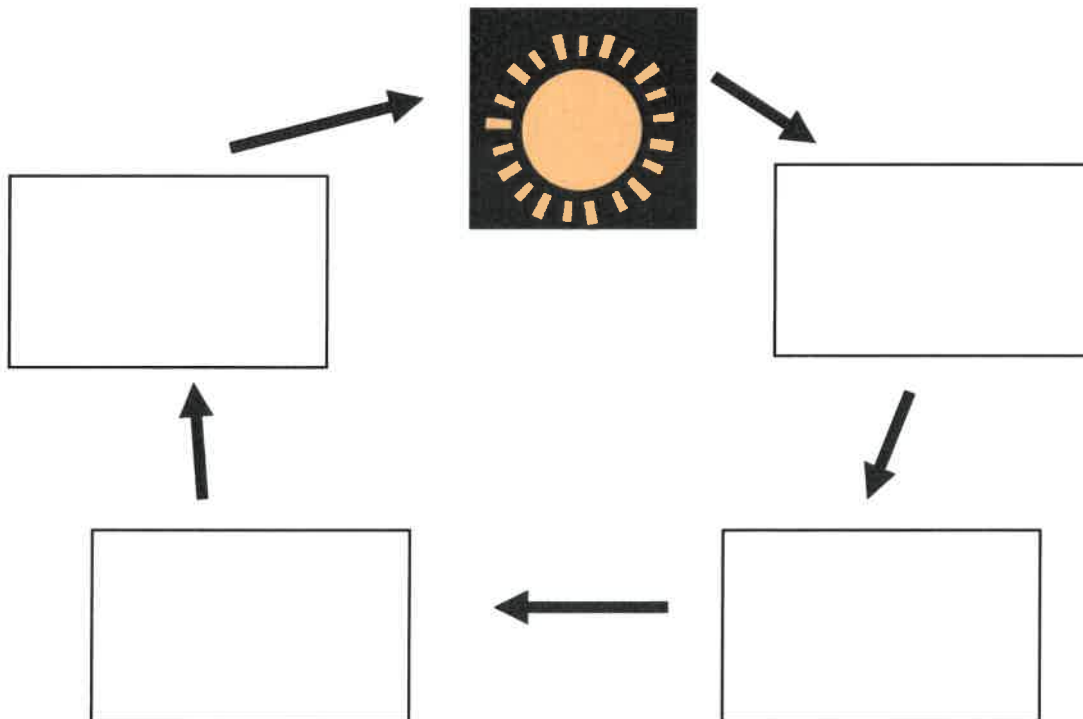
Date: _____

Producer, Consumer, or Decomposer?

Hello, junior zoologist! Today you have an important assignment: alligator research! As you walk around Discovery Outpost, head over to Alligator Alley to help Wild Adventures decide where the American alligator belongs on the food chain. Take notes on important information like what they eat and their natural habitat. While you are conducting your research, think about what would happen if the American alligator suddenly disappeared. How would this affect the flow of energy?

Diet	Habitat	Role in Ecosystem

Now that you understand a little more about the American alligator, draw a food web using what you know about the alligator and its habitat to demonstrate the flow of energy throughout an ecosystem. Remember to include a producer, consumer, and decomposer.



Post-Trip Activity

Teacher Instructions:

Students will take the information gathered from Wild Adventures and write an informative essay about what would happen if the American alligator were to disappear from its ecosystem.

PREVIEW

Name: _____

Date: _____

The American Alligator

Now that you have had a chance to meet an American alligator face-to-face, think about all of the information you were able to collect. You have learned about its habitat, diet, and role in the ecosystem, but what would happen if the American alligator were to disappear? How would this affect the flow of energy in the ecosystem? Write an informative essay about what would happen if the American alligator disappeared. Be sure to include facts about the alligator's natural habitat, its diet, and its role in the ecosystem.

Use this page to plan your essay.

Topic: _____
Topic Sentence: _____

Fact #1

Fact #2

Fact #3

Conclusion

What would happen if I disappeared from my ecosystem? How would this affect the food chain?



12

11

Name: _____

Date: _____

The American Alligator

Now that you have had a chance to meet an American alligator face-to-face, think about all of the information you were able to collect. You have learned about its habitat, diet, and role in the ecosystem, but what would happen if the American alligator were to disappear? How would this affect the flow of energy in the ecosystem? Write an informative essay about what would happen if the American alligator disappeared. Be sure to include facts about the alligator's natural habitat, its diet, and its role in the ecosystem.

Use this page to plan your essay.

Topic: _____

Topic Sentence: _____

Fact #1

Fact #2

Fact #3

Conclusion

What would happen if I disappeared from my ecosystem? How would this affect the food chain?



WILD ADVENTURES

THEME PARK

Alligator Alley



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Pre-Trip Information

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Discovery Outpost is Wild Adventures' snappiest adventure with 3 acres of kid-friendly rides, a 21-foot Gator Bridge, and the opportunity to feed and even hold an alligator!

Pre-Trip Preparation

In preparation for Alligator Alley, students should explore reptiles, living and nonliving organisms, animal classification, the basic needs of alligators and their life cycle, their habitats, and the flow of energy within an ecosystem.

Sunshine State Standards for Science

SC.K.L.14.3

Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

- a. All plants and animals, including humans, are alike in some ways and different in others.



Lesson Plan

Grade: Kindergarten

Lesson Title: Discovery Outpost: The American Alligator

Topic: Living and Nonliving Classification

Objective: Students will be able to successfully obtain, evaluate, and communicate information about how living organisms and nonliving objects are grouped based on their attributes.

Sunshine State Standards for Science:

SC.K.L.14.3

Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

- a. All plants and animals, including humans, are alike in some ways and different in others.

Materials: Pencil, worksheets, clipboard

Pre-Trip Activity: Students will review attributes of living and nonliving things and complete a living/nonliving chart to classify items found outside.

Trip Work Session: Students will observe the alligators in Discovery Outpost and determine what attributes of an alligator classify it as a living thing. (SC.K.L.14.3)

Post-Trip Review: Students will compare and contrast the features of the alligators to those of common household pets. (SC.K.L.14.32)



Introduction, Discussions & Activities

Introduction

The American alligator is an amphibious reptile that spends all of its time in and around swamps and rivers. Alligators and crocodiles are descendants from reptiles that lived between 225 and 65 million years ago.

The alligator has been a target for hunters for many years because of its leather skin that can be made into shoes, handbags, and other items. Hunting has greatly reduced alligator populations in the past. In 1969, the American alligator was placed under federal protection, and its numbers have since increased. In 1987, the U. S. Fish and Wildlife Service declared the American alligator to be out of danger.

Vocabulary

Alive, attributes, evidence, nonliving, organism

Pre-Trip Discussion

Students should discuss the vocabulary needed in order to successfully classify living and nonliving things. Talk about different living and nonliving things that can be found at school and at home. Then, discuss what types of living and nonliving things the students expect to see at Wild Adventures.

Pre-Trip Activity

Students will walk around the school/playground and identify living and nonliving things found on their walk.

Post-Trip Discussion

Students will discuss the features of the alligators that were observed and what attributes classify them as a living organism.

Post-Trip Activity

Students will compare and contrast features of alligators to those of common household pets.



Vocabulary

Alive	living; not dead
Attributes	a characteristic of an object such as color, size, and shape
Evidence	a sign which shows that something exists or is true
Nonliving	never alive
Organism	a living thing made up of one or more cells and able to carry on the activities of life



Pre-Trip Activity

Teacher Instructions:

Students will walk around the school/playground and create a list of living and nonliving things they encounter. This can be done independently, as a group, or as a class.

PREVIEW

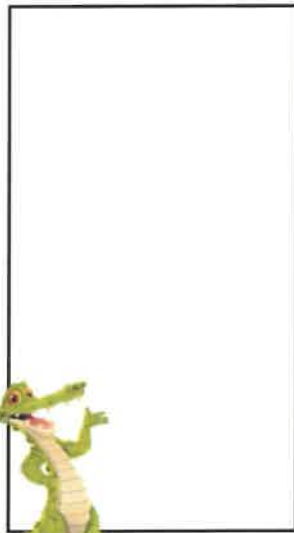
Name: _____

Date: _____

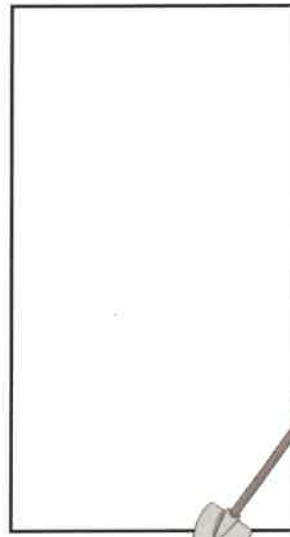
It's Alive.....or is it?

As you walk around the school, observe everything around you and determine if it is living or nonliving. Write them in the matching box.

Living



Nonliving



Name: _____

Date: _____

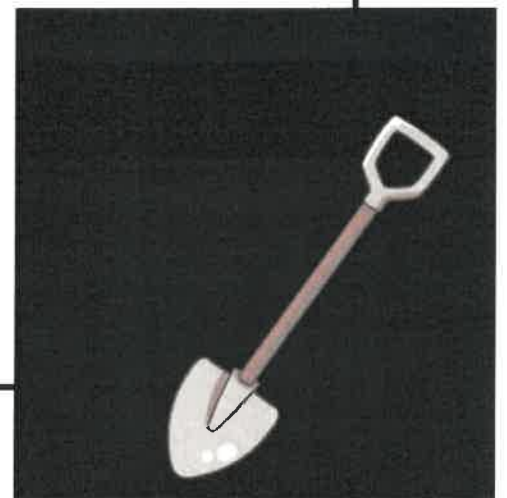
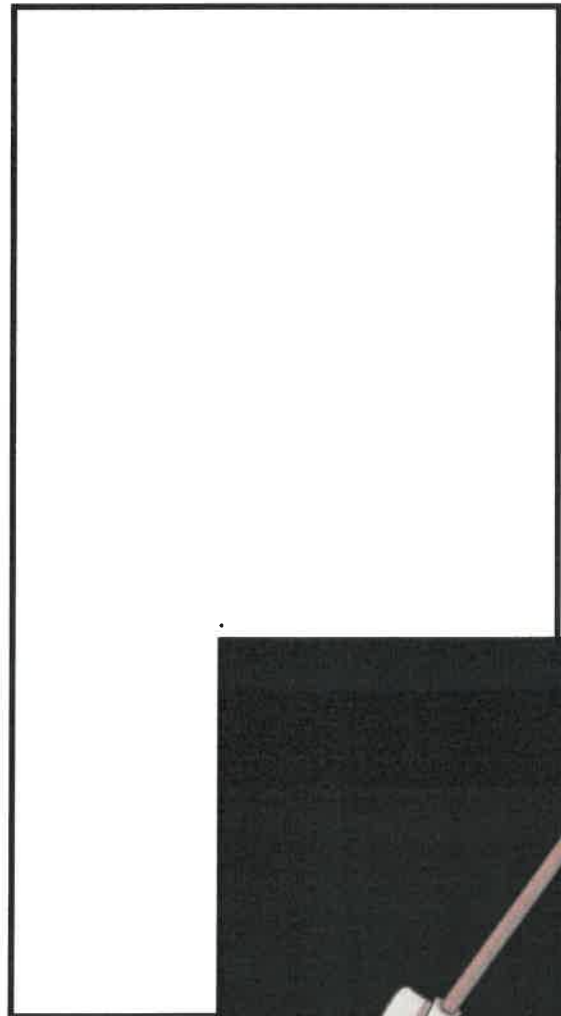
It's Alive.....or is it?

As you walk around the school, observe everything around you and determine if it is living or nonliving. Write them in the matching box.

Living



Nonliving



Park Activity

Teacher Instructions:

Students will observe the alligators in Alligator Alley. During the observations, students will answer basic scientific questions to determine whether the alligators are living or nonliving things.

PREVIEW

Name: _____

Date: _____

Living or Nonliving

Answer the following yes or no questions to determine if the alligator is living or nonliving. Circle one.

Does the alligator get
nutrition from food?

Yes or No

Does the alligator drink
water?

Yes or No

Does the alligator
breathe oxygen?

Yes or No

Does the alligator grow
and reproduce?

Yes or No

Is the alligator
living or nonliving?

Circle one!

After my observations, I have
determined that the alligator
is....

Living

Nonliving



Name: _____

Date: _____

Living or Nonliving

Answer the following yes or no questions to determine if the alligator is living or nonliving. Circle one.

**Does the alligator get
nutrition from food?**
Yes or No

**Does the alligator drink
water?**
Yes or No

**Does the alligator
breathe oxygen?**
Yes or No

**Does the alligator grow
and reproduce?**
Yes or No

Is the alligator
living or nonliving?
Circle one!

After my observations, I have
determined that the alligator
is....

Living

Nonliving





Post-Trip Activity

Teacher Instructions:

Students will compare and contrast the features of the American alligator that was observed at Wild Adventures to those of common household pets (cats, dogs, fish, birds, etc.).

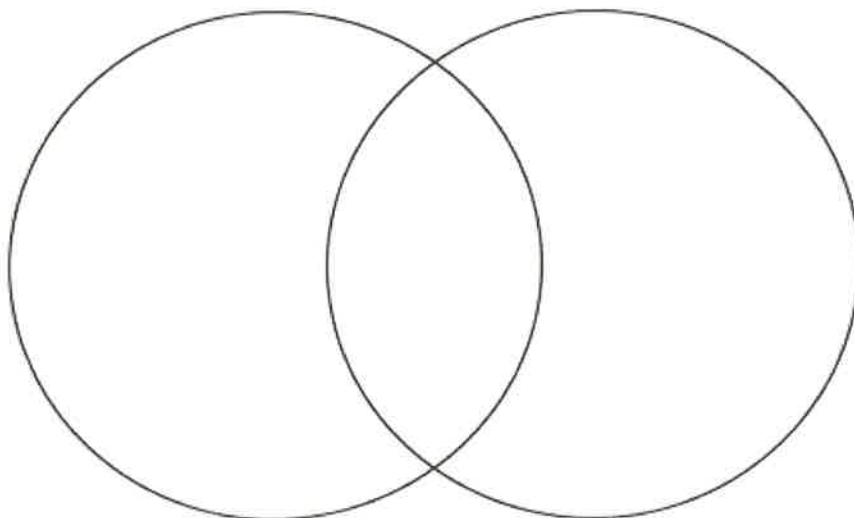
PREVIEW

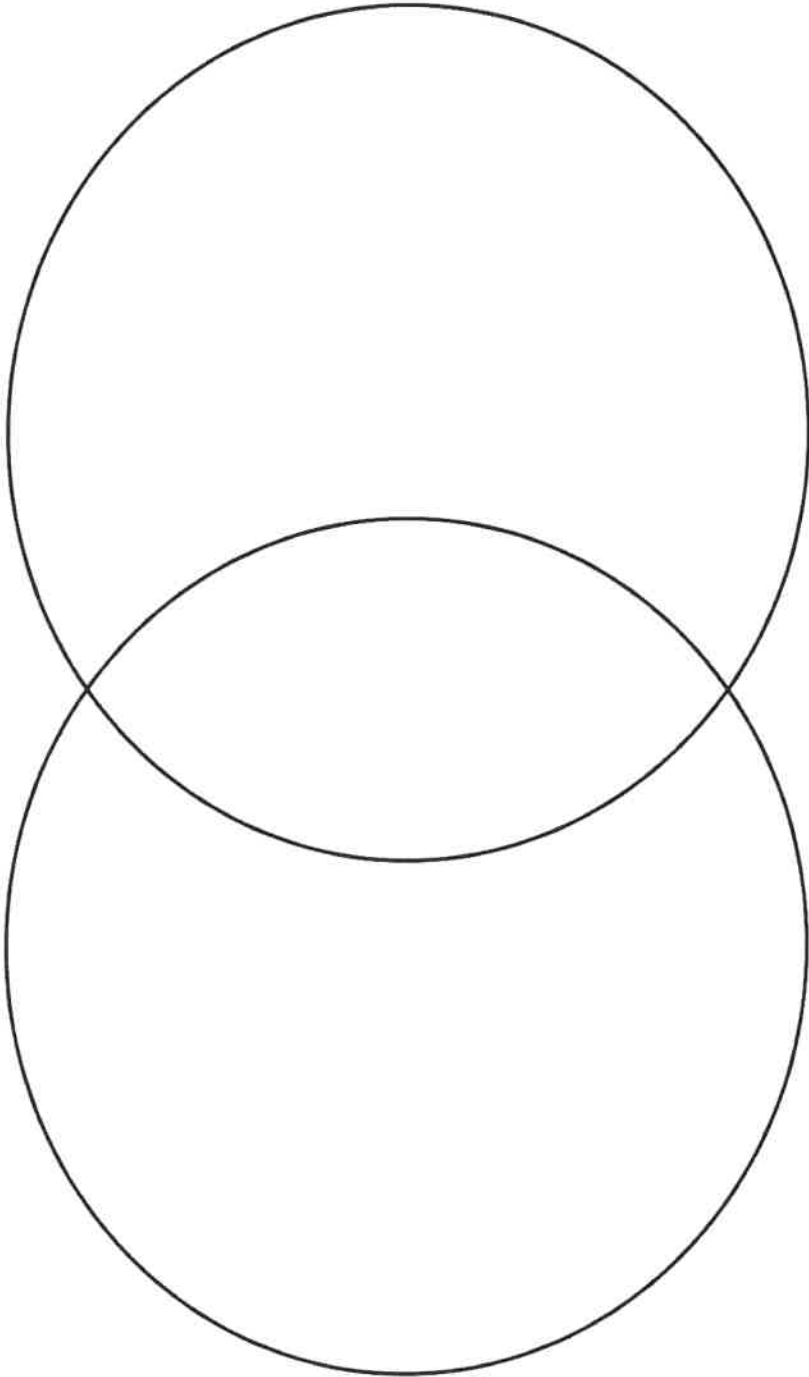
Name: _____

Date: _____

Compare & Contrast

Choose a common household pet (cat, dog, fish, bird, etc.) and compare and contrast its features to the American alligators at Wild Adventures.





& Contrast
(d, etc.) and compare and cont

