

AGENDA

REGULAR SCHOOL BOARD MEETING

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

September 22, 2026

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

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

- a. August 25, 2026, 4:30 p.m. – School Board Financial Workshop
- b. August 25, 2026, 6:00 p.m. – Regular School Board Meeting
- c. September 1, 2026, 4:00 p.m. – School Board Workshop
- d. September 3, 2026, 5:01 p.m. – Final Budget Hearing

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)

- a. Personnel 2026 – 2027 - **SEE PAGE #4**

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS

- a. 2026 – 2027 Cafeteria Prices – **SEE PAGE #7**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Contractual Agreement Between DISC Village and the Gadsden County School Board – **SEE PAGE #10**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. Proposal Between The School Board of Gadsden County and Tallahassee Memorial Healthcare, Inc.
SEE PAGE #14

Fund Source: Mental Health Allocation

Amount: \$18,400.00 – Annually up to 700 Employees

ACTION REQUESTED: The Superintendent recommends approval.

- d. Contractual Agreement Between The School Board of Gadsden County and Sandy Thermidor, M.S.
SLP-CCC – **SEE PAGE #20**

Fund Source: FEFP Dollars (General)

Amount: \$60.00 per hour (for actual hours worked) Speech Language Pathologist

ACTION REQUESTED: The Superintendent recommends approval.

- e. Amendment No. 1 to Renewal Contractual Agreement – PAEC ESOL/ELL Services - **SEE PAGE #33**

Fund Source: General Revenue

Amount: \$20,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- f. Florida A&M University and Gadsden County Schools Articulation Agreement 2026 – 2028
SEE PAGE #37

Fund Source: FEFP Dollars

Amount: Undetermined – Based Upon Student Dual Enrollment

ACTION REQUESTED: The Superintendent recommends approval.

8. STUDENT MATTERS – **SEE ATTACHMENT**

- a. Student Expulsion – Case #0001-2627-0052

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – Case #002-2627-0051

ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

- a. Approval of Revised Plant Survey that Excludes Properties Intended for Sale – **SEE PAGE #51**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of Resolution 2026 – 05 Sale of Certain Property – **SEE PAGE #53**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. Panhandle Area Educational Consortium Professional Learning Catalog 2026 – 2027 - **SEE PAGE #55**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. 2026 – 2027 Controlled Open Enrollment Plan – **SEE PAGE #59**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. District Comprehensive Evidenced-Based Reading Plan – **SEE PAGE #69**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Gadsden County High School Out-of-State Field Trip – **SEE PAGE #132**

Fund Source: CTE

Amount: \$30/student (admission) -\$2,300 (charter bus)

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. EDUCATIONAL ISSUE

- a. Selection of the New K-8 School Name, Colors, and Mascot – **SEE PAGE #145**
- b. Student Code of Conduct – Meta Smart Glasses

12. CITIZEN COMMENTS AND CONCERNS

13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

14. SCHOOL BOARD REQUESTS AND CONCERNS

15. ADJOURNMENT



THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351

Main: (850) 627-9651 or Fax: (850) 627-2760

www.GadsdenSchools.org

September 22, 2026

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

Dear School Board Members:

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

Item 6A Instructional and Non-Instructional Personnel 2026-2027

The following reflects the total number of full-time employees in this school district for the 2026-2027 school term, as of September 22, 2026.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees September 2026</u>
Classroom Teachers and Other Certified	120 & 130	251.00
Administrators	110	53.00
Non-Instructional	150, 160, & 170	330.00
		<u>634.00</u>
Part Time Instructional		2.00
Part Time Non-Instructional		<u>3.00</u>
Total		5.00
100% Grant Funded		151.00
Split Grant Funded		<u>21.00</u>
Total Grant Funded of 634 Employees		172.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

Cathy S. Johnson
DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Steve Scott
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Leroy McMillan.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

Stacey Hannigon
DISTRICT NO. 5
Quincy, FL 32351
Midway, FL 32343

AGENDA ITEM 6B INSTRUCTIONAL AND NON-INSTRUCTIONAL 2026/2027**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cunningham, Donesha	HMS	Teacher	09/08/2026
Esparza, Direne	Trinity Catholic	PT Teacher	09/01/2026
Flowers, Audria	GCHS	Teacher	09/09/2026
Forrest, Carol	CES	Teacher	08/11/2026
Gunn, Miracle	SSES	Teacher	08/26/2026
Henderson, Jacqueline	GCHS	Teacher	08/24/2026
Hinson, Candace	GWM	Teacher	09/04/2026
Jones, Brittany	CES	Teacher	09/08/2026
Knight, Anthony	GCHS	Teacher	08/18/2026
Matos, Gloria	SSES	Teacher	09/01/2026
Mitchell, Cedric	WGMS	Teacher	09/01/2026
Mitchell, Darrick	HMS	Teacher	08/11/2026
Nicholson, Felisha	GTC	CTE Instructor	08/24/2026
Thomas, Keymara	WGMS	Teacher	08/24/2026
Thomas, Rodell	SSES	Teacher	08/25/2026
Williams, Margaret	GWM	Lib/Media Specialist	09/02/2026

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Alexander, Kieara	HMS	Educational Paraprofessional	08/13/2026
Baker, Carlicia	GWM	Educational Paraprofessional	08/24/2026
Bunion, Leferrio	HMS	Custodial Assistant	08/05/2026
Carter, Joycelyn	GWM	Educational Paraprofessional	09/08/2026
Dowdell, Shannon	SSES	Educational Paraprofessional	08/13/2026
Gilyard, Christina	HMS	Educational Paraprofessional	08/17/2026
Hendley, Natasha	GWM	Educational Paraprofessional	08/13/2026
Jimenez, Lilian	District/Federal Programs	Administrative Assistant	08/03/2026
Jimenez, Mariateresa	GBES	Educational Paraprofessional	08/27/2026
Johnson, Ni Jah	SSES	Educational Paraprofessional	08/13/2026
Mathews Jr, Paul	HMS	ESE Self-Help Assistant	09/01/2026

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>End Date</u>
Frazier Jr, Thomas	SSES/Educational Paraprofessional	09/15/2026	12/18/2026
Johnson Scurry, Debra	GCHS/SFS Worker	09/03/2026	10/13/2026
Nealy, Shavonda	Transportation/Bus Attendant	10/05/2026	11/13/2026
Thomas, Marvin	WGMS/TOSA	08/03/2026	10/27/2026
Williams, Kiara	GWM/Teacher	08/03/2026	10/27/2026
Yon, Dennis	Maintenance/Maintenance Worker	08/03/2026	10/29/2026

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Luc, Louna	Transportation	Bus Driver	08/21/2026
Matos, Gloria*	CES	Educational Paraprofessional	08/31/2026
Reid, Camilla	GCHS	Teacher	09/30/2026
Thomas, Emanuel	Transportation	Mechanic II	09/18/2026
Vickers, Nave	HMS	Teacher	08/31/2026

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Brown Reid, Keneisha	WGMS/Teacher	GEMS/Teacher	08/03/2026
Serwaa, Abigail	GEMS/Teacher	WGMS/Teacher	08/03/2026

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
McCall, Isaac	Maintenance	Boiler/HVAC Mechanic	09/30/2026

RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brady, Dorine	GWM	Educational Paraprofessional	09/01/2026

TERMINATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
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OUT OF FIELD

<u>Name</u>	<u>Location</u>	<u>Area Out of Field</u>	<u># of Periods</u>
Cunningham, Donesha	HMS	Elementary Education	All Periods
Forrest, Carol	CES	Elementary Education	All Periods
Gunn, Miracle	SSES	Elementary Education	All Periods
Henderson, Jacqueline	GCHS	English	All Periods
Mitchell, Darrick	HMS	Exceptional Student Education	All Periods

SUBSTITUTES**TEACHER**

	<u>SFS Worker</u>
Baker, Carlicia	Miller, Cynthia
Canidate, Jacquelin	
Estelle, Randall	
Hendley, Natasha	
McMillan, Ronnie	
Miller, Imani	
White, Burnell	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO: 7a

DATE OF SCHOOL BOARD MEETING: 9/22/2026

TITLE OF AGENDA ITEM: 2026-2027 Cafeteria Prices

DIVISION: Business & Finance

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

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

The federal minimum meal price for non-pricing schools was increased for 2026-2027. As a non-pricing school participating in the USDA Commodities program, we are required to increase our prices for Staff Breakfast and Lunch to meet the requirements.

Minimum: Breakfast - \$3.37 Lunch - \$5.19

Recommended: Breakfast - \$3.50 Lunch - \$5.25

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Marleni Bruner 

POSITION: Director of Finance

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered



Marleni Bruner <brunermar@gcpsmail.com>

#20 Adult Meal prices

1 message

Martin, James <James.Martin@fdacs.gov>

Mon, Aug 31, 2026 at 11:04 AM

To: Marleni Bruner <brunermar@gcpsmail.com>, Lisa Chavers <chaversl@gcpsmail.com>

Cc: Program Integrity <ProgramIntegrity@fdacs.gov>, "Smith, Dee" <Samovidy.Morris@fdacs.gov>

Good Morning,

As a Non pricing School participation in the USDA Commodities program the minimum adult meal price is \$3.37 for breakfast and \$5.19 for Lunch please edit your adult meal prices to be in excess of those amounts.

Best,

James Martin

James.Martin@FDACS.gov

(850)-617-7436

(850) 617-7402 (fax)

Financial Examiner/ Analyst II

Division of Food, Nutrition and Wellness

Florida Department of Agriculture and Consumer Services

The Holland Building

600 South Calhoun Street (H2)

Tallahassee, FL 32399

Note for sponsors: Please make sure to always put your sponsor number in the title of your emails. Thank you!

www.FDACS.gov

Please note that Florida has a broad public records law (Chapter 119, Florida Statutes).

Most written communications to or from state employees are public records obtainable by the public upon request. Emails sent to me at this email address may be considered public and will only be withheld from disclosure if deemed confidential pursuant to the laws of the State of Florida.

THE SCHOOL BOARD OF GADSDEN COUNTY

Educating Every Student Today. Making Gadsden Stronger

Elijah Key, Superintendent of Schools
35 Martin Luther King, Jr. Blvd Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.GadsdenSchools.org

2026 – 2027 SCHOOL TERM CAFETERIA PRICES

All students eat **FREE** BREAKFAST and LUNCH!
Please encourage your students to eat.

BREAKFAST	Paid	Reduced	Free
Elementary	free	free	0.00
Middle	free	free	0.00
High	free	free	0.00
Staff	3.50	N/A	N/A
Visitor	5.50	N/A	N/A

LUNCH	Paid	Reduced	Free
Elementary	free	free	0.00
Middle	free	free	0.00
High	free	free	0.00
Staff	5.25	N/A	N/A
Visitor	8.50	N/A	N/A

- Board Policy 8.40 states that “Students, employees of the Board, Board members, and the invited guest of school principals are the only persons who may eat in the school cafeteria.”
- The invited guest of school principals would include special programs such as Grandparents Day and the like.
- Presented to the Board for adoption on September 22, 2026.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM:

Contractual agreement between DISC Village and the Gadsden County School Board

DIVISION:

No This is not a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

To establish a Memorandum of Understanding between DISC Village, Inc. and the Gadsden County School Board for the provision of prevention programming services during the 2026–2027 school year.

Under this agreement, DISC Village, Inc. will provide one full-time Health and Wellness Specialist at West Gadsden Middle School to provide prevention counseling services, implement evidence-based prevention curricula, and refer students to appropriate services when additional support is needed. The district will provide the necessary space, equipment, materials, administrative support, and access to students to facilitate program implementation. The agreement is contingent upon legislative funding and may be renewed annually based on available appropriations.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Kesandra Brown





POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be uplicated on light blue paper.

REVIEWED BY: _____

This Memorandum of Understanding is between DISC Village, Inc. and the Gadsden County School Board for the implementation of Prevention Programming services for the 2026 – 2027 School Year.

DISC Village, Inc.'s performance and obligation under this agreement is contingent upon an annual appropriation by the Legislature.

1. **DISC Village, Inc.** will provide:
 - A. One (1) full-time Health and Wellness specialist to provide Prevention Counseling services at West Gadsden Middle School;
 - B. Training for the Health and Wellness specialists to implement Evidence-Based Prevention Curriculums, and
 - C. Referrals to students for appropriate services not covered by the programs, to include but not limited to, mental health assessment that results in the diagnosis of a disorder.
2. **Gadsden County Schools** will provide:
 - A. Office and/or classroom space,
 - B. Desk, phone, and internet access,
 - C. Office materials to implement the program, and
 - D. Administrative support and access to students.
3. This agreement may be amended by mutual consent of all parties hereto. All amendments shall be attached to this Agreement.
4. This Agreement will be in effect from the date indicated on this contract, but may be terminated by either party upon thirty (30) days written notice.
5. This agreement and all supplements and/or amendments will automatically renew annually based on the annual appropriation by Legislative Funding.

INDEMNIFICATION, AND HOLD HARMLESS AGREEMENT

In consideration of the mutual covenants and obligations set forth in this Agreement, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, DISC Village, Inc. agrees to the following "Indemnification and Hold Harmless Agreement":

- a) DISC Village, Inc. shall defend, release, indemnify and hold harmless the Gadsden County School Board ("School Board") and its respective agents, servants, employees, officials, agents, and assigns, from any and all lawsuits, claims, judgments, damages, costs, expenses or liabilities (including, but not limited to, attorneys' fees, and costs at all administrative, pretrial, trial, and appellate levels) resulting or arising from the negligent, wrongful, or intentional acts or omissions of DISC Village, Inc. or its officers, agents, or employees in performance of the duties associated with, related to, or arising out of this Agreement. The provisions of the paragraph shall survive the termination of this Agreement and shall pertain to any occurrence during the term of the Agreement, even though the claim may be made after the termination hereof.
- b) In the event that any action or proceeding is brought against the School Board by reason of any matter for which the School Board is indemnified hereunder, DISC Village, Inc. shall,

upon notice from the School Board and at DISC Village, Inc. sole cost and expense, resist and defend the same with legal counsel mutually selected by DISC Village, Inc. and the School Board; provided, however, that DISC Village, Inc. shall not admit liability in any such matter on behalf of the School Board without the written consent of the School Board. The School Board hereby covenants not to settle or compromise any claim or cause of action for which indemnification is sought from DISC Village, Inc. without the permission of DISC Village, Inc.

- c) Should either party be required to bring an action to enforce any of the provisions of this release, indemnification, and hold harmless agreement, the prevailing party shall be entitled to recover from the other all reasonable fees and cost associated with the maintenance of such action.
- d) Nothing in this indemnification agreement shall be construed to increase either the School Board's liability or, if applicable, the liability, beyond that which is set forth in Section 768.28, Florida Statutes.

REQUIRED PUBLIC RECORDS ACKNOWLEDGEMENT

DISC Village, Inc. is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of its duties under this contract and, IN ACCORDANCE WITH S.119.0701, Florida Statutes, will specifically:

- a) Keep and maintain public records required by the School Board to perform the service.
- b) Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statutes or as otherwise provided by law.
- c) Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the Agreement if DISC Village, Inc. does not transfer the records to the School Board.
- d) Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of DISC Village, Inc. or keep and maintain public records required by the School Board to perform the service. If DISC Village, Inc. transfers all public records to the School Board upon completion of the contract, DISC Village, Inc. shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If DISC Village, Inc. keeps and maintains public records upon completion of the contract, DISC Village, Inc. shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request of the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.
- e) The failure of DISC Village, Inc. to comply with the provisions set forth herein shall constitute a default and material breach of this Agreement, which may result in immediate termination, with no penalty to the School Board.

PUBLIC RECORDS NOTICE

IF DISC VILLAGE INC. HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO DISC VILLAGE INC'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS, KESANDRA BROWN, MENTAL HEALTH COORDINATOR AT 850.627.9651, 35 MLK JR BLVD, QUINCY, FL 32351.

Jordan Cowart
Chief Executive Officer
DISC Village

Date

Elijah Key, Jr.
Superintendent - Gadsden County School Board

Date

Leroy McMillian
Chair - Gadsden County School Board

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM:

Proposal between the School Board of Gadsden County and Tallahassee Memorial Healthcare, Inc.

DIVISION:

Exceptional Student Education

No This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The purpose of this Memorandum of Understanding is to establish a partnership between Gadsden County Schools and Tallahassee Memorial HealthCare Employee Assistance Program (EAP) to provide confidential counseling, referral, wellness, and support services to employees and eligible household members. These services are intended to promote employee well-being, support a healthy and productive workforce, and assist in addressing personal or workplace concerns that may affect employee performance and retention.

FUND SOURCE: Mental Health Allocation

AMOUNT: \$18,400.00 – Annually up to 700 Employees

PREPARED BY: Kesandra Brown

(Handwritten initials KB in a circle)

(Handwritten signature and date 9/14/26)

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be uplicated on light blue paper.

REVIEWED BY: _____



The Employee Assistance Program at
Tallahassee Memorial HealthCare, Inc.
1613 Physicians Drive
Tallahassee, Florida 32308
(Office) 850-431-5190

September 4, 2026

Gadsden County School District

Dear Kesandra,,

Thank you for the opportunity to submit a proposal for delivery of Employee Assistance Program services for the Gadsden County Schools personnel.

Employee Assistance Programs (EAPs) help reduce employer liability by addressing underlying issues that could lead to costly workplace incidents, accidents, turnover, and legal actions. By offering confidential counseling, referrals, and support, EAPs help prevent issues from escalating and create a safer, healthier workplace.

At the Tallahassee Memorial Employee Assistance Program, we have expertise in providing services to a broad range of employer groups. We add value with:

- A demonstrated track record of working with supervisors, employees, and their families. As a local provider we understand the culture, challenges, and rewards of local governmental agencies in the Big Bend Area. We have been successfully providing EAP services to various governmental agencies, including the City of Tallahassee, Wakulla County, the City of Quincy, Leon County Schools, and Franklin County Schools, as well as various sheriff's offices, police, fire and electric utilities, and other business and industry groups.
- Confidential counseling for employees and their household members, for individuals aged 10 and above on a wide range of personal and workplace concerns. Concerns including substance abuse and prevention, relationship difficulties, financial counseling and budgeting, legal referrals, workplace performance issues, workers comp return and adjustment, management consultations, Americans with Disabilities Act accommodations, and fitness for duty (FFD) consultations and evaluations.
- Training programs regarding Drug Free Workplace requirements for supervisors and employees (separate training objectives).
- DOT Substance Abuse Professional (SAP) services for CDL operators with violations.
- Wellness programs are specifically designed to help employees improve and maintain their physical and emotional health.



The Employee Assistance Program at
Tallahassee Memorial HealthCare, Inc.
1613 Physicians Drive
Tallahassee, Florida 32308
(Office) 850-431-5190

- We provide a monthly newsletter to help supervisors overcome barriers to referral and to educate regarding the use of the EAP as a management tool.
- A monthly emailed newsletter for all employees regarding employee wellness.

The enclosed proposal is a eight (8) session model. If selected, we would implement a 2-year agreement with no price increase.

As Certified Employee Assistance Professionals, we have expertise in the core technology of the EAP field. Our EAP counselors are non-judgmental and effective listeners with a broad knowledge of workplace dynamics. Our counselors have a goal of performance improvement, employee retention and liability mitigation. EAP is all we do.

The limitation of eight sessions applies to self-referred or family members. Those referred to as work performance concerns by supervisors are not limited. The EAP continues to meet with these employees until the problems are ameliorated or significantly improved, and the referring manager is satisfied. All conversations with the EAP are confidential.

TMH EAP knows that most problems do not confine themselves to an 8-to-5-day work week. A significant feature of the TMH EAP is that our telephones are forwarded after hours to professional counselors. Our after-hours counselors are prepared to deal with crisis calls and have access to all local resources in the region.

I look forward to hearing from you. I am happy to provide additional information or details at your request.

Cordially,

Angela Lee

Angela Lee, LMHC
Employee Assistance Director
Employee Assistance Program at TMH

Exhibit 'A'
Description of Services
Gadsden County School District

Total annual contract amount: \$ 18,400

Up to 700 covered employees

Direct Services:

- Up to **8** problem assessment and short-term counseling, referral and follow-up sessions per employee** (household family members 10 years of age and up included as needed and appropriate)
- Appointments scheduled within 3-5 business days
- 24 hours, 7 days per week, free telephone access with Master level therapists for crisis intervention
- Crisis appointment requests prioritized and scheduled as soon as possible
- Statistical reports of utilization on a quarterly basis with basic demographic information sufficient to identify issues and trends.
- EAP Director who will work with your key contact person(s) to customize and coordinate your service needs

Training and Consultation:

- Up to a total of **12** leadership / employee training hours to include on-site orientation to EAP as a benefit, wellness seminars, making effective referrals to the EAP, program philosophy and protocols for confidentiality
- **Unlimited** on-going supervisor and HR consultation
- **Unlimited** management of performance referrals with monitoring of employee
- **Unlimited** return-to-work consultations with supervisors and/or employees returning from extended mental-health-related medical leave
- **Unlimited** on-site critical and trauma debriefings. Critical incident stress debriefings are focused on ameliorating the effects of traumatic and emotionally charged adverse events that occur in the workplace. Examples of such events include robberies, sudden onset life threatening behaviors such as physical attacks or suicides, natural disasters, or work-related accidents.
- **Other Benefits:**
- 12 monthly *Frontline Supervisor* Q & A newsletters sent electronically
- Monthly employee awareness / wellness newsletters sent electronically
- **Unlimited** access to electronic legal library and discount for legal services with referral from EAP
- **Unlimited** access to electronic financial literacy program and telephone counseling for financial problems with referral from EAP
- **Up to 3** Fitness For Duty evaluations will be completed by a TMH preferred provider on an as needed basis. Any additional Fitness For Duty evaluations beyond the customary 3 will be at an additional cost for each. The price will be based on the amount of time that is required for the assessment and according to the provider's usual and customary fee.
-
- TDD phone line for hearing impaired available via Florida Relay (dial 711)

Promotional Materials

- Brochures as needed and requested

*All services provided pursuant to this Agreement shall be performed in accordance with CDC guidelines, as well as any state-issued health mandates or local government ordinance, as applicable. ** If employees need additional help or services, they will be referred to the appropriate health care and community provider. The cost of any assistance outside of the Employee Assistance Program is the responsibility of the employee.

Exhibit 'A'
Description of Services
Gadsden County School District

Total annual contract amount: \$ 17,400.00

Up to 650 covered employees

Direct Services:

- Up to 8 problem assessment and short-term counseling, referral and follow-up sessions per employee** (household family members 10 years of age and up included as needed and appropriate)
- Appointments scheduled within 3-5 business days
- 24 hours, 7 days per week, free telephone access with Master level therapists for crisis intervention
- Crisis appointment requests prioritized and scheduled as soon as possible
- Statistical reports of utilization on a quarterly basis with basic demographic information sufficient to identify issues and trends.
- EAP Director who will work with your key contact person(s) to customize and coordinate your service needs

Training and Consultation:

- Up to a total of 12 leadership / employee training hours to include on-site orientation to EAP as a benefit, wellness seminars, making effective referrals to the EAP, program philosophy and protocols for confidentiality
- Unlimited on-going supervisor and HR consultation
- Unlimited management of performance referrals with monitoring of employee
- Unlimited return-to-work consultations with supervisors and/or employees returning from extended mental-health-related medical leave
- Unlimited on-site critical and trauma debriefings. Critical incident stress debriefings are focused on ameliorating the effects of traumatic and emotionally charged adverse events that occur in the workplace. Examples of such events include robberies, sudden onset life threatening behaviors such as physical attacks or suicides, natural disasters, or work-related accidents.
- **Other Benefits:**
- 12 monthly *Frontline Supervisor* Q & A newsletters sent electronically
- Monthly employee awareness / wellness newsletters sent electronically
- Unlimited access to electronic legal library and discount for legal services with referral from EAP
- Unlimited access to electronic financial literacy program and telephone counseling for financial problems with referral from EAP
- Up to 3 Fitness for Duty evaluations will be completed by a TMH preferred provider on an as needed basis. Any additional Fitness for Duty evaluations beyond the customary 3 will be at an additional cost for each. The price will be based on the amount of time that is required for the assessment and according to the provider's usual and customary fee.
- TDD phone line for hearing impaired available via Florida Relay (dial 711)

Promotional Materials

- Brochures as needed and requested

*All services provided pursuant to this Agreement shall be performed in accordance with CDC guidelines, as well as any state-issued health mandates or local government ordinance, as applicable.

** If employees need additional help or services, they will be referred to the appropriate health care and community provider. The cost of any assistance outside of the Employee Assistance Program is the responsibility of the employee.

Proposal Acknowledgment and Conditional Acceptance

By signing below, the Superintendent and the School Board acknowledge that they have reviewed the proposal submitted by Tallahassee Memorial HealthCare Employee Assistance Program (TMH EAP) and agree with the services and terms outlined in the proposal.

This acknowledgment and acceptance is subject to approval by the Gadsden County School Board. Upon School Board approval, Gadsden County Schools and Tallahassee Memorial HealthCare will enter into a formal Memorandum of Understanding (MOU) establishing the terms and conditions for the provision of Employee Assistance Program services to Gadsden County Schools.

The signatures below indicate the District's agreement with the proposed services and its intent to proceed with the formal MOU upon required School Board approval.

GADSDEN COUNTY SCHOOL DISTRICT

Superintendent: _____

Signature: _____

Date: _____

School Board Chair: _____

Signature: _____

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM:

Contractual agreement between the School Board of Gadsden County and Sandy Thermidor, M.S. SLP-CCC

DIVISION:

Exceptional Student Education

No This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

This agreement with Sandy Thermidor, will provide Speech/Language services (including, but not limited to intervention services, assessments, evaluations, counseling, consulting, collaboration, and support to families, school staff and administrators), in a position not filled by the School Board of Gadsden County.

FUND SOURCE: FEFP Dollars

AMOUNT:

\$60.00 per hour (for actual hours worked) Speech Language Pathologist

PREPARED BY: Kesandra Brown

(Kb)

AL
9/14/26

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 6, 7

CHAIRMAN'S SIGNATURE: page(s) numbered 5, 6

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be uplicated on light blue paper.

REVIEWED BY: _____

INDEPENDENT CONTRACTOR AGREEMENT FOR SPEECH- LANGUAGE PATHOLOGY SERVICES

Between Sandy Thermidor, M.S., SLP [CCC-SLP — pending] and The School Board of Gadsden
County

This Independent Contractor Agreement ("Agreement") is entered into the date last written below by and between , Sandy Thermidor, M.S., SLP [CCC-SLP — pending] , hereinafter referred to as the "Contractor," and The School Board of Gadsden County, Florida, hereinafter referred to as the "District."

WHEREAS, the District desires to retain the services of Contractor, and Contractor desires to render services to the District, upon the terms and conditions as stated:

NOW, THEREFORE, the parties hereto, intending to be legally bound at this moment, do at this moment promise and agree as follows:

1. Term

1.1 This Agreement shall commence on September 1, 2026, and shall continue through June 30, 2027, unless sooner terminated as provided in Section 8.

1.2 This Agreement may be renewed for subsequent terms only upon a new written instrument signed by both parties. No renewal shall be automatic or implied.

2. Services

2.1 Contractor shall provide speech-language pathology services to eligible students, including but not limited to: diagnostic evaluations and re-evaluations, direct therapy services, IEP participation, progress monitoring and reporting, and consultation with teachers, staff, and families, consistent with the scope of practice defined by the American Speech-Language-Hearing Association (ASHA) and Florida licensure law. In furtherance of these duties, Contractor shall:

- Submit weekly a prepared statement of charges and student service vouchers to The School Board of Gadsden County.
- Submit monthly Medicaid billing of speech therapy services rendered under this contract.
- Check in with the building office/principal upon entering and leaving the building and complete the Sign-In Sheet.
- Provide teletherapy services (as indicated) upon request of The School Board of Gadsden County.
- Comply, in all aspects of such work, with the policies, standards, and regulations of the District as established from time to time, and perform the duties assigned faithfully, intelligently, and to the best of Contractor's ability, and in the best interest of the District.

2.2 Contractor shall provide services with the degree of skill, care, and diligence customarily exercised by a duly licensed speech-language pathologist under similar circumstances.

3. Compensation

3.1 The District shall pay Contractor at the rate of \$60 per hour for all services rendered under this Agreement.

3.2 Contractor shall provide services for up to approximately thirty-five (35) hours per week, consistent with the schedule agreed upon by the Contractor and the District. The schedule of service days, hours, and locations shall be mutually determined by the Contractor and the Director of Exceptional Student

Education Services or their designee. The thirty-five (35) hour weekly schedule shall include all required services and duties performed by the Contractor as set forth in Section 2.1. Evaluation administration, scoring, analysis, report writing, progress notes, documentation, IEP preparation, required paperwork, and other administrative or clinical duties required by the District in connection with the services provided under this Agreement shall be compensable at the hourly rate set forth in Section 3.1 and may be included in the Contractor's invoiced hours. Any hours worked beyond approximately thirty-five (35) hours per week shall be billed at the same hourly rate set forth in Section 3.1, provided such additional hours are approved by the District in advance.

3.3 Partial workdays shall be compensated on a pro rata basis at the hourly rate set forth in Section 3.1.

3.4 Contractor shall be compensated for attendance at District-mandated professional development and required meetings (including IEP meetings) at the hourly rate set forth in Section 3.1. Attendance at voluntary professional development is not compensable unless approved in writing in advance and authorized by the Exceptional Student Education Department or his/her designee, and the school principal. Size of caseload will be agreed upon between Contractor and Employer.

3.5 Documentation and Invoicing

Contractor shall maintain a student schedule reflecting the hours of service for each ESE student served. A weekly statement of services rendered by Contractor, together with a corresponding invoice, shall be submitted to the District via email by the first business day of the following week. Upon verification of services and receipt of a valid invoice, the District will make payment to Contractor within fourteen (14) days from the date of receipt of the valid invoice.

Contingency Clause

Payment is contingent upon accurate weekly submission of service logs. If service logs are found to be inaccurate by the District or designee, the District or designee will notify Contractor immediately so that necessary corrections can be made for timely resubmission.

3.6 Compensation paid under this Agreement is not subject to withholding for income or employment taxes. Contractor is solely responsible for reporting and remitting all applicable taxes. The District shall not provide Contractor with health insurance, retirement contributions, paid leave, or other employee benefits.

4. Independent Contractor Status

4.1 Independent Contractor. Contractor is an independent contractor and not an employee, agent, or partner of the District. Nothing in this Agreement shall be construed to create an employer-employee relationship. Contractor shall have no authority to bind or otherwise obligate the District in any manner beyond the terms of this Agreement, nor shall Contractor represent to any person or entity that Contractor has such authority. Contractor shall be responsible for any loss or damage suffered by the District that directly results from Contractor's unauthorized actions or violation of this provision and shall indemnify and hold harmless the District from such loss or damage.

4.2 Assignment. Contractor shall not assign any rights under this Agreement or delegate the performance of any duties hereunder without the prior written consent of the District.

4.3 Contractor shall maintain an active, unrestricted license to practice speech-language pathology in the State of Florida for the duration of this Agreement and shall provide the District with a copy of such license and any renewals.

5. Background Screening and Site Access

5.1 Contractor agrees to complete fingerprinting and background screening as required by Florida law prior to providing services on District property. Contractor shall bear the cost of such screening unless otherwise agreed in writing.

5.2 The District shall provide Contractor with reasonably adequate space, utilities, and access necessary to perform services, consistent with space provided to similarly situated providers.

6. Insurance

6.1 Contractor shall maintain professional liability (malpractice) insurance in an amount not less than \$1,000,000 per occurrence, and shall provide proof of coverage upon request.

7. Confidentiality and Records

7.1 Contractor shall maintain the confidentiality of all student records and personally identifiable information in accordance with FERPA, IDEA, HIPAA (where applicable), and District policy. Contractor shall not disclose such information except as required to perform services under this Agreement or as required by law.

7.2 Contractor acknowledges and agrees that all originals and copies of records, reports, documents, lists, plans, memoranda, notes and other documentation related to the business of the District or containing any Confidential Information shall be the sole and exclusive property of the District, and shall be returned to the District upon the termination of this Agreement or upon the written request of the District.

8. Termination

8.1 Either party may terminate this Agreement without cause upon 30 days' prior written notice to the other party.

8.2 The District may terminate this Agreement immediately upon written notice if Contractor's license is suspended or revoked, or for a documented, material violation of applicable law, ethical standards, or District safety policy. Contractor shall be given written notice describing the basis for any for-cause termination.

8.3 In the event of termination, the District shall pay Contractor for all services rendered and properly documented through the effective date of termination, within the timeframe specified in Section 3.5.

9. Indemnification and Liability

9.1 Contractor shall indemnify and hold harmless the District, its officers, agents, and employees from claims, losses, or damages arising out of Contractor's negligent acts, errors, or omissions in the performance of services under this Agreement. This clause shall survive the termination of the Agreement.

9.2 The District shall indemnify and hold harmless Contractor from claims, losses, or damages arising out of the District's negligent acts, errors, or omissions, or arising from conditions of the facilities or equipment provided by the District, to the extent permitted by Florida law and subject to the District's sovereign immunity limits under Fla. Stat. § 768.28.

9.3 Nothing in this Agreement waives or limits any sovereign immunity or statutory liability cap to which the District is entitled under Florida law.

10. Dispute Resolution; Governing Law

Schedule A — Services Provided by Contractor

In accordance with Florida state licensure requirements, Contractor shall provide:

- Speech-language therapy treatment and evaluations
- Consultative services related to speech-language therapy
- Evaluations and periodic (e.g., quarterly) progress reports on all students on Contractor's caseload
- Participation in IEP meetings and eligibility staffings as necessary
- Provision of written home programs when appropriate
- Professional development activities as agreed upon by Contractor and the District

Non-Reimbursable Activities

The following are not compensable under this Agreement:

- Sick days
- Holidays
- Vacation days
- Lunch time (30 minutes)
- Continuing education activities other than those covered under Professional Development above
- Travel/mileage, unless separately agreed to in writing

Schedule B — District-Provided Materials and Support

The District shall provide Contractor with the following in order to carry out services under this Agreement:

1. Environment

- Provide appropriate workspace for diagnostic, intervention, and consultation services.
- Provide access to a copier, fax machine, telephone, and a computer with internet access for completing internet-based documentation/IEPs for the District.
- Provide supplies and equipment as needed for Contractor to carry out Speech/Language Therapy services and the goals/objectives outlined in each student's education/support plan.

2. Administration

- Coordination of the overall program and scheduling across assigned sites
- Timely communication with District staff as appropriate to support service delivery

10.1 This Agreement shall be governed by the laws of the State of Florida. Venue for any action arising under this Agreement shall lie in Gadsden County, Florida.

10.2 Before initiating litigation, the parties agree to make a good-faith attempt to resolve any dispute through direct discussion between Contractor and the District's designated representative.

11. General Provisions

- **Entire Agreement.** This Agreement constitutes the entire agreement between the parties and supersedes all prior negotiations, representations, or agreements, whether written or oral, relating to its subject matter.
- **Amendment.** This Agreement may be modified only by a written instrument signed by both parties.
- **Severability.** If any provision of these policies and regulations or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of these policies and regulations which can be given effect without the invalid provision or application, and to this end the provisions of these policies and regulations are severable. In lieu thereof, there shall be added a provision as similar in terms to such illegal, invalid and unenforceable provision as may be possible and be legal, valid and enforceable.
- **Assignment.** Neither party may assign this Agreement without the prior written consent of the other party.
- **Notice.** All notices under this Agreement shall be delivered in writing by hand, email, or first-class mail to the addresses listed below.
- **Waiver.** No failure to enforce any provision of this Agreement shall constitute a waiver of that provision or of any future breach.

12. Notices

District:

Director of Exceptional Student Education Services,
35 Martin Luther King Blvd,
Quincy, FL 32351

Contractor:

Sandy Chelsea Thermidor, M.S., SLP [CCC-SLP — pending]
4972 Sampler Drive,
Tallahassee, FL 32303

Signatures

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

School Board Chairman

Date: _____

Superintendent of Schools

Date: _____

Independent Contractor

Date: _____

This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.

Chairman of the Gadsden County School District Board

Name: Leroy McMillan

Title: Chairperson

Signature: _____

Date: _____

Superintendent of the Gadsden County School District

Name: Elijah Key, Jr.

Title: Superintendent

Signature: _____

Date: _____

Sandy Thermidor, M.S., CCC-SLP

Name: Sandy Thermidor

Title: Owner/Therapist

Signature: _____

Date: _____

Your license number is SA 24895.

Please use it in all correspondence with your board/council. Each licensee is solely responsible for notifying the Department in writing of the licensee's current mailing address and practice location address. If you have not received your renewal notice 90 days prior to the expiration date shown on this license, please visit www.FLHealthSource.gov and click "Renew A License" to renew online.



The Medical Quality Assurance Online Services Portal gives you the ability to manage your license to perform address updates, name changes and much more.

**STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE**

DATE	LICENSE NO.	CONTROL NO.
07/30/2026	SA 24895	149505

THE SPEECH-LANGUAGE PATHOLOGIST
NAMED BELOW HAS MET ALL REQUIREMENTS OF
THE LAWS AND RULES OF THE STATE OF FLORIDA.

EXPIRATION DATE: DECEMBER 31, 2027

SANDY CHELSEA THERMIDOR
4972 SAMPLER DR
TALLAHASSEE, FL - 32303


Ron DeSantis
GOVERNOR


Joseph A. Ladapo, MD, PhD
STATE SURGEON GENERAL

Scan QR Code for
License Authentication



**STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE**

DATE	LICENSE NO.	CONTROL NO.
07/30/2026	SA 24895	149505

THE SPEECH-LANGUAGE PATHOLOGIST
NAMED BELOW HAS MET ALL REQUIREMENTS OF
THE LAWS AND RULES OF THE STATE OF FLORIDA.

SANDY CHELSEA THERMIDOR
Expiration Date: DECEMBER 31, 2027

LICENSEE SIGNATURE

DISPLAY IF REQUIRED BY LAW

Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.

**Ron DeSantis**

Governor

Joseph A. Ladapo, MD, PhD

State Surgeon General

Vision: To be the Healthiest State in the Nation

FLORIDA DEPARTMENT OF HEALTH

CONFIRMATION OF LICENSE

NAME: MS. SANDY CHELSEA THERMIDOR
PROFESSION: SPEECH-LANGUAGE PATHOLOGIST
LICENSE NUMBER: SA24895
EFFECTIVE DATE: 07/29/2026

MAILING ADDRESS: 3205 EAST HANNA
TAMPA
TAMPA, FL 33610

ATTENTION:

PRACTICE ADDRESS: 4972 SAMPLER DR
TALLAHASSEE, FL 32303

ATTENTION:**NOTE:**

This document confirms receipt of an application for the above-named practitioner. Online licensure confirmation can be viewed by visiting <http://www.FLHealthsource.gov> and selecting "Verify A License". To download a copy of your e-license, please navigate to the "Licensure Documents" menu located within the "Additional Activities" section of your MQA Dashboard within 2 business days of the approval of your renewal. If additional information is needed, you will receive a separate request. If you do not receive a request for additional information within 30 days, please contact us at (850) 488-0595.

Florida Department of Health
Division of Medical Quality Assurance • Bureau of Operations
4052 Bald Cypress Way, Bin C-10 • Tallahassee, FL 32399-3251
PHONE: 850-488-0595 • FAX: 850-245-4791
FloridaHealth.gov



Accredited Health Department
Public Health Accreditation Board



HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP
Certificate of Insurance



Print Date : 8/11/2026

PRODUCER	BRANCH	PREFIX	POLICY NUMBER	POLICY PERIOD
018098	970	HPG	0846901716	From: 09/01/26 to 09/01/27 at 12:01 AM Standard Time
Named Insured and Address: Sandy Thermidor 4972 Sampler Drive Tallahassee, FL 32303			Program Administered by: Healthcare Providers Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034-3278 1-888-288-3534 www.hpsso.com	Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606
Medical Specialty: Speech Language Pathologist Firm			Code: 80716	

Excludes Cosmetic Procedures

Professional Liability ("PL"): ☒ Occurrence ☐ Claims Made and Reported

Limits of Liability

\$1,000,000 each claim / \$3,000,000 aggregate

PL Limits of Liability above include the following:

*Healthcare Providers Services Liability *Placement Services Liability *Formal Review Board Activities Liability *Good Samaritan Services Liability

Abuse and Molestation Sublimits of Liability:

Damages (included within PL Limits of Liability shown above)

\$25,000 aggregate

Defense Costs (included within PL Limits of Liability shown above)

\$100,000 aggregate

PL Supplementary Benefits

Licensure Defense Expenses

Up to \$200 per hour / \$25,000 aggregate

Licensure Proceeding Supplemental Costs

\$500 each insured / \$500 aggregate

Subpoena Assistance Costs

\$10,000 each subpoena / \$10,000 aggregate

Assault (includes workplace violence counseling)

\$25,000 each assault incident / \$25,000 aggregate

Patient First Aid Medical Expenses

\$10,000 aggregate

Services to Animals Property Damage

\$10,000 aggregate

Media Expense

\$25,000 aggregate

Information Privacy (HIPAA) Fines & Penalties

\$25,000 aggregate

General Liability ("GL"): Occurrence

GL Aggregate Limit of Liability

\$3,000,000 aggregate

Bodily Injury and Property Damage

\$1,000,000 each occurrence

(included within GL Aggregate, above)

Personal and Advertising Injury

\$1,000,000 any one person or entity

(included within GL Aggregate, above)

Non-Patient Medical Expenses

\$25,000 any one person

(included within GL Aggregate, above)

Damage to Rented Property Each Premises Limit

\$100,000 any one premises

(included within Bodily Injury and Property Damage each occurrence Limit, above)

Products-Completed Operations Aggregate Limit

\$1,000,000 aggregate

(included within GL Aggregate, above)

PL and GL/WPL (as applicable) Supplementary Benefit:

Proceeding Expense Reimbursement

\$1,000 each insured per day / \$25,000 each insured per proceeding

Total \$708.01

Base Premium \$ 701.00 FIGA Emergency \$ 7.01

Policy Forms and Endorsements (Please see attached list)

Doug Worman, Chief Executive Officer

Stathy Darcy, Secretary

Keep this Certificate of Insurance in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. To activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Coverage Change Date:

Endorsement Date:

Master Policy: 188711433

CNA101440 (07-23)

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Page 1



HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP
Certificate of Insurance



Your professional liability insurance contains insuring agreements that may be written on an occurrence or a claims made and reported basis. With respect to any claims made and reported coverage such coverage applies only to claims first made against the insureds and reported to the Insurer during the policy period or any applicable extended reporting period in accordance with the provisions of this policy. Please discuss with your Program Administrator.

DEFENSE WITHIN LIMITS: WHERE DEFENSE WITHIN LIMITS IS INDICATED BELOW OR BY ENDORSEMENT, THE AMOUNT OF MONEY AVAILABLE TO PAY SETTLEMENTS OR JUDGMENTS AGAINST YOU UNDER SUCH SPECIFIED COVERAGE PART WILL BE REDUCED AND MAY BE EXHAUSTED BY DEFENSE EXPENSES, INCLUDING BUT NOT LIMITED TO FEES PAID TO ATTORNEYS TO DEFEND YOU.

The application for the policy and any and all supplementary information, materials, and statements submitted therewith shall be maintained on file by us or our Program Administrator and will be deemed attached to and incorporated into the policy as if physically attached.

POLICY FORMS & ENDORSEMENTS

The following are the policy forms and endorsements that apply to your current professional liability policy.

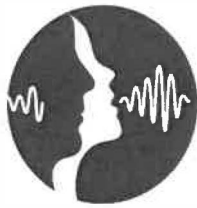
FORM #	FORM DESCRIPTION
CNA101429 (07-23)	General Terms and Conditions
CNA101432C (07-23)	Healthcare Providers Professional Liability Coverage Part (Occurrence)
CNA101436 (07-23)	Workplace Liability Coverage Part
CNA81753 (03-15)	Coverage & Cap on Losses from Certified Acts Terrorism
CNA81758FL (01-21)	Notice - Offer of Terrorism Coverage & Disclosure of Premium
CNA101455 (07-23)	Business Owner Coverage Extension Endorsement
CNA101458 (07-23)	HIPAA Proceedings Supplementary Benefits Endorsement
CNA101604 (10-24)	Entity Endorsement(Incl Specified Proc,Serv & Excl)
CNA101577 (07-23)	Biometric Privacy Exclusion Endorsement
CNA101512FL (07-23)	Cancellation and Non Renewal Amendatory Endorsement - Florida
CNA101521FL (07-23)	Amendatory Endorsement (General Terms & Conditions) - FL
CNA62825FL (09-12)	Policyholder Notice - Florida
CNA62832FL (09-12)	Policyholder Notice - FL
CNA77863FL (02-14)	Policyholder Notice - Electronic policy transmission
CNA101435C (07-23)	General Liability Coverage Part
CNA101441 (07-23)	Cosmetic Procedures Exclusion Endorsement
CNA101443 (07-23)	Media Event Expenses Supplementary Benefits Endorsement
CNA101583 (06-24)	Amend Abuse and Molestation and Criminal Acts Exclusions Endorsement
CNA101565 (06-24)	Single Member Entity Endorsement

PLEASE REFER TO YOUR CERTIFICATE OF INSURANCE FOR THE POLICY FORMS & ENDORSEMENTS SPECIFIC TO YOUR STATE AND YOUR POLICY PERIOD.

For FL residents: The surcharge shown on the Certificate of Insurance is the FL Insurance Guaranty Association Emergency Assessment

Form #:CNA101440 (07-23)
Master Policy #: 188711433

Named Insured:Sandy Thermidor
Policy #: 0846901716



ASHA
American
Speech-Language-Hearing
Association

9/3/2026

Sandy Thermidor
4972 Sampler Drive
32303, FL 32303

Primary Source Verification

This letter serves as official verification that the individual named below currently holds a Certificate of Clinical Competence (CCC) in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association (ASHA) and conferred by ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology.

Being "certified" means holding the CCC, a nationally recognized professional credential that represents a level of excellence in the field of audiology (CCC-A) or speech-language pathology (CCC-SLP). ASHA's CCC-A and CCC-SLP certification programs are accredited by the National Commission for Credentialing Agencies (NCCA).

The ASHA CCC is maintained by (1) paying annual dues and/or fees, (2) earning and reporting 30 professional development hours (PDHs) every three years, and (3) abiding by the ASHA Code of Ethics.

Individuals who hold the CCC-SLP have successfully met the speech-language pathology standards in effect at the time of their application and have completed the certification requirements, which included completion of the requisite academic coursework and clinical practicum, completion of a clinical fellowship (CF) experience supervised by an individual who held the CCC-SLP, and passing the Praxis Examination in Speech-Language Pathology administered by the Educational Testing Service (ETS).

ASHA Account Number: 14556356

Reference Name: Sandy Thermidor

Area of Certification: SLP

Certification Status: CCC-SLP

Effective Date of Certification: 09/03/2026

Certification Valid Through: 03/31/2027

Sandy Thermidor has not yet met the 2020 ASHA certification standards for providing clinical instruction and supervision to individuals preparing for ASHA certification.

Laura Purcell Verdun, M.A., CCC-SLP
Chair, ASHA Council For Clinical Certification (CFCC)

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO.	7e
DATE OF SCHOOL BOARD MEETING:	September 22, 2026
TITLE OF AGENDA ITEM:	Amendment No. 1 to Renewal Contractual Agreement – PAEC ESOL/ELL Services
DIVISION:	General Revenue
FUND SOURCE:	\$20,000
AMOUNT:	Lucia Esquivel
PREPARED BY:	PAEC Administrator of Business Services, Technology and Supplemental Programs
POSITION:	

PURPOSE AND SUMMARY OF ITEM:

Approval of Amendment No. 1 to the Renewal Contractual Agreement between the School Board of Gadsden County, Florida, and Panhandle Area Educational Consortium (PAEC), through its fiscal agent, the Washington County School Board, for English Language Learner (ELL)/English for Speakers of Other Languages (ESOL) services for Fiscal Year 2026–2027.

The amendment provides for an orderly transition of the operational administration of the District's ESOL/ELL program from PAEC to Gadsden County Schools. Effective upon execution of the amendment, PAEC will no longer serve as the District's operational ESOL office. PAEC will provide only limited support through June 30, 2027, consisting of assistance with LEP meetings, filing, ESOL/ELL data entry, reclassification, reevaluation, withdrawals and reentry, and parent meetings.

The amendment reduces the total contract amount from \$100,000 to \$20,000 for Fiscal Year 2026–2027. The parties further acknowledge that Fiscal Year 2026–2027 will be the final year of the ESOL/ELL contractual relationship and that the agreement will not be renewed, extended, or continued beyond June 30, 2027.

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

4 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

de
9/9/26

AMENDMENT NO. 1
TO THE RENEWAL CONTRACTUAL AGREEMENT
ENGLISH LANGUAGE LEARNER (ELL) / ESOL SERVICES

This Amendment No. 1 ("Amendment") is entered into by and between the School Board of Gadsden County, Florida ("RECIPIENT" or "District") and Panhandle Area Educational Consortium (PAEC), through its fiscal agent, the Washington County School Board ("CONTRACTOR"), and amends the Renewal Contractual Agreement for English Language Learner (ELL)/English for Speakers of Other Languages (ESOL) Services for Fiscal Year 2026–2027.

WHEREAS

The District and PAEC previously entered into a Renewal Contractual Agreement for Fiscal Year 2026–2027 under which PAEC provides English Language Learner services to Gadsden County Public School students, families, and community stakeholders and serves as the District's operational ESOL office; and

WHEREAS, the parties recognize that the administration and operation of the District's ESOL/ELL program is most appropriately performed by the District and its employees; and

WHEREAS, PAEC's available staffing resources have changed, and PAEC no longer has the staffing capacity necessary to continue providing the full range of operational ESOL/ELL services contemplated under the existing Agreement; and

WHEREAS, the parties desire to establish an orderly transition of the operational ESOL/ELL responsibilities from PAEC to the District while allowing PAEC to provide limited ESOL/ELL support services through June 30, 2027; and

WHEREAS, the parties agree that the 2026–2027 fiscal year shall be the final year of the contractual relationship between the District and PAEC for ESOL/ELL services.

NOW, THEREFORE, the parties agree as follows:

1. AMENDMENT TO ARTICLE 2 – SCOPE OF SERVICES

Article 2 of the Agreement is hereby amended and replaced in its entirety with the following:

The purpose of this Amendment is to transition the operational administration of the District's ESOL/ELL program to the District while providing limited support services through PAEC during the 2026–2027 fiscal year.

Effective upon execution of this Amendment, PAEC shall no longer serve as the operational ESOL office for Gadsden County Schools.

For the remainder of the 2026–2027 fiscal year, PAEC's ESOL/ELL services shall be limited exclusively to the following:

- LEP Committee Meetings – Assist with the coordination and/or participation in LEP Committee meetings as requested by the District.
- Filing and Records Support – Assist with the filing and organization of ESOL/ELL student records and related documentation.
- ESOL/ELL Data Entry – Provide ESOL/ELL-related data entry support as requested by the District.
- Reclassification – Assist with the reclassification of students from the ESOL/ELL program in accordance with applicable requirements and District procedures.
- Reevaluation – Assist with ESOL/ELL student reevaluations as requested by the District.
- Withdrawal and Reentry – Assist with ESOL/ELL student withdrawals and reentry into the ESOL/ELL program as requested by the District.
- Parent Meetings – Assist with parent meetings related to ESOL/ELL students when requested by the District.
- Identification and assessment of ELL students;
- Development and maintenance of LEP Plans;

- Translation and interpretation services (for students identified as ELL);
- Student progress monitoring;

The services listed above constitute the complete and exclusive scope of PAEC's ESOL/ELL responsibilities under this Agreement for the remainder of the 2026–2027 fiscal year. No additional ESOL/ELL services, responsibilities, duties, or obligations shall be implied from the original Agreement or its Appendix A.

2. TRANSITION OF OPERATIONAL RESPONSIBILITIES

The District shall assume responsibility for the administration and operation of its ESOL/ELL program.

Except for the limited services expressly identified in Section 1 of this Amendment, the District shall be responsible for all ESOL/ELL program operations and requirements, including, but not limited to:

- ESOL/ELL program administration and oversight;
- ESOL/ELL staffing and supervision;
- ESOL/ELL compliance and program implementation;
- FTE-related ESOL/ELL responsibilities;
- ESOL/ELL grant administration and reporting;
- ELL Committee administration and coordination, except for PAEC assistance specifically requested under Section 1;
- Family engagement activities;
- Professional learning and training;
- ESOL/ELL instructional services and programming, to include summer school programming;
- Maintenance and administration of the District's ESOL/ELL records and systems; and
- All other ESOL/ELL responsibilities not expressly assigned to PAEC under this Amendment.

Nothing in this Amendment shall be interpreted to make PAEC responsible for the District's overall ESOL/ELL program compliance, staffing, supervision, administration, or operation.

3. REPLACEMENT OF APPENDIX A

Appendix A, "Program Responsibilities for Contracted English Language Learner Services," is hereby deleted and replaced in its entirety by the scope of services contained in this Amendment. Any provision contained in the original Appendix A that is inconsistent with this Amendment is superseded and shall have no further effect.

4. COMPENSATION

Article 5 of the Agreement is hereby amended to reduce the maximum compensation payable to PAEC for ESOL/ELL services during the 2026–2027 fiscal year.

The District shall pay PAEC a total amount not to exceed Twenty Thousand Dollars (\$20,000) for the services provided under the Agreement, as amended. Payment shall be made in accordance with the invoicing procedures established in the original Agreement, provided that the total compensation paid to PAEC shall not exceed \$20,000 for the 2026–2027 fiscal year.

The parties acknowledge that the reduction in compensation reflects the reduced scope of services provided by PAEC under this Amendment.

5. ACCESS TO DISTRICT RECORDS AND INFORMATION

The District shall provide PAEC with reasonable access to ESOL/ELL student records, data, and other information necessary for PAEC to perform the limited services identified in this Amendment. Such access shall be limited to information reasonably necessary for PAEC to perform its contracted services and shall remain subject to all applicable federal and state student privacy, confidentiality, and records requirements.

6. FINAL YEAR OF AGREEMENT; NON-RENEWAL

The parties expressly acknowledge and agree that the 2026–2027 fiscal year is the final year of the ESOL/ELL Services Agreement between the District and PAEC.

The Agreement, as amended herein, shall terminate on June 30, 2027, and shall not be renewed, extended, or continued beyond that date. The parties further acknowledge that this Amendment provides for an orderly transition of the District's ESOL/ELL operational responsibilities from PAEC to the District.

Any future ESOL/ELL services provided by PAEC after June 30, 2027, if any, shall require a separate written agreement executed and approved by both parties in accordance with applicable requirements.

7. AMENDMENT TO ARTICLE 3 – DURATION OF AGREEMENT

Article 3 of the Agreement remains in effect with the understanding that the Agreement, as amended, shall conclude on June 30, 2027. The parties expressly agree that the Agreement shall not be renewed following the expiration of the 2026–2027 fiscal year.

8. REMAINING TERMS

Except as expressly amended by this Amendment, all other provisions of the original Agreement shall remain in full force and effect through June 30, 2027. In the event of any conflict between the original Agreement, including Appendix A, and this Amendment, the provisions of this Amendment shall control.

9. EFFECTIVE DATE

This Amendment shall become effective upon execution by authorized representatives of both parties and shall remain in effect through June 30, 2027, unless otherwise terminated in accordance with the Agreement.

IN WITNESS WHEREOF

The School Board of Gadsden County, Florida, and Panhandle Area Educational Consortium, through its fiscal agent, the Washington County School Board, have executed this Amendment No. 1.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
(PAEC)**

SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

**THROUGH ITS FISCAL AGENT, THE WASHINGTON
COUNTY SCHOOL BOARD**

Thomas Register
Superintendent, Washington County School District
Date: _____

Elijah Key
Superintendent, Gadsden County School District
Date: _____

John Selover
Executive Director, PAEC
Date: _____

Leroy McMillan
Chairman, Gadsden County School Board
Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM: Florida A&M University and Gadsden County Schools
Articulation Agreement 2026-2028

DIVISION:

X

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The purpose of this agenda item is to request board approval of the Dual Enrollment Articulation Agreement between the School Board of Gadsden County and Florida A & M University governing the enrollment of students for the 2026-2028 school terms.

FUND SOURCE: FEFP

AMOUNT: Undetermined – Based Upon Student Dual Enrollment

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Assistant Superintendent for Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered Page 13

CHAIRMAN'S SIGNATURE: page(s) numbered Page 13

REVIEWED BY: _____

**ARTICULATION AGREEMENT
2026-2028
School Board of Gadsden County, Florida
Florida A&M University**

THIS Agreement entered into by and between the SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, a body corporate existing under the laws of the State of Florida, hereinafter referred to as the "School Board" and FLORIDA A&M UNIVERSITY BOARD OF TRUSTEES, a public body corporate existing under the laws of the state of Florida, for and on the behalf of FLORIDA A&M UNIVERSITY, and hereafter referred to as the "University" or "FAMU" effective as of the last date signed. This amended Agreement shall be renewed in accordance with s. 1007.271, Florida Statutes.

WITNESSETH

WHEREAS the University and the School Board agree to provide articulated accelerated learning mechanisms through dual enrollment for eligible Gadsden County Public School students who wish to shorten the time necessary to complete the requirement for obtaining a college/university degree, broaden the scope of curricular options, or increase the depth of study available for a particular subject, and

WHEREAS the University offers courses and programs which will enhance accelerated learning opportunities for qualified students in Gadsden County high schools, and

WHEREAS the School Board wishes to make courses and programs available to qualified students who are enrolled in its public high schools, and

WHEREAS the common objective of providing such educational services may best be achieved in the most economical manner through joint and coordinated action between the University and the School Board; and

WHEREAS Florida Statutes 1007.23 and 1007.271, Florida State Board of Education Administrative Rule 6A-10.024, and State University System of Florida Board of Governors (BOG) Regulation 6.006 provide a mechanism for achieving this common objective.

NOW THEREFORE IN CONSIDERATION OF THE COVENANTS AND CONDITIONS SET FORTH HEREIN THE PARTIES AGREE AS FOLLOWS:

The Articulation Agreement for the School Board and University are completed annually and submitted to the Department of Education by the University by August 1 of each year.

A. Program Requirements and Allowances

1. A ratification or modification of all existing Articulation Agreements.

Once the Articulation Agreement is fully executed by both parties, the Agreement will be active for the upcoming academic year and will nullify all previously signed agreements. Legislative changes that occur after the final draft of this document which impact the 2026-2027 and 2027- 2028 academic years will take precedence. If both parties mutually agree, will be active for a two (2) year period.

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- 2. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.**
 - a. References to *students* in this document mean any student enrolled in a public Gadsden County School, including Crossroads Academy Charter School and Virtual School.
 - b. FAMU will provide information to the schools regarding requirements for participation in, and the educational benefits to be derived from Dual Enrollment or other accelerated programs.
 - c. The schools, in turn, will utilize printed, published, electronic or other media to inform students and parents of the availability of the dual enrollment program, program requirements, educational benefits, and courses currently offered. The School Board will also determine if dual enrollment meets the individual's educational needs, determine if the courses requested are currently offered by the individual's school and obtain a written intent to pursue a post-secondary education and signed reimbursement requests.
 - d. The University will post application deadlines and registration dates on its Dual Enrollment website.
 - e. The University's Dual Enrollment Coordinator will work with the University's Registrar staff to ensure district and school officials are aware of targeted Dual Enrollment registration activities.
 - f. The University's Dual Enrollment Coordinator will work with district and school officials on targeted Dual Enrollment recruiting activities.

- 3. A delineation of courses and programs available to students eligible to participate in dual enrollment.**
 - a. Courses to be provided by the University under this agreement will be mutually agreed upon by FAMU and the School board, and will avoid unnecessary duplication of existing courses in grades nine (9) – twelve (12). Current law allows for any course in the Statewide Course Numbering System, except developmental education courses and physical education and other courses that focus on physical execution of a skill rather than the intellectual attributes of the activity.
 - b. Postsecondary courses in foreign languages, mathematics, English, sciences, social studies, computer science, performing or visual arts, applied technology, and any other classes that comply with applicable state regulations will be counted toward meeting the graduation requirement of §1003.4282, Florida Statute (2021).
 - c. Students (age eighteen [18]) who wish to take college credit courses that contain a study abroad or travel component (during summer only) must receive permission of their school principal and parent/guardian before participating. If the permission is granted, the student will be exempt from

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the payment of registration, matriculation, and laboratory fees. However,
the student is responsible for the full cost of travel.

4. **A description of the process by which students and their parents exercise options to participate in the dual enrollment program.**
- A. Students and the parent/guardian of students wishing to pursue participation in dual enrollment must contact their school guidance counselors to discuss admissions criteria and to obtain the necessary application information. School guidance counselors may contact the University's Dual Enrollment Coordinator for application packets and information. Application packets and registration information can be found on the University's dual enrollment website.
 - B. The student must be in the ninth grade (to ensure readiness for college); must have a 3.0 unweighted high school grade point average; must have an appropriate score on the SAT, ACT, PERT, ACCUPLACER or CLT as listed below; and must meet any course requirements as set forth in the University undergraduate catalogue. *Please note- the CLT Reading and Writing score **should total thirty-eight (38) collectively, not individually.*** Special dual credit enrollment programs may have admission requirements different from the above, i.e., limited access programs. These courses will be beyond the scope of this agreement.

	SAT	ACT	PERT	ACCUPLACER (Next Generation)	CLT
Reading	490	21	106	256	38
Math	480	21	114	261	16
Writing	490	18	103	253	38

- C. The college-level courses offered through the University dual credit enrollment program must be coordinated through the curriculum offices of the University and the School Board. The student is responsible for requesting and providing the documents needed for eligibility to their guidance counselor. The Dual Enrollment Coordinator must receive all documentation by the posted application deadlines. If a student does not meet eligibility criteria or does not submit the paperwork by the posted deadline, the FAMU Dual Enrollment Coordinator will contact the school counselor. The school counselor is responsible for contacting the student.
- D. Once all documents are received and verified by the FAMU Dual Enrollment Coordinator, the packet will be forwarded to the University's Registrar Office for processing. Once the student is fully admitted and registered for course(s) a roster is sent to the counselor if the courses are offered at the high school. If the student is attending courses on the campus, the Registrar's Office will send an email to the student and counselor with their enrollment schedule.
- E. High school freshmen may register for three (3) credit hours only during the fall and spring terms. Sophomores may register for no more than six (6) credit hours

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Florida A&M University**

during the fall and spring term. Rising juniors and seniors may enroll in nine (9) credit hours during the summer before their junior and senior year. Juniors may enroll in a maximum of nine (9) credits during the fall and spring terms. Seniors are able to enroll in up to fifteen (15) credit hours during the fall and spring terms.

	Fall Credit Hours	Spring Credit Hours	Summer Credit Hours*	Total
Freshmen	3	3	0	6
Sophomores	6	6	9	21
Juniors	9	9	9	27
Seniors	15	15		30

5. List of any additional initial student eligibility requirements for participation in the dual enrollment program.

- A. The University agrees to permit high school students enrolled in a public high school in Gadsden County, who have been certified by their principals as qualified, to dually enroll in regularly offered courses listed and described in the University's undergraduate catalogue as satisfying general education/liberal arts requirements, under the provisions of Florida Statutes, applicable state rules or regulations.
- B. Students may lose the opportunity to participate in the dual enrollment program if their behavior or actions are disruptive to the classroom learning process. Dual enrollment students are to be held to the FAMU Academic Honesty Policy and the Student Code of Conduct. Specific conduct guidelines which outline the student compliance and expectations can be found in the FAMU Student Code of Conduct.
- C. Dual enrollment students are not permitted to drop courses after the add/drop period closes on the fourth day of classes except for documented extenuating circumstances approved by both the FAMU University Registrar or designee and the school guidance counselor. If a student is determined to be "not fee liable" for a medical or other course drop after this date, FAMU will reimburse the school district for the standard state university tuition rate per credit hour paid for such student during a fall or spring semester. Early admit students are considered degree-seeking students and therefore, must comply with all academic policies outlined in the FAMU Regulations.
- D. Student progress subsequent to enrollment in dual credit enrollment courses shall be monitored by individual student assessment. To remain in a dual credit enrollment program, each student must successfully complete each dual credit enrollment course with a grade of "C" or better. The University shall be solely responsible for determining the enrolled student's status and grades in accordance with standard University policies and regulations. Successful

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completion of dual credit enrollment courses does not ensure admission to the University.

- E. Students interested in enrolling in MAC 1105 must complete the ALEKS exam. Students and counselors may contact the University's Testing Services Bureau famutesting@famu.edu or (850) 599-3333 to receive access to required ALEKS prep modules prior to taking the ALEKS to determine the appropriate college level math course for enrollment. The student must score, at minimum, a thirty (30) on the ALEKS in order to register for MAC 1105.
- 6. A delineation of the high school credit earned for the passage of each dual enrollment course.**
- A. Credit will be awarded in accordance with the Florida Department of Education Dual Enrollment Course High School Subject Area Equivalency List as satisfying secondary and postsecondary degree requirements. The list can be found here <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>
 - B. Current law allows for any course in the Statewide Course Numbering System (SCNS) to be offered as dual enrollment, with the exception of remedial courses and Physical Education skills-based courses. Physical Education courses that can be offered for dual enrollment are limited to those that satisfy the personal fitness requirement. Three (3) credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed on this list shall be awarded at least 0.5 high school credits either as an elective or subject area credit as determined by the local school district. Postsecondary courses that are offered for fewer than three (3) credits may earn less than 0.5 high school credit.
 - C. Courses indicated as Postsecondary General Education Core Subject Area courses (GE Core), may also be applied to the General Education Core requirements for an undergraduate degree from a public postsecondary institution in Florida. Students should check with their postsecondary institution regarding these requirements.
- 7. A description of the process for informing students and their parents of college-level course expectations.**
- A. The University agrees to permit students enrolled in a public secondary school in Gadsden County, who have been certified by the guidance counselor or principal/designee as qualified, to dual enroll each semester, based on grade level classification, in courses included on the Florida Department of Education Dual Enrollment Course-High School Subject Area Equivalency List. The list includes courses that satisfy statewide general education core requirements (pursuant to s. 1007.25, Florida Statutes), courses for which statewide general education core courses are prerequisites, foreign language course sequences up to the intermediate level, and other courses specifically selected for inclusion in

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the dual enrollment program at FAMU. All courses on the list satisfy secondary and postsecondary degree requirements.

- B. Courses completed through the University dual credit enrollment program may qualify for high school credit and for regular university credit to be applied toward specific degree requirements of the University. In no event will a physical education course, college- preparatory or pre-collegiate instruction courses offered by the University be considered to be a qualified course under this agreement. Courses to be offered by the University will under no circumstances duplicate a course(s) offered in the individual's high school. The University reserves the right to cancel a course due to insufficient enrollment.
 - C. Dual enrollment courses become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary
- 8. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis.**
- A. Student progress subsequent to enrollment in dual credit enrollment courses shall be monitored by individual student assessment. To remain in a dual credit enrollment program, each student must successfully complete each dual credit enrollment course with a grade of "C" or better. The University shall be solely responsible for determining the enrolled student's status and grades in accordance with standard University policies and regulations. Successful completion of dual credit enrollment courses does not ensure admission to the University.
 - B. The University will notify the student of earned grades as is regularly done with University students. In addition, an official University document will be forwarded to the appropriate high school indicating earned grades for each participating student provided suitable authorization is submitted to the University for such disclosure.
- 9. The registration policies for dual enrollment courses as determined by the postsecondary institution.**
- A. Dual Enrollment at the FAMU Tallahassee campus is administered by the Office of the Registrar in the Center for Access and Student Success located at 1735 Althea Gibson Way, Suite 206, Tallahassee, Florida. Application materials and instructions are provided on the Dual Enrollment website.
 - B. Dual enrollment students are not permitted to drop courses after the add/drop period closes on the fourth day of classes except for documented extenuating circumstances approved by both the FAMU University Registrar or designee and the school guidance counselor. If a student is determined to be "not fee liable" for a medical or other course drop after this date, FAMU will reimburse the school district for the standard state university tuition rate per credit hour paid for such student during a fall or spring semester. Early admit students are

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considered degree-seeking students and therefore, must comply with all academic policies outlined in the FAMU University Regulations.

- C. Academic Support. Dual enrollment students will have access to academic support services at FAMU, including academic advising; libraries; student disability resources; and various learning centers that offer writing assistance, tutoring for selected courses, and study skills instruction.
- D. Mature Course Content. While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents may object to for minors. Courses will not be modified to accommodate variations in student age and/or maturity.

10. Exceptions, if any, to the professional rules, guidelines, and expectations state in the faculty or adjunct faculty handbook for the postsecondary institution.

All School Board employees serving as dual enrollment faculty approved to teach college courses under this agreement will annually attend a new faculty or adjunct pre-planning conference conducted by the University. All faculty resources for the university can be found at <http://www.famu.edu/administration/division-of-academic-affairs/faculty-resources.php>.

11. Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members.

- A. The school board will annually assess the demand for dual enrollment and provide that information to the University for assistance in planning classes in the University scheduling system.
- B. FAMU will be responsible for ensuring that the quality of instruction provided dual enrollment students is comparable to that afforded other FAMU students. To this end, the following will apply to dual enrollment courses taught on high school campuses:
 - 1. The course syllabus must be provided to students and filed with the University academic chairperson before the start of each term. Content of the syllabus must meet the same criteria as required for all college courses offered at FAMU.
 - 2. Textbooks, technology, and instructional materials used in dual enrollment courses must be the same or comparable with those used in course taught on the FAMU campus. If not identical, they must be approved by the discipline chairperson at FAMU.
 - 3. For academic disciplines where a departmental exam is used, the final exam will be provided to the school Board's Dual Enrollment faculty by the University in a timely fashion to ensure availability before the scheduled administration dates.
- C. The high school principal, or his/her designee, will recommend qualified high school teachers as instructors for Dual Enrollment courses to be taught during

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- the regular school day or extended school day on high school campuses. To be qualified, faculty selected to teach Dual Enrollment classes must submit a completed New Courtesy Appointment packet with all requested documentation, including official postsecondary transcripts to the FAMU Dual Enrollment Coordinator. The coordinator will review the packet prior to submitting documents to the University's Provost/Division of Academic Affairs.
- D. In the absence of qualified high school teachers, the University may provide adjunct instructors to teach dual enrollment courses on the high school campus, if such arrangements are approved by the University's Provost/Vice President of Academic Affairs. In each case, once an academically qualified instructor is identified he/she must meet all of the requirements established by the School Board before having contact with the students. The process will be coordinated through the School Board by an appropriate member of personnel.
 - E. All instructors, regardless of location must meet the University's faculty credentialing requirements set by the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) *Principles of Accreditation: Foundations for Quality Enhancement, Current Edition* (section 3.7.1) or any other approved accrediting agency.
 - F. Dual Enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.
 - G. As is appropriate for college level study, course materials and class discussions may reflect topics not typically included in secondary courses that some parents may object to for "minors." Courses are not to be modified to accommodate variations in student age or maturity.
 - H. Any course, discipline, college, or system wide learning assessments required by the University in non-dual enrollment sections of a course will also be administered in all dual enrollment sections of the course.
 - I. The University will analyze student performance in dual enrollment course offerings on high school and college campuses to ensure that the level of preparation for future success is comparable with non-dual enrollment college students. Analyses and recommendations will be shared and reviewed with School Board administrators and principals.
 - J. The University and School Board will design strategies for collaborative professional development to improve Dual Enrollment counseling and instructional efficacies, encourage teacher utilization of instructional technologies, address critical needs and issues, and support in-service initiatives.
 - K. If a high school wants to offer fifteen (15) or more credits on their campus, they must submit a request to the University's Provost at least six (6) months in advance to allow sufficient time for approval and notification to SACSCOC. If approved by University officials, the high school and School Board administrators will work with FAMU officials to create and submit a "substantive change" to SACSCOC. Approval must be received from SACSCOC or any other approved

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accrediting agency before the additional courses on the high school campus may be advertised or offered.

12. The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program.

The School Board agrees to permit certain qualified students to participate in University classes under the following terms:

A. The high school student must be in the ninth grade; must have a 3.0 unweighted high school grade point average; must have an appropriate score on the ACT, CPT or SAT; and must maintain a "C" or better in each course in order to remain in the dual credit enrollment program.

B. Students may enroll in courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through Dual Enrollment. The student may apply to the University and upon admission and special permission by the Office of Admissions, may register and pay the required tuition and fees, and textbooks/instructional materials for the summer "B" session.

C. The Dual Enrollment Course—High School Subject Area Equivalency List published by the Florida Department of Education mandates the minimum subject area credit awarded for specific courses taken through Dual Enrollment. Courses not appearing on this list will be awarded high school elective credit with three (3) University credit hours, translating to 0.5 high school credits.

D. The School Board will perform the initial screening and monitor student performance while participating in the Dual Enrollment program. The school's counselors will communicate, as needed, with the University's Dual Enrollment staff in connection with student monitoring (and, if necessary, providing support for) while participating in the Dual Enrollment program.

13. The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.

A. The University will notify the student of earned grades as is regularly done with University students. In addition, an official University document will be forwarded to the appropriate high school indicating earned grades for each participating student provided suitable authorization is submitted to the University for such disclosure.

B. The University shall assign a letter grade to each student enrolled in a dual enrollment course. The letter grade assigned by the University shall then be posted to the high school transcript by the District pursuant to Section 1007.271(20), Florida Statutes.

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- C. If a dual enrollment student earns a "D," "F," or "FF" grade in any course(s) during one (1) semester, he/she will no longer be eligible to participate in Dual enrollment. Payment for courses cannot be made on behalf of the student or by the student's family, etc. while the student is still in school. The student must have graduated and have been admitted as a regular college student to do this.
- D. Students with unsatisfactory progress reports should be counseled by the school guidance counselor immediately upon receipt of the college reports.

14. A funding provision that delineates costs incurred by each entity.

- A. The School Board shall provide the required textbooks and other instructional materials as defined in §1006.28, Florida Statutes, for all approved dual enrollment courses.
- B. The School Board shall report the qualified individuals as being enrolled under the Florida Education Finance Program.
- C. If a University faculty member teaches a dual enrollment course on a high school campus, the high school will be required to cover the cost of that instructor. For online courses taught by a university instructor, the high school will be required to cover the cost of the instructor.
- D. School Board Payment. Pursuant to s. 1007.271(21)(n)1., Florida Statutes, the School Board shall pay the standard state university tuition rate per credit hour from funds provided in the Florida Education Finance Program to the University for dual enrollment student course credits during the fall, spring, or summer term.

15. Any institutional responsibilities for student transportation, if provided.

Dual enrollment students completing courses at a FAMU facility will be responsible for their own transportation arrangements.

16. For students with disabilities, a postsecondary institution eligible to participate in dual enrollment pursuant to s. 1007.271(25) shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at the eligible institution.

- A. Students with disabilities should register with and provide related documentation to the Center for Disability Access and Resources (CeDAR), after which time they will be eligible to receive the appropriate accommodations. For more information about CeDAR, please visit <http://www.famu.edu/index.cfm?cedar>
- B. To be eligible for academic accommodations, students with disabilities who enroll in a course provided at the University must meet the requirements established by the Center for Disability Access and Resources (CeDAR). If a student with a disability enrolls in a dual enrollment course offered at a high

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school facility, the high school will be responsible for determining and providing accommodations.

NOTICE PROVISION

When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of the paragraph. For the present, the parties designated the following as the respective places for giving notice:

To School Board: Mr. Elijah Key
 Superintendent
 Gadsden County Schools
 35 Martin Luther King, Jr. Boulevard
 Quincy, Florida 32351

To University: Dr. Allyson Watson
 Provost
 Division of Academic Affairs
 301 Lee Hall
 Tallahassee, Florida 32307

AUTHORITY PROVISION

Each person signing this Agreement on behalf of either party individually warrants that he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

INDEMNIFICATION PROVISION

Each party agrees to be fully responsible for its own acts of negligence or its agents' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence to the extent permitted by law. Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

**ARTICULATION AGREEMENT
2026-2028
School Board of Gadsden County, Florida
Florida A&M University
NON-DISCRIMINATION PROVISION**

The parties shall not discriminate against any employee or participant in this program because of race, creed, age, religion, color, gender/sex, national origin, marital status, disability, sexual orientation, veteran's status, genetic information, gender identity, gender expression, or any other legally protected group status.

TERMINATION PROVISION

This contract may be terminated by either party upon thirty (30) days written notice to the other party with or without cause.

[NOTHING FOLLOWS ON THIS PAGE.]

**ARTICULATION AGREEMENT
2026-2028
School Board of Gadsden County, Florida
Florida A&M University**

IN WITNESS WHEREOF, the duly authorized officials of the parties executed this agreement as of the last date signed below.

For the School Board

THE SCHOOL BOARD OF GADSDEN COUNTY,
FLORIDA

Elija Key, Superintendent of Schools

Signature: _____

Date: _____

Leroy McMillian, School Board Chairman

Signature: _____

Date: _____

For the University

FLORIDA A&M UNIVERISTY
BOARD OF TRUSTEES, acting for
and on the behalf of FLORIDA A&M UNIVERSITY

Dr. Allyson Watson, Provost and Vice President for
Academic Affairs

Signature: _____

Date: _____

Approved as to form.


FAMU Attorney Date
8/19/26

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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM: Approval of Revised Plant Survey that Excludes Properties Intended for Sale

DIVISION: Facilities/Support Services

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The purpose of this agenda item is to request the Board approves the revision in the District's Plant Survey that removes the following properties from the survey.

Parcel ID	Property Name	Acreage	Land Value	Total Market Value
3-28-2N-5W-0000-00213-000	Greensboro High FFA Property, Telogia Creek Rd, Quincy	20.0	\$44,000	\$44,000
3-12-2N-4W-0000-00111-0300	Old Quincy High School Property	15.88737	\$95,250	\$581,564
4-08-1N-2W-0000-00300-0300	Mine Rd	15.0	\$90,000	\$90,000

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Brenton Hudson/Dr. Sylvia R. Jackson 

POSITION: Facilities Director/Asst. Supt. For Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

FIVE YEAR SURVEY

Recommendation Report

District Name: GADSDEN COUNTY SCHOOL DISTRICT
Survey: Number 5 - Version 5
Facility Name: M D WALKER ADMINISTRATIVE CENTER
Address: 35 EXPERIMENT STATION ROAD, QUINCY

	Existing	Recommended
Capital Outlay Classification	6 - ANCILLARY RECOMMENDED FOR CONTINUED USE	6 - ANCILLARY RECOMMENDED FOR CONTINUED USE
Facility Use	COUNTY ADMINISTRATION	COUNTY ADMINISTRATION
Low Grade	COUNTY ADMINISTRATION	COUNTY ADMINISTRATION
High Grade	COUNTY ADMINISTRATION	COUNTY ADMINISTRATION
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	0	0	0
Reloc. Stations	5	0	5
Mod. Stations	0	0	0
Total Stations	5	0	5
Utilization Factor	0%		0%
School Capacity	0		0
COFTE Student Membership	0		0
Survey Annotation	Per Florida Statute 1013.28 the vacant properties located at Greensboro High FFA (Parcel ID 3-28-2N-5W-0000-00213-000) 20.0 acres, Old Quincy High School (Parcel ID 3-12-2N-4W-0000-00111-0300) 15.88737 acres, and Mine Road (Parcel ID 4-08-1N-2W-0000-00300-0300) 15.0 acres has been determined unnecessary for educational purposes and will be sold. Once the properties are sold a copy of the title/deed transfer will be provided to the department and we will remove the parcels from FISH.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

M D WALKER ADMINISTRATIVE CENTER	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM: Approval of Resolution 2026-05 Sale of Certain Property

DIVISION: Facilities/Support Services

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The purpose of this agenda item is to request a Board resolution that the properties specified below are designated as surplus, no longer necessary for educational purposes, and are therefore, for sale.

Parcel ID	Property Name	Acreage	Land Value	Total Market Value
3-28-2N-5W-0000-00213-000	Greensboro High FFA Property, Telogia Creek Rd, Quincy	20.0	\$44,000	\$44,000
3-12-2N-4W-0000-00111-0300	Old Quincy High School Property	15.88737	\$95,250	\$581,564
4-08-1N-2W-0000-00300-0300	Mine Rd	15.0	\$90,000	\$90,000

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Brenton Hudson/Dr. Sylvia R. Jackson 

POSITION: Facilities Director/Asst. Supt. For Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

RESOLUTION OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA REGARDING
SALE OF CERTAIN PROPERTY

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA has determined that the real properties used and maintained as a) Greensboro High FFA Property, Telogia Creek Rd, Quincy, b) Old Quincy High School Property, and c) Mine Road Property are no longer necessary for educational purposes; and

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA has determined that the above mentioned real properties can be effectively used for the public good; and

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA has determined that the sale of the above mentioned real properties would be in the best interest of the public; and

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA has directed the Director of Facilities to post for sale sign at each of the aforementioned properties;

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA has resolved to advertise the sale of the above mentioned real properties to the general public with asking prices as listed by the Gadsden County Property Appraiser's Office as appraised values; and

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA shall review and consider all offers submitted to the Office of the Director of Facilities and make determinations as to which offers will be accepted by majority vote of the Board;

BE IT THEREFORE RESOLVED, by the SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, that the properties specifically identified below are designated surplus, no longer necessary for educational purposes, and are for sale:

Parcel ID	Property Name	Acreage	Land Value	Total Market Value
3-28-2N-5W-0000-00213-000	Greensboro High FFA Property, Telogia Creek Rd, Quincy	20.0	\$44,000	\$44,000
3-12-2N-4W-0000-00111-0300	Old Quincy High School Property	15.88737	\$95,250	\$581,564
4-08-1N-2W-0000-00300-0300	Mine Rd	15.0	\$90,000	\$90,000

ADOPTED this _____ day of _____, 2026

Attest:

THE SCHOOL BOARD OF
GADSDEN COUNTY, FLORIDA

Superintendent of Schools and Ex Officio
Secretary of the Board

By: _____
Chair

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM: Panhandle Area Educational Consortium Professional Learning
Catalog 2026-2027

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The Panhandle Area Educational Consortium (PAEC) Professional Learning Catalog
2026-2027 has been developed and being presented to our school board for approval.

<https://www.paec.org/wp/instructional/professional-learning-catalog/>

Password (if needed)
pl_catalog_plc_26!

FUND SOURCE: N/A

AMOUNT: 0.00

PREPARED BY: Kysha Washington-Hopkins 


09/09/26

POSITION: Director of Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____



PAEC Professional Learning Center Summary of Updated Components to Professional Learning Catalog 2026-2027

Components Updated to High Quality Format	Page number
Remove 2-412-001 Cultural Awareness	
Updated title - 8-506-003 School of Excellence – removed wording Professional Certificate Renewal Credit (2017-2018 only)	
Replace ESOL Add-On Endorsement	366-478
Remove 4-102-006 Battelle Development Inventory 2 nd Edition Training Module	
Remove 6-100-001 Building Inclusive School	
Remove 2-100-105 Differentiating Reading Instruction	
Remove 4-102-001 Formative Assessment for Differentiating Instruction	
Remove 2-100-017 Inclusive Practices for the Developmentally Appropriate Pre-K Classroom	
Remove 2-415-001 Integrating Standards Aligned Instruction Across the Tiers	
Remove 2-100-003 Interpersonal Interactions and Participation	
Remove 3-100-004 Introduction to Assistive Technology	
Remove 2-100-003 Introduction to Differentiating Instruction	
Remove 7-513-002 Leadership for Inclusion of Students with Disabilities	
Remove 7-400-001 Leading Within an MTSS	
Remove 8-103-107 Paraprofessional Support for Students with Disabilities	
Remove 8-103-108 Secondary Transition Online Course	
Remove 9-420-001 Secondary Transition: Developing and Implementing Effective Programs	
Remove 2-100-021 SIM content Mastery Routine	
Remove 2-100-022 SIM EPD Unit Organizer Routine	
Remove 2-100-016 Teaching Students with Disabilities in the Fine Arts	
Remove 2-100-007 Teaching Students with Disabilities	
Remove 3-100-004 Technology for Student Success – An Introduction	
Remove 3-100-005 Technology for the Diverse Classroom	
Remove 1-100-001 Transition (PDA)	
Insert 2-100-001 Access Points – Alternate Academic Achievement Standards	628
Insert 4-102-006 Child Outcome Summary Process	636
Insert 8-103-001 Components of Secondary Transition	645
Insert 2-100-001 Evaluation and Assessment in Prekindergarten	690
Insert 1-013-502 Language Reading Connection for Deaf/Hard of Hearing	739
Insert 1-105-011 Language Reading Connection for Language Impaired	748
Insert 7-513-002 Leadership to Support Students with Disabilities	753
Insert 5-101-004 Positive Behavior Interventions and Support and the Classroom	778
Insert 1-013-001 Science of Reading: An Introduction	787
Insert 9-420-001 Secondary Planning for Students with Disabilities	793
Insert 2-100-001 Teaching Students with Disabilities in the Content Area	817
Insert 8-420-001 Supportive Environments for Students with Disabilities	808
Insert 2-100-008 Teaching Students with Disabilities in the Special Areas	819



PAEC Professional Learning Center Summary of Updated Components to Professional Learning Catalog 2026-2027

Components Updated to High Quality Format	Page number
Updated and replaced Specific Learner Outcomes for 2-404-001 New Teacher Induction	156-157
Updated Florida Educator Accomplished Practices (FEAPs) to A.2.a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f	481
Updated FEAPs to A.2.a, A.2.b, A.2.c, A.2.d, A.2.e, and A.2.f	486
Updated FEAPs to A.2.a, A.2.b, A.2.c, A.2.d, A.2.e, and A.2.f	489
Updated FEAPs to A.2.a, A.2.b, A.2.c, A.2.d, A.2.e, and A.2.f	494
Updated FEAPs to A.2.a, A.2.b, A.2.c, A.2.d, A.2.e, and A.2.f	497
Updated FEAPs to A.2.e.3, A.2.e.2, A.2.f.1, and A.2.f.3	640
Updated FEAPs to A.2.a, A.2.b, A.2.c, A.2.d, and A.2.e	657
Updated FEAPs to A.2.a, A.2.b, A.2.c, A.2.d, and A.2.e	724
Updated FEAPs to A.2.a, A.2.b, A.2.c, A.2.d, and A.2.e	811
Replaced 6A-5.065 The Florida Educator Accomplished Practices with updated FEAPs effective 8/25/26	845



THE SCHOOL BOARD OF GADSDEN COUNTY

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351

Main: (850) 627-9651 or Fax: (850) 627-2760

www.GadsdenSchools.org

September 2, 2026

On behalf of the School Board of Gadsden County, Florida, we verify approval of the *Panhandle Area Educational Consortium Professional Learning Catalog 2026-2027*.

The *Panhandle Area Educational Consortium Professional Learning Catalog 2026-2027* was presented to our school board and was approved on September 22, 2026.

Date

Superintendent, Gadsden County School Board

School Board Date

Chairman, Gadsden County School Board

School Board Date

Cathy Johnson
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

Steve Scott
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Leroy McMillian
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

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

Stacey Hannigon
DISTRICT NO. 5
QUINCY, FL 32351

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM: **2026-2027 Controlled Open Enrollment Plan**

DIVISION: **K-12 Education**

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

PURPOSE AND SUMMARY OF ITEM: Pursuant to F.S. 1002.31(2)(a) beginning the 2026-2027 school year as part of a school district's or charter school's controlled open enrollment process, and in addition to the existing public school choice programs provided in F.S. 1002.20(6)(a), each district school board or charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school, including charter schools, that has not reached capacity in the district, subject to the maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Cheryl Moody 

POSITION: Family And Community Engagement Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY: 

GADSDEN COUNTY CONTROLLED OPEN ENROLLMENT PLAN 2026–2027

Coordinator:	Cheryl Moody (Family and Community Engagement Coordinator)
Phone / Fax:	Phone: 850-627-9651 ext. 1292 Fax: 850-627-7594
Email / Website:	Email: Moodyc@gcpsmail.com Link: www.gadsdenschools.org

Open Enrollment Policies

“Controlled open enrollment” means a public education delivery system that allows school districts to make student school assignments using parents’ indicated preferential educational choice as a significant factor.

Introduction: Florida Statute 1002.31 states that “...beginning with the 2017-2018 school year, each district school board shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school, including charter schools, that has not reached capacity in the district, subject to the maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution”.

1. Application Process

The School Board shall establish residential attendance zones for each school. All students, unless otherwise provided by School Board rule or authorized by the School Board's order, should attend the school serving the student's residential attendance zone. A student's residence is the residence of his/her parents(s), as defined by Florida Statutes. Any student residing in the School District shall be assigned to a school for attendance by the Superintendent or his designee.

The Gadsden County School District (GCSD) gladly honors school choice from any parent/guardian. Open enrollment options are available for parents to choose a school outside their residential attendance zone school. Gadsden County School District allows parents from any school district in the state, whose child is not subject to a current expulsion or suspension, to enroll his or her child in and transport his or her child to any public school in the district, including charter schools, that have not reached capacity subject to the maximum class size pursuant to Florida Statutes and the Controlled Open Enrollment Plan adopted by the School Board. No student shall be permitted to transfer, enroll, or be admitted to a school when he/she has been expelled or suspended from another school district. This prohibition shall be effective for the period in which the student was expelled or suspended from another district. Such students shall be accorded the same appeals procedure which is available for district students.

Any parent wishing to apply for school choice options should complete the following steps:

- **Step 1: Application** – The parent/guardian will complete the GCSD's Application for Attendance to request permission to attend a school different from the student's zoned school. This form is available on the district's website, at the Parent Resource Center, or at any GCSD school. The form must be completed in its entirety and must have attached any additional justifications/documentation and proof of residency at the time of submission to the school.
- **Step 2: Performance Contract** – The parent/guardian will complete a Controlled Open Enrollment Student Performance Contract which is available on the district's website, at the district office, or at any GCPS school. (See Appendix for Contract terms).
- **Step 3: Submit Within Timeline** – Submit the completed packet to the FACE Office during the designated 45-day open enrollment window. Applications received after the deadline may not be processed for the initial lottery, but may be held for subsequent seat availability checks.

Once the school receives ALL the required items, the request will be reviewed. The parent/guardian will be notified via U.S. Mail within two weeks or as soon as a decision is made. Due to this process, students may not be allowed to enroll in the choice school at the time the Application for Attendance is submitted. Once notification of acceptance has been received, the parent/guardian may enroll the student in the approved school.

Charter school open enrollment processes may provide enrollment preferences consistent with the enrollment preferences permitted under the charter school statute (s. 1002.33(10), F.S.), if such preferences are included in the charter school contract. The charter school shall annually post on its website the application process required to participate in controlled open enrollment. Determination of capacity must be listed on the charter school website and must be consistent with its charter school contract.

GCSD does not operate a home education program. However, the parent/guardian only registers with the school superintendent for the purpose of complying with the state's attendance requirements under s. 1003.21(1). Additionally, the district will help parents to facilitate the registration processes available under approved Virtual Instruction Provider (VIP) contracts as it is required to do under the state's attendance requirements (s. 1003.21(1) F.S.). If a parent or guardian chooses to homeschool their child(ren), the Superintendent shall accept a notice of intent to set up a home school program and shall immediately register the home education program upon receipt of the notice. The notice of intent must come from the parent/guardian and include the full legal name, address and date of birth of all children who shall be enrolled as students in the home education program. If the student chooses to participate in a school district program, additional information or verification from the parent will be required.

The assigned school for an out-of-district student shall be designated based on space available. Such transfers shall be made on a nondiscriminatory basis and shall not result in reducing desegregation in either the school district or in reinforcing the dual school system. The student will be accepted pursuant to the district's controlled open enrollment process described below, and the district will report the student for purposes of the district's funding pursuant to the Florida Education Finance Program (FEFP). Students residing in the district shall not be displaced by a student from another district who is seeking enrollment through the open enrollment provisions.

The Controlled Open Enrollment Process is approved by the School Board and is consistent with School Board Policy 5.23*+. The process includes, but is not limited to, the following:

- **A. Eligibility requirements:** Open to all students in grades K-12 who are not subject to current suspension or expulsion.
- **B. Application process:** Allows parents to notify the district of their desire to participate in Controlled Open Enrollment.
- **C. Timing window:** A designated forty-five (45) daytime period for accepting applications annually.
- **D. School capacity determination:** Evaluated on a grade-level and building basis. Capacity determinations must be updated twice annually (pursuant to SB 166) and identified on the GCSD website.
- **E. Administrative review:** Capacity determinations are made for each district school using built-in facility specifications.
- **F. Capacity disclosures:** Identification of schools that have not reached capacity (available seats listed publicly).
- **G. Class size standards:** Conform with maximum class size standards pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution.
- **H. Sibling policy:** A structured lottery and assignment procedure that promotes placement of siblings within the same school.
- **I. Placement rules:** Provision for a parent to request placement of siblings within the same school.
- **J. Appeal rules:** Establishing an appeals process for hardship cases.
- **K. Transportation:** Direct disclosures regarding the availability of transportation and state funding assistance.
- **L. Notifying parents:** Clear method and timeline for notifying parents of their child's placement for the next school year.

The process for implementation must:

- **A. Adhere to federal desegregation requirements,**
- **B. Maintain socioeconomic, demographic, and racial balance,**
- **C. Allow a student to remain at the chosen school until he/she completes the highest grade level at the school, and**
- **D. Maintain existing academic eligibility criteria for public school choice programs.**

Information about school choice and special programs is provided annually to the community through parent communication links, listservs, school mail-outs, backpack disseminations, individual program promotional materials, open houses at school sites, parent orientation meetings, school visits, and through the district's Family and Community Engagement (FACE) office.

Open enrollment options include school choice for grandfathering, sibling support, over/under capacity schools, school safety, and other parent hardships. Preferential treatment will be given to dependent children of active duty military personnel who has or will be transferred by military orders to an installation within the school district; children who have been relocated due to a foster care placement in a different school zone; children who move due to a court-ordered change in custody from separation or divorce; children who have moved due to the serious illness or death of a custodial parent; students at multiple session schools; and students residing in the district.

In all cases, applications for school choice are available at all public schools, the FACE Office, on the district website, or by mail or fax, as requested. The form provides instructions, information, and contact information for questions and support. Applications are processed by the FACE Office. Applications for magnet and special programs are processed at the individual school level in accordance with each program's admission criteria. Determinations about student eligibility for acceptance into the special program are made based on eligibility of the program. Applications for other choice options are reviewed by the FACE Office and the Superintendent, or his designee, taking into consideration any hardships that may need to be accommodated. The FACE Office then updates the student information system. A notification letter responding to a school choice application is sent to parents as soon as possible, including an appeal process in the case of a denial for reassignment based on hardship at a school that is over capacity. Parents with an approved school choice request are directed to the new school to proceed with student enrollment.

2. Process for Declaring School Preference

Gadsden County School Choice options are available on our website www.gadsdenschools.org. Applications can be downloaded from the web or picked up at any Gadsden County Public School, at the district office, or at the Parent Resource Center. Additional applications may be required by special programs.

Gadsden County School Choice programs include:

- (22) Career and Technical Education (CTE) courses, with over (106) CTE sections offered in GCSD's secondary schools
- District-owned technical college designed to meet secondary and postsecondary students at their diverse skills level (Gadsden Technical College)
- Advanced Placement (AP) course opportunities in mathematics, language arts, science, social studies, music, and art (Gadsden County High School and Crossroad Academy)
- Journalism (Gadsden County High School)
- Gifted Programs (Gadsden Elementary School and District-wide via Exceptional Student Education Department)
- Art and Music Education (all participating traditional public schools)
- Virtual School opportunities via K12/FUEL Virtual; Florida Virtual School (FLVS); PAEC FLVS Virtual Franchise; and through Home Education
- Dual Enrollment Agreements with all local colleges and universities
- Athletic competition programs for all eligible middle and high school students

Per District School Policy 5.20+, (Assignment Within District), a student may be permitted to attend a school other than the school serving the parents' residential area by completing a Request for Out-of-Zone Assignment Form and submitting the form for the approval or disapproval of the Superintendent or Designee. Parents who choose to send their child to a school outside their home residential zone will be responsible for providing transportation.

A student who has been attending, in the year prior to the designation, a public school that has been classified as performance grade category "F" or has earned three (3) consecutive grades of "D" or a student who is assigned to a public school that has been designated as performance grade category "F" or has earned three (3) consecutive grades of "D" may attend a higher performing public school in the district, virtual or home school, or a school in another district as allowed by law. The district will provide transportation to a student impacted by Florida Statutes for Opportunity Scholarship. Designation of schools within the district included in Opportunity Scholarship Options are determined by Florida Department of Education (FDOE).

Family Empowerment Scholarship (FES) Program:

Gadsden shall honor a school choice opportunity for families in accordance with current Florida law under House Bill 1 (HB 1). Following the statewide expansion of educational options, financial eligibility restrictions and prior public school attendance requirements have been eliminated, converting scholarships into Education Savings Accounts (ESAs). A student is eligible for a scholarship based on the following guidelines:

- **Elimination of Income Caps & Public Attendance Rules:** The former 300% federal poverty level income cap (\$77,250 for a family of four) and prior public school attendance requirements (such as the 2018-19 public attendance rule) have been completely eliminated. Any Florida resident eligible to enroll in kindergarten through grade 12 in a public school is eligible to receive an FES Educational Options (FES-EO) scholarship.
- **Education Savings Account (ESA) Model:** FES-EO operates as an Education Savings Account, allowing funds to cover private school tuition and fees, instructional materials, curriculum, and authorized educational services. Average award amounts are approximately \$8,200 (varying by grade and county of residence).
- **State Priority Tiers:** Funding priority is granted first to renewal students and children in foster care or out-of-home care; second to households with income $\leq$ 185% of the federal poverty level; third to households with income between 185% and 400% of the federal poverty level.
- **Parent Application & SFO Process:** Parents apply directly through an approved non-profit Scholarship Funding Organization (SFO) (e.g., Step Up for Students or AAA Scholarship Foundation) at least 60 days prior to the tuition payment due date and select an approved participating private school.

Prior to scholarship funds being awarded, the student must be accepted and enrolled in a participating private school. A private school that is currently eligible to participate in any of the scholarship programs is eligible to participate in the FES. However, parents should contact the schools to inquire as to whether the private school will participate in the program. The student will remain eligible until he/she graduates from high school or turns 21 years of age, whichever first. It is parental responsibility to request the scholarship from an approved Scholarship Funding Organization (SFO) at least 60 days prior to the first payment due date at the school of their choice.

The Hope Scholarship:

Under Florida law, direct Hope Scholarship voucher funding has been integrated into the broader Family Empowerment Scholarship Educational Options (FES-EO) and Florida Tax Credit (FTC) scholarship framework. However, school district safety transfers under Section 1002.40, F.S. and the required distribution of the Hope Scholarship Notification Form remain in full force. Students enrolled in a Florida public school in kindergarten through grade 12 who are subjected to bullying or school incidents retain immediate transfer rights to another public school with available capacity or access to state scholarship stipends if they have been subjected to any of the following:

- a. battery, to include sexual battery
- b. harassment, to include sexual harassment
- c. hazing

- d. bullying
- e. kidnapping
- f. simple battery
- g. robbery
- h. sexual offenses
- i. assault
- j. threat or intimidation
- k. fighting at school

Incidents reported may be investigated at the district level; however, there does not have to be substantiation on the part of the district to offer a transfer to another public school with the capacity or ability for the student to move to an eligible private school on scholarship.

Section 1002.40, Florida Statutes (F.S.), was established and provides the parent of a public-school who was subjected to an incident of bullying or violence (a complete list of incidents is found in section 1002.40(3), F.S., an opportunity to transfer to another public school, or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, “Upon receipt of a report of an incident, the school principal, or his/her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by s.1006.09. Within 24 hours after receipt of the report, the principal or his/her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parents of the program and offer the parent an opportunity to enroll his/her student in another public school that has the capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding.

Pursuant to State Board of Education Rule 6A-6.0951, Florida Administrative Code, the district shall notify the parent by providing the parent with a completed Hope Scholarship Notification Form. The Hope Notification Form was adopted by the State Board of Education in July 2018, and therefore shall not be substantively altered.

Students attending a “persistently dangerous” school, as defined by State law, have the right to transfer to another “safe” school in the district. Students who are victims of a “violent crime” on school property also have the right to transfer to another school. If there is not another “safe” school in the district providing instruction at the student’s grade level(s), the Superintendent or his designee shall contact neighboring counties and request that they permit students to transfer to a school in one (1) of those counties.

3. Process that Encourages Placement of Siblings within the Same School

Students who have siblings enrolled at a school other than their home zone school may apply for reassignment to that same school based on sibling support. GCSD understands the importance of keeping brothers and sisters together and encourages parental involvement. Parents of siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The sibling must be attending the school the same year as the requested reassignment. Students assigned for sibling support may remain at the assigned school until they reach the highest grade level available at that school. On the school choice form, parents identify “sibling support” and provide the name of the sibling who is at the school that the parent wants the student to be reassigned to. Parents choosing this option will be responsible for their own student transportation.

The Superintendent or his designee will develop and revise this plan as necessary, including the administrative procedures necessary to implement these policies. Except for homeless students, foster students and other student safety measures required by Florida Statute, parents who choose these options are required to provide their own student transportation.

4. Open Borders

In 2016, State Lawmakers removed school-district boundaries by allowing parents to enroll children in any public school beginning in 2017-18. School districts must accept most students if the school they want to attend has not reached capacity, according to Florida Statutes. If a school has more applications than openings, the law calls for schools to use a lottery to fill the spots.

5. Lottery Procedure to Determine Student Assignment

GCSD uses a lottery procedure, as necessary, to determine student assignment. Applications for choice schools and special programs are reviewed at the individual school level in accordance with each program's admissions criteria. Students are admitted to the program according to the available capacity in each program. In the case of too many requests for available slots in a special program or choice school, the district reserves the right to hold a lottery to determine admissions. The lottery process is designed to prevent the loss of more than five percent (5%) enrollment at any one school.

For purposes of continuity of educational choice, a student who enrolls or transfers under Controlled Open Enrollment may remain at the Controlled Open Enrollment School until the student completes the highest grade level at the school. After completion of the terminal grade of that school, the student must return to their zoned school or apply for and be granted another lottery selection through Controlled Open Enrollment. Students residing in another county must return to their school district in the absence of another lottery selection entitling them to enroll in another district school.

5a. Waitlist Management and Out-of-Zone Seat Notification

Pursuant to s. 1002.31(3)(l), F.S., the Gadsden County School District maintains a waitlist of students who are denied access due to school or grade-level capacity. This list is organized sequentially based on the initial lottery draw and relevant statutory preference groups (such as military, foster care, and court-ordered custody relocations). When capacity opens up at any point during the school year, families on the waitlist will be systematically notified by the FACE Office in writing (via email or physical mail) and by phone. Parents/guardians are given exactly five (5) business days from the date of initial notification to accept or decline the open slot. If no response is received or if the slot is declined, the space will be offered to the next student on the waitlist, and the non-responsive student's name will be moved to the end of the waitlist or removed upon parental request.

6. Appeals Process for Hardship Cases

Students may be allowed to attend a school other than their residentially zoned home school based on documented economic or medical hardship, or other documented reasons. A reassignment form must be completed, signed by both school administrators, and be submitted to the Parent Resource Center for review.

A hardship is defined as documented economic or medical factors that are beyond the student's and parent's/guardian's control that have a negative impact on the student's educational process, safety, mental health, or physical well-being. Upon receipt of a hardship reassignment request, the Superintendent or his/her designee will afford the parent/guardian of the student an opportunity to present such evidence as may be appropriate. Thereafter, the Superintendent will make his/her recommendations to the Board. The Superintendent or his designee will furnish the parent/guardian of the student with a copy of his/her recommendation to the Board.

If the parent/guardian of the student wishes to appeal the recommendation of the Superintendent, they must submit a detailed statement specifying the basis for the disagreement to the Superintendent within ten (10) working days of receipt of the recommendation. If the Superintendent denies the reassignment appeal, the parent/guardian may appeal the decision to the Board at the next Board meeting. The parent/guardian must file for an appeal through the Board secretary prior to the meeting. The Superintendent will permit the student to remain at the current school until a decision is made by the Board. Parents choosing this option will be responsible for providing their own student transportation.

7. Procedures to Maintain Socioeconomic, Demographic, and Racial Balance

Gadsden County School District provides equal opportunity for school choice to all students in the district regardless of race, ethnicity or socio-economic status. To better ensure that participation in school choice supports socioeconomic, demographic and racial balance, Gadsden County Public Schools annually evaluate participation by race and free and reduced lunch eligibility and make changes accordingly.

8. Homeless Students

Pursuant to District School Board Policy 5111.01, (Homeless Students), any child in Gadsden County whose primary nighttime residence is in a supervised publicly or privately operated shelter for temporary accommodations, or in a public or private place not designated for, or ordinarily used for, continuing human habitation or is currently in foster care shall be entitled to enrollment in the Gadsden County School District at their school of origin, unless it is determined that it is not in the best interest of the child. The District's Homeless Liaison shall work in collaboration with the Department of Children and Families (DCF) to determine the school of origin for foster students. Student transportation to their school of origin will be provided within the school district. If the verified homeless situation is such that the student is crossing district lines, the Gadsden County Transportation Department will coordinate transportation between the district and neighboring districts.

9. Availability of Transportation

Except for homeless students or foster care students, it is the responsibility of the parent/guardian to provide transportation for students who chose to participate in a choice option and are approved to attend a school other than their residentially zone school. Transportation can be arranged by contacting Gadsden County's Transportation Department. Transportation provisions follow s. 1002.31(2) F.S.

9a. Notice of Statutory Transportation Assistance and Stipends

Under s. 1002.31(3)(k) and s. 1002.31(3)(l), F.S., families may be eligible for public travel assistance or travel stipends through state and scholarship-funded options to ensure access to controlled open enrollment schools. Families should review the following available avenues:

- **Family Empowerment Scholarship (FES) Transportation Stipend (s. 1002.394, F.S.):** Eligible households with a student utilizing a public school choice option may apply for a travel stipend of up to \$750 per fiscal year to assist with personal transport costs. Information and application forms for these transportation stipends are available on the district's website choice portal and at the GCSD FACE Office.

10. Parental and Family Engagement

Encouraging and promoting strong parental and family engagement is a priority for every school and department throughout Gadsden County. Throughout the district, there are parent liaisons, community liaisons, instructional specialists, guidance counselors and other staff in positions to strengthen parental engagement. The district does not have specific parental engagement requirements for its public schools, however, individual programs at the schools may require parent participation.

11. Strategy for Establishing an Information Clearinghouse

Gadsden County has a full-time, year-round Family and Community Engagement Office (FACE) that serves as a clearinghouse for information on school choice opportunities for students. GCSD actively integrates state safety and communication portals to support families, including the state-mandated FortifyFL suspicious activity reporting tool for safety-related awareness, and provides direct access to the Florida Department of Education's Parental Rights Portal to ensure transparency in educational choices. In addition, each school disseminates information and promotes their choice options. Information is provided to parents and to the community through parent communication links (Skylert), listservs, school mail-outs, individual program promotional materials, open houses at school sites, school visits, and through the district FACE Office.

12. Athletic and Extracurricular Eligibility

A student participating in Controlled Open Enrollment choice program will be immediately eligible to participate in interscholastic and intra-scholastic extracurricular activities pursuant to s. 1002.31(6), F.S., as amended by Senate Bill 538 (Chapter No. 2026-93, effective July 1, 2026). School districts and member schools are strictly prohibited from delaying eligibility or otherwise preventing an eligible student participating in controlled open enrollment or a choice program from being immediately eligible to participate in interscholastic and intrascholastic athletics. An “eligible student” includes any traditional public school, charter school, home education, virtual school, alternative school, or private school student wishing to participate in extracurricular activities. However, a student may not participate in a sport if the student participated in that same sport at another school during that same school year, unless the student meets one of the following statutory exceptions:

1. Dependent child of active-duty military personnel whose move resulted from military orders.
2. Child who has been relocated due to a foster care placement in a different school zone.
3. Child who moves due to a court-ordered change in custody from separation or divorce, or serious illness or death of a custodial parent.
4. Authorized for good cause in GCSD School Board Policy.

All records of eligible student-athletes must be maintained by the athletic director in accordance with state compliance guidelines, and no school may impose additional athletic participation fees on controlled open enrollment students.



Gadsden County School District
2026–2027 Controlled Open Enrollment
Student Performance Contract

FOR SCHOOL USE ONLY:

Date Received:

Time Received:

Received By:

You have elected to attend a school in Gadsden County School District that is not your zoned school. Gadsden County School District is proud of its tradition of excellence and the academic accomplishments of our students. As such, you will be expected to adhere to certain standards and expectations.

For the 2026–2027 school year, I, _____, will be enrolling at

(Student Name)

_____ in the _____ grade rather than

(School Name) (Grade)

_____.

(Zoned School)

By signing this performance contract, we (student and parent), agree to abide by the following:

- 1) **Grades:** I understand that I must have a passing score in all core academic areas, a minimum of a 2.0 cumulative GPA, and a score indicating proficiency in each area on Florida's Assessment of Student Thinking (FAST) and other state-mandated assessments.
- 2) **Attendance:** I understand that I must not have more than 3 unexcused absences within a 90-day period.
- 3) **Discipline:** I understand that I must not have any repeated discipline referrals or acts of violation of the Student Code of Conduct nor any suspensions or expulsions within the past calendar year.
- 4) **Behavior:** I understand that I must follow all school rules and the Student Code of Conduct; if I violate school policies, I may be returned to my home zoned school.
- 5) **Transportation:** I understand that I am responsible for providing transportation for my student. Transportation difficulties cannot interfere with my child's attendance and/or timely pick-up after school. If transportation issues become a barrier for my child's regular attendance or prompt pick-up, my child may be returned to his/her zoned school.

I understand that if I fail to comply with any one of these statements, my Controlled Open Enrollment approval may be revoked, and I must return immediately to my home zoned school. I also understand that this performance contract is only valid for the current school year.

Student Signature

Date

Parent/Guardian Signature

Date

The student performance contract must be submitted with the Controlled Open Enrollment Application.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

DATE OF THE SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM: District Comprehensive Evidence-Based Reading Plan

DIVISION: Academic Services

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

Attached is a copy of revisions to the approved Reading Plan. These revisions ensure that the plan reflects current guidance, addresses identified areas of need and supports improved literacy outcomes for all students.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Allysun Davis

AD

POSITION: Director of K-12 Education

Le

INSTRUCTIONS TO BE COMPLETED BY PREPARER

__1__ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 62

CHAIRMAN'S SIGNATURE: page(s) numbered

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Lisa Robinson	robinsonl@gcpsmail.com	(850) 627-9651 ext.1319
Data Element	Caroline McKinnon	mckinnonc@gcpsmail.com	(850) 627-9651 ext.1603
Third Grade Promotion	Allysun Davis	davisa@gcpsmail.com	(850) 627-9651 ext. 1278
Multi-Tiered System of Supports	Kessandra Brown	brownk@gcpsmail.com	(850) 627-9651 ext.1240
Secondary Reading Contact	Allysun Davis	davisa@gcpsmail.com	(850) 627-9651 ext.1278

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	\$62,153	1
Intervention teachers	\$47,000	
Scientifically researched and evidence-based supplemental instructional materials	\$12,000	
Third grade summer reading camps	\$100,000	
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$62,153	1
Intervention teachers	\$47,000	
Scientifically researched and evidence-based supplemental instructional materials	\$12,000	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$8,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$12,000	
Tutoring programs to accelerate literacy learning	\$8,000	
Family engagement activities	\$8,073	
Other – Please Describe. Add additional rows as needed.		
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share in accordance with Section(s) 1002.33.&(a)2.a., s. 1003.4201. Florida Statutes (F.S. Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.	\$35,844	
Estimated Sum of Expenditures	\$414,223	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	22%	10%	24%	55%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

An analysis of the May 2026 STAR Early Literacy Assessment results for Gadsden County's Pre-K students reveals a clear need for intensified early literacy support: 22% of students scored at Level 1, 55% at Level 2, with only 24% achieving Levels 3 through 5. These results indicate that 76% of Pre-K students are performing below proficiency, underscoring the urgency of targeted, data-informed instructional strategies to ensure students are kindergarten ready.

To address these performance trends, Gadsden County Schools will strengthen literacy outcomes through a multi-faceted plan grounded in ongoing assessment, research-based instruction, and individualized support:

1. Data-Driven Instruction and Assessment

The Gadsden County Schools Head Start/Pre-K Program administers the Benchmark Comprehensive Assessment (paper-based) and the VPK F.A.S.T. (computer-based) three times annually. These assessments provide critical insight into each child's progress in foundational literacy domains such as phonological and phonemic awareness. Teachers use this data to closely monitor growth and identify students in need of intervention.

2. High-Quality Curriculum Implementation

Teachers implement the Ready to Advance curriculum by Benchmark Education Company, which emphasizes intentional, research-based strategies for early literacy development. This includes explicit instruction in key areas such as rhyming, segmenting, blending, and sound manipulation—skills vital for decoding and early reading. The curriculum also supports vocabulary acquisition, oral language development, and print awareness, all of which scaffold comprehension.

3. Multimodal and Inclusive Learning Strategies

The curriculum integrates American Sign Language (ASL) to support auditory discrimination and phonological processing through visual and kinesthetic reinforcement. This approach is especially beneficial for dual language learners and students with diverse communication needs, ensuring equitable access to literacy instruction.

4. Differentiated and Individualized Support

Literacy instruction is delivered through whole-group lessons, targeted small-group instruction, and one-on-one interventions. This tiered approach allows teachers to meet students at their level of need, with a focus on accelerating progress for the 76% of students currently performing below proficiency.

5. Alignment with Florida Early Learning Standards

Instructional planning is grounded in the Florida Early Learning and Developmental Standards, which emphasize oral language, emergent reading, and print concepts. These standards provide a comprehensive foundation to prepare every child for the expectations of kindergarten literacy.

By combining data-driven decision making, evidence-based curriculum, inclusive practices, and continuous progress monitoring, Gadsden County Schools is committed to significantly improving early literacy outcomes for all VPK students.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	0%	0%	100%	100%
1	23%	15%	58%	65%
2	35%	25%	40%	50%
3	27%	20%	43%	50%
4	28%	20%	42%	50%
5	31%	25%	35%	40%
6	26%	22%	41%	46%
7	30%	20%	40%	55%
8	23%	18%	39%	45%
9	25%	20%	39%	43%
10	27%	20%	44%	50%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\)](#), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	STAR Reading K-5 (3 times per yr.) STAR Math (3 times yr.) STAR Renaissance (4 times per yr.) Edmentum (3 times per yr.)	STAR Reading K-5 (3 times per yr.) STAR Math (3 times per yr.) STAR Renaissance (4 times per yr.) Edmentum (3 times per yr.)
Actions for continuous support and improvement	Strengthen Academic Performance Review Team Expand Early Intervention Services Provide Targeted Professional Development	Establish Instructional Review and Accountability Teams Build Outcome Focused Plans to Accelerate Learning Provide Targeted Professional Development
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST Reading & Math (3 times per yr.) STAR Renaissance (4 times per yr.) Edmentum (3 times per yr.)	FAST Reading & Math (3 times per yr.) STAR Renaissance (4 times per yr.) Edmentum (3 times per yr.)
Actions for continuous support and improvement	Data Review Teams	- Data Review Teams - Action Plans for Academic Improvement

	• Action Plans for Academic Improvement • Targeted Professional Development	• Targeted Professional Development
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST (3 times per yr.) STAR Renaissance - (4 times per yr.)	FAST (3 times per yr.) STAR Renaissance - (4 times per yr.)
Actions for continuous support and improvement	• Data Review Teams • Action Plans for Academic Improvement • Targeted Professional Development	• Data Review Teams • Action Plans for Academic Improvement • Targeted Professional Development

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based on the district's Comprehensive Evidence-Based Reading Plan (CERP) Reflection Tool and an analysis of student performance data, we reaffirmed the effectiveness of our current literacy framework while identifying opportunities to strengthen implementation and increase student outcomes. Our review reinforced the need to maintain a strong emphasis on early intervention, data-informed instructional decision-making, and consistent delivery of evidence-based literacy practices across all schools.

To improve literacy achievement, the district will continue to refine and strengthen the following priorities:

- Provide sustained, job-embedded professional learning that equips teachers with research-based instructional practices grounded in the science of reading.
- Expand learning opportunities beyond the instructional day to provide targeted support for students who require additional instruction in foundational literacy skills.
- Utilize multiple sources of assessment data to inform instruction, monitor student progress, and provide timely, differentiated interventions for students who are not meeting grade-level expectations.
- Strengthen early learning opportunities that build foundational language and literacy skills prior to students entering kindergarten.
- Continue implementing the University of Florida Literacy Institute (UFLI) framework with fidelity to ensure consistent, high-quality foundational reading instruction.

The district remains committed to providing rigorous Tier I reading and writing instruction aligned to the adopted core curriculum and delivered with fidelity. Through continuous monitoring, targeted professional learning, and strategic intervention, we will strengthen literacy outcomes and ensure all students have equitable access to the instruction and support necessary to become successful readers and writers.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

Principals serve as instructional leaders by ensuring the district's Comprehensive Evidence-Based Reading Plan (CERP) is implemented consistently and with fidelity across their schools. At the beginning of the school year and throughout the year, principals communicate the expectations of the reading plan to instructional staff and work collaboratively with instructional coaches and district personnel to provide ongoing support, resources, and professional learning.

To monitor implementation, principals conduct daily, unannounced reading walkthroughs at various times throughout the instructional day. These frequent observations allow administrators to monitor the fidelity of reading instruction, student engagement, implementation of evidence-based instructional practices, and alignment to the district's adopted literacy curriculum and instructional expectations. Timely, actionable feedback is provided to teachers to reinforce effective practices and support continuous instructional improvement.

In addition to classroom walkthroughs, principals use Professional Learning Communities (PLCs), collaborative planning sessions, and professional learning opportunities to facilitate reflective conversations with teachers regarding instructional practices and student achievement data. These discussions are used to identify strengths, address instructional needs, and develop targeted action steps that strengthen literacy instruction and improve student outcomes.

Principals also recognize and celebrate instructional successes and student growth throughout the school year. Acknowledging effective practices and academic progress helps foster a culture of continuous improvement, collaboration, and shared accountability for increasing literacy achievement across the school.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Principals monitor the collection, analysis, and utilization of assessment data to ensure instructional decisions are responsive to student needs and aligned with the district's Comprehensive Evidence-Based Reading Plan (CERP). Through the systematic use of multiple assessment measures, including screening, diagnostic, formative, summative, and progress monitoring data, principals ensure that student performance is continuously monitored and instructional adjustments are made in a timely manner.

Working collaboratively with instructional coaches, interventionists, and classroom teachers, principals establish consistent processes for reviewing student data during data chats, Professional Learning Communities (PLCs), collaborative planning sessions, and individual teacher conferences. These collaborative discussions focus on identifying instructional trends, analyzing student strengths and areas of need, monitoring progress toward grade-level expectations, and determining appropriate instructional responses.

Principals ensure that assessment data is used to guide differentiated Tier I instruction, identify students requiring additional intervention, and evaluate the effectiveness of supplemental supports. Teachers are expected to use progress monitoring data to adjust instruction, establish measurable student goals, and monitor the impact of interventions over time. Principals routinely review this

information to verify that interventions are implemented with fidelity and that instructional decisions remain data-driven and responsive to student growth.

In addition, principals monitor the timely administration of assessments, the accuracy of data collection, and the implementation of intervention plans to ensure students receive appropriate levels of support. Ongoing analysis of student performance data also informs schoolwide instructional planning, professional learning priorities, and resource allocation.

By fostering a culture of continuous improvement and shared accountability, principals ensure that assessment data serves as the foundation for instructional planning, targeted intervention, and improved literacy outcomes for every student.

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

2. If no, please describe the evidence-based coach model the district is using.

N/A

3. How is the district's literacy coach model communicated to principals?

Principals receive a presentation on the role of the district literacy specialists and the appropriate work they can do while supporting the school. The literacy specialists meet with each principal to discuss the school's needs, review the requirements for their role, and determine the scope of work that will be most impactful at the school. The coaching model will be reviewed with all school-based literacy coaches at the monthly coaches' cadre meetings throughout the year. Coaches will be encouraged to create an agreement with the principal that outlines their duties in alignment with the coaching model.

4. How does the district support literacy coaches throughout the school year?

Literacy coaches will attend monthly professional learning sessions to support their coaching practices and expand their content expertise sponsored by the Panhandle Area Educational Consortium (PAEC). Resources are also provided on a shared Google Drive.

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

District specialists will facilitate monthly meetings at school sites to allow for classroom observation, modeling of common planning practices, data analysis, and more consistent collaboration among participants. District specialists will work with individual coaches and principals to determine plans for individualized support as needed.

6. How does the district monitor implementation of the literacy coach model?

Coaching cycles completed by district specialists will be maintained in a digital coaching log that is accessible to district leadership and shared with the school's principal on Google Drive. School-based coaches document their coaching cycles for the principal.

7. How does the district measure the effectiveness of literacy coaches?

Literacy coaches are expected to demonstrate a direct impact on student outcomes, especially in reading proficiency, through measurable gains on:

- Florida Assessment of Student Thinking (FAST) PM1–PM3 scores
- Progress monitoring data (Edmentum, Achieve3000, district benchmarks)

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, $6 + 4 + T1 + T2 + T3$, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

The district's strategic plan is intentionally aligned with Florida's Formula for Reading Success by ensuring that all students, including students with disabilities and English language learners (ELLs), have equitable access to high quality, evidence-based literacy instruction and the supports necessary to achieve grade level reading proficiency. The district's literacy framework reflects the essential components of skilled reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension, and promotes the consistent implementation of research based instructional practices across all schools.

The district prioritizes strong Tier I instruction grounded in the science of reading and aligned with the adopted core curriculum. Explicit, systematic instruction in foundational reading skills is provided beginning in the early grades to establish a solid literacy foundation for all students. Instruction is differentiated to address the diverse learning needs of students, with appropriate scaffolds, accommodations, and specialized supports provided for students with disabilities and English language learners.

To strengthen instructional capacity, the district provides ongoing professional learning focused on evidence-based literacy practices, differentiated instruction, language development, and the effective use of instructional resources. Teachers are supported in implementing strategies that accelerate literacy growth while fostering meaningful access to grade level content for all learners.

The district also utilizes a Multi-Tiered System of Supports (MTSS) to identify students who require additional assistance and to provide timely, targeted interventions based on multiple sources of assessment and progress monitoring data. Student performance is routinely analyzed to guide instructional decisions, monitor intervention effectiveness, and ensure that supports are adjusted to meet individual student needs.

Collaboration among general education teachers, exceptional student education (ESE) teachers, ESOL specialists, instructional coaches, and school leaders is an essential component of the district's literacy framework. This collaborative approach ensures that instructional planning, intervention, and progress monitoring are coordinated to maximize student success.

By aligning its strategic priorities with Florida's Formula for Reading Success, the district remains committed to creating an inclusive, equitable, and data-driven literacy system that provides every student with the opportunity to become a successful, confident reader.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

The district's Pre-K program, which includes Voluntary Prekindergarten (VPK), ESE Pre-K, and traditional Pre-K classes, is designed to foster the foundational skills necessary for all children to become proficient readers and successful students. This program is built upon high literacy standards, rigorous accountability, an age-appropriate curriculum, ample instructional time, manageable class sizes, and highly qualified educators.

To ensure early literacy development, the district's Pre-K programs conduct comprehensive assessments three times a year, utilizing the Benchmark Comprehensive Assessment and VPK F.A.S.T. tools. These

assessments enable teachers to monitor student progress in critical areas such as phonological and phonemic awareness—essential building blocks for later reading proficiency.

Aligned with the Florida Early Learning Standards, the program ensures that all students are adequately prepared for Kindergarten. The curriculum used across all Pre-K classes is Benchmark's *Ready to Advance*, which emphasizes literacy development. Instruction is delivered through a balanced approach that includes whole-group instruction, small-group sessions, and one-on-one interventions, tailored to meet the diverse needs of students. The curriculum also integrates American Sign Language (ASL) instruction, supporting diverse learners and enriching their language acquisition.

By aligning the program with both state standards and evidence-based instructional practices, the district ensures that all students, including those in VPK, ESE Pre-K, and traditional Pre-K, receive the high-quality education and support needed for a strong start in their academic journey.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

The district employs research-based instructional programs, including *Benchmark Ready to Advance*, which incorporates explicit phonics instruction and systematically supports the development of phonological and phonemic awareness. The curriculum is designed with built-in flexibility, enabling educators to provide targeted practice and reinforcement based on student needs.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

The district implements a series of targeted interventions to support the development of foundational literacy skills. These interventions are designed to address specific areas of concern, such as phonological awareness, letter recognition, phonemic awareness, and early vocabulary development.

Upon identification of students at risk, teachers collaborate with instructional coaches and support staff to develop personalized intervention plans. These plans include a variety of evidence-based strategies tailored to the individual needs of each student. Key interventions include:

1. **Small-Group Instruction:** Students identified with substantial deficiencies are provided with small-group instruction that focuses on targeted skills. These groups allow for more individualized attention and increased opportunities for practice in areas such as letter-sound correspondence, blending, and segmenting words.
2. **One-on-One Intervention:** In addition to small-group instruction, students may receive one-on-one intervention, where teachers can provide highly focused support in areas of early literacy where the student is most challenged. This individualized support helps reinforce key skills and promotes greater retention.

3. **Progress Monitoring and Data-Driven Adjustments:** Regular progress monitoring is conducted to assess the effectiveness of interventions. This includes ongoing assessments through the Benchmark Comprehensive Assessment and VPK F.A.S.T., enabling teachers to adjust instruction and interventions based on the student's progress. Data from these assessments inform targeted instructional decisions and the timely modification of intervention plans.
4. **Collaborative Support:** Teachers work closely with instructional coaches, reading specialists, and other support staff to ensure the interventions are implemented effectively. Collaboration among educators also includes sharing strategies and resources to maximize student success.
5. **Parental Involvement:** The district actively involves parents by providing them with resources and strategies to support early literacy development at home. Regular communication between home and school helps ensure that interventions are reinforced and that families are partners in their child's literacy journey.

These interventions are designed to address substantial deficiencies in early literacy skills and provide students with the necessary tools to close gaps and achieve Kindergarten readiness. By employing a comprehensive, multi-tiered approach, the district ensures that VPK students identified with early literacy challenges receive the focused support they need to succeed.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Edmentum	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test

- administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

The district utilizes a structured and data-driven process to identify students in grades K-3 who require Tier 2 and Tier 3 interventions, aligned with our Multi-Tiered System of Supports (MTSS). This process ensures that students who are struggling with early literacy skills receive timely and targeted support to address their individual learning needs.

1. **Universal Screening:** At the beginning of each school year, all students in grades K-3 undergo universal screening assessments to identify those who may be at risk for reading difficulties. These screenings assess key literacy skills such as phonemic awareness, letter recognition, and early reading fluency.
2. **Ongoing Progress Monitoring:** Students who show signs of difficulty are monitored regularly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.
3. **Data Review and Team Collaboration:** When a student demonstrates a consistent lack of progress or falls below grade-level benchmarks, a collaborative team, composed of classroom teachers, reading specialists, and instructional coaches, reviews the data to determine the student's need for additional support. This includes analyzing assessment results, classroom performance, and other relevant data points.
4. **Tiered Intervention Placement:** Based on the data, students who require more intensive support are placed into Tier 2 or Tier 3 interventions. Tier 2 interventions typically involve small group instruction focused on targeted skill development, while Tier 3 interventions are more individualized, providing one-on-one support tailored to address specific deficits in literacy skills.
5. **Parent Involvement and Communication:** Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.
6. **Review and Adjustment:** The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to

instruction.

Through this systematic approach, the district ensures that students in grades K-3 who need additional support in literacy are identified early and receive appropriate interventions to help them succeed.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The district's process for identifying students in grades 4-5 in need of Tier 2 and Tier 3 interventions follows a structured, data-driven approach that ensures timely and targeted support for struggling readers. Utilizing a Multi-Tiered System of Supports (MTSS), the district identifies students who are at risk for reading difficulties and provides interventions tailored to meet their specific needs. This approach is grounded in universal screening, ongoing progress monitoring, and collaborative decision-making by educators to ensure that students receive the appropriate level of support based on their individual literacy profiles.

Steps for Identifying Students:

1. **Universal Screening:** All students in grades 4-5 are screened using diagnostic tools such as STAR Renaissance, Edmentum, and formative assessments to identify students at risk for reading difficulties.
2. **Data Review and Analysis:** Teachers review and analyze data from these screening and diagnostic assessments to pinpoint specific areas of deficiencies in literacy skills.
3. **Tier Placement Determination:** Based on the data, teachers collaborate to determine the appropriate tier of intervention (Tier 2 or Tier 3). Intervention plans include specific academic goals, instructional strategies, and detailed progress monitoring.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

The district utilizes data from universal screening tools, including Star Early Literacy and Star Reading, to identify students in grades K-3 who exhibit characteristics commonly associated with dyslexia. Students who score within the Urgent Intervention District Benchmark category, indicating performance below the 10th percentile rank (PR), are flagged for further assessment. These students are then referred for additional, more targeted screening to determine the presence of dyslexia characteristics and to guide the development of appropriate Tier 3 interventions.

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

The district provides additional screening for students exhibiting characteristics of dyslexia through the use of adaptive, computer-based programs such as Amira. This evidence-based tool is designed to assess students' reading skills and identify potential dyslexia indicators. Following the administration of the screening tool, teachers and administrators will carefully analyze the results to determine if further, more specialized screening is required to confirm dyslexia characteristics. This process ensures that students receive the necessary support and interventions in a timely manner.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The district has established several procedures to identify and address areas for improvement in the effectiveness of Tier 1 instruction:

1. Professional Development:

- All teachers receive professional development focused on systematic and explicit instruction in the six components of reading to enhance instructional practices and ensure alignment with evidence-based strategies.
- Teachers are provided ongoing training on the implementation of the Houghton Mifflin Harcourt Core Reading Program, ensuring fidelity to the curriculum and maximizing its impact on student learning.
- Professional development is also provided on the B.E.S.T. standards in reading, equipping teachers with the necessary knowledge and skills to effectively integrate these standards into daily instruction.

2. Monitoring Instructional Practices:

- Lesson Plan Reviews: The district ensures that Tier 1 instruction is consistently delivered using the core reading program by regularly reviewing and monitoring lesson plans.
- FCRR Literacy Walkthroughs: Literacy walkthroughs, guided by the Florida Center for Reading Research (FCRR), are conducted to observe instructional practices in action and provide real-time feedback to teachers.

3. Coaching and Support:

- District and School Based Reading Coaches provide ongoing coaching to teachers, following the structured steps outlined in the FCRR Reading Coach Endorsement program. This targeted support helps teachers refine their instructional techniques and address challenges in real time.

These procedures work together to ensure that Tier 1 instruction is continuously improved, providing all students with a strong foundation in reading.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 interventions are targeted interventions designed for students who require additional support beyond the core curriculum. The effectiveness of Tier 2 instruction is monitored through:

1. **Progress Monitoring:** Students receiving Tier 2 support are regularly monitored using progress monitoring tools such as Edmentum (Exact Path) and Benchmark assessments. These tools track students' growth and help ensure that interventions are addressing their specific needs.
2. **Small-Group Assessments:** Teachers conduct periodic assessments within small-group settings to evaluate student progress in targeted areas of literacy. These assessments allow for real-time data collection and adjustment of strategies.
3. **Data Analysis:** Teachers and instructional coaches analyze progress data regularly (Exact Path, STAR, District Assessments). If students are not making adequate progress, the intervention strategies are adjusted, and additional support may be provided.
4. **Parent Communication:** Teachers also maintain communication with parents to share progress and suggest strategies for reinforcing skills at home. Feedback from parents helps guide the decision-making process for instructional adjustments.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 interventions are the most intensive and individualized support provided to students who demonstrate significant reading difficulties. Monitoring the effectiveness of Tier 3 instruction involves:

1. **Frequent Progress Monitoring:** Students in Tier 3 receive more frequent and detailed progress monitoring through tools such as FAST ELA, Edmentum, and teacher observations. Progress is tracked weekly or bi-weekly to ensure that students are making measurable gains in targeted literacy skills.
2. **Individualized Data Review:** Data from formal assessments, including FAST and Edmentum, is reviewed by teachers, reading specialists, and administrators. These reviews help identify if students are meeting their intervention goals and if further adjustments are necessary.
3. **Tier 3 Fidelity Checks:** Instructional coaches and reading specialists conduct regular fidelity checks to ensure that Tier 3 interventions are being implemented as designed. These checks ensure that the interventions are aligned with evidence based practices.
4. **Adjustment of Instruction:** If students are not making sufficient progress, Tier 3 instruction is adjusted, either by modifying the intervention strategies or by increasing the intensity of support. This may include increasing the frequency of sessions, extending the duration of interventions, or utilizing alternative instructional methods.

5. **Collaboration with Families and Specialists:** Teachers, reading coaches, and specialists work closely with families to ensure that students receive support both at school and at home. In addition, students with IEPs or other specialized needs receive accommodations as outlined in their plans.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

- **FAST/STAR Assessment Results:** FAST/STAR Assessment Results: At least 80% of students should demonstrate performance at or above Level 3 on the FAST and STAR assessments, as indicated by the PM3 (Prior Year) and PM1 (Current Year) results.
- **Edmentum Diagnostic Assessment Results:** Data will be used to identify students in need of additional supports in Reading.

These criteria ensure that Tier 1 instruction is effectively supporting the majority of students, with a focus on achieving consistent growth in foundational literacy skills.

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

- **FAST/STAR Assessment Results:** At least 80% of students should demonstrate performance at or above Level 3 on the FAST and STAR assessments, as indicated by the PM3 (Prior Year) and PM1 (Current Year) results.

These criteria ensure that Tier 1 instruction is effectively supporting the majority of students, with a focus on achieving consistent growth in foundational literacy skills.

If fewer than 80% of students meet the identified performance criteria, the district and school leadership teams will conduct a data driven review to determine the factors contributing to the performance gap. Based on the findings, schools will implement targeted adjustments to Tier 1 instruction, which may include strengthening explicit and systematic instruction, adjusting instructional pacing and grouping, increasing opportunities for differentiated instruction and progress monitoring, and ensuring consistent implementation of the adopted core curriculum and evidence based literacy practices.

The district will provide targeted professional learning, coaching, modeling, and technical assistance based on identified instructional needs. Curriculum and instructional resources will also be reviewed to ensure alignment with Florida's B.E.S.T. Standards, the Science of Reading, and identified student needs. School leaders will monitor implementation through classroom walkthroughs, PLCs, student work analysis, and ongoing assessment data.

Students who do not demonstrate adequate progress through Tier 1 instruction will be identified for additional support through the school's problem solving and MTSS processes. Progress will be monitored regularly, and instructional adjustments will be made based on student response to intervention.

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
HMH Into Reading	2022

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Universal Screener Scores Below Benchmark

- FAST Progress Monitoring (PM1, PM2, PM3): Students performing at Level 1 or Level 2 are identified as below grade level expectations

Star Early Literacy/Star Reading: Students performing in the following Levels will be considered below benchmark:

- On Watch (25th–39th percentile)
- Intervention (10th–24th percentile)
- Urgent Intervention ($\leq$ 9th percentile)
- Edmentum Diagnostic: Students scoring one or more grade levels below (red or yellow placement).
- HMH Into Reading Assessments: Students scoring below 70% on benchmark/unit assessments.

Lack of Adequate Progress Over Time

- The following assessments will be used as progress monitoring instruments: STAR, Edmentum Growth Checks & HMH Weekly/Module Assessments.

STAR Early Literacy / STAR Reading

- Renaissance provides a Student Growth Percentile (SGP) and Typical Growth target.

Adequate Growth is defined as:

- Meeting or exceeding 50% of the Typical Growth target between administrations, OR
- Achieving a Student Percentile Growth (SGP) greater than or equal to 35 pts.

Students who do not meet 50% of their Typical Growth target or with an SGP below 35 across two consecutive administrations will be considered as not demonstrating adequate growth.

Edmentum Diagnostic

- Edmentum tracks student progress through real time dashboards and automated reports that monitor pacing, subject mastery and usage. The system utilizes built in supports that identify gaps in learning and customizes coursework to support academic growth. Data is used to identify learning gaps and to measure proficiency across standards.
- **HMH Into Reading**
- Growth will be defined through unit/module assessments or weekly skill checks by requiring consistent performance gains across two consecutive assessments as students score at or above 70% on each assessment.

Students who do not demonstrate maintenance or upward trajectory (remaining below 70% proficiency across two or more consecutive unit assessments) will be considered as not demonstrating adequate growth.

FAST Progress Monitoring

Adequate growth is determined if:

- Students scale scores increase at least one Level from Level 1 to Level 2, Level 2 to Level 3 or students maintain Levels 3, 4 or 5.

Students who fail to demonstrate expected growth toward grade level benchmark.

Students demonstrating less than 50% of typical growth on STAR or Edmentum across two consecutive administrations, or students remaining at Levels or 2 on FAST without adequate scale score growth.

FAST: Students who remain at Level 1 or Level 2 across multiple administrations or fail to demonstrate scale score growth aligned to state established expectations will not meet adequate growth expectations.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Tier 2 interventions are designed to provide targeted, small-group instruction for students who are not making adequate progress toward grade level expectations, despite access to high quality Tier 1 instruction.

The following performance criteria will be used to determine eligibility for Tier 2 support at the beginning of the school year and throughout the academic year:

Initial Identification (Beginning-of-Year Data):

Students will be considered for Tier 2 interventions if their performance meets any of the following criteria during the initial assessment window:

- Florida Assessment of Student Thinking (FAST) Assessment overall performance level of 2 or below, or
- Previous Year's PM3 Data: Students scoring below Level 3 on the prior year's PM3 FAST assessment, or
- Edmentum or STAR Diagnostic: Students performing below the 50th percentile (STAR) or achieving less than 70% of expected growth (Edmentum), or
- HMM Unit or Module Assessments: Students scoring below 70% on two or more consecutive unit/module assessments, or
- Classroom Based Measures: Teacher collected running records, fluency checks, or curriculum based measures indicating performance below grade level benchmarks

These measures suggest that the student is performing below grade level expectations and may benefit from additional instructional support beyond Tier 1.

Number of times per week interventions are provided: 3 times per week

Number of minutes per intervention session: 20 min.

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
FCRR Student Center Activities- Supplemental Materials		FCRR Student Center Activities do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> . Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — <i>Minimal evidence</i> . These recommendations were built into the program by embedding

		academically grounded language development and vocabulary-building tasks into the Student Center Activities. Each activity includes targeted vocabulary practice—students encounter, discuss, and use new words within structured contexts. Inferential and narrative language skills are practiced through prompts that ask students to describe, predict, or explain story elements, often utilizing visuals and sentence frames included in the materials. Activities provide repeated exposure and scaffolded support with teacher modeling followed by independent practice. The district will support and monitor implementation of this program by establishing implementation teams, including reading specialists and coaches, who will observe classrooms using the SCAs and provide feedback on fidelity and student engagement; using student language and vocabulary assessments at key intervals to track growth in academic language proficiency and inform grouping for differentiated instruction; and providing professional learning opportunities, including launch workshops that walk educators through the design and purpose of the SCAs with a focus on implementing academic and inferential language components, ongoing professional learning communities where teachers reflect on implementation and student outcomes, and instructional coaching cycles to model practices, co-teach, and provide tailored feedback.
AMIRA Learning – Teacher Led Small Group	Promising Evidence	
Edmentum	Moderate	
Unique Learning System (ULS)		Unique Learning System (ULS) does not currently meet the standard Tiers of evidence (Strong, Moderate, or Promising) required for ESSA; however, many of the explicit reading strategies and components embedded within ULS (such as phonics, structural text analysis, and interactive read alouds) do align with the recommendations from the WWC practice guides for reading, comprehension, intervention and explicit instruction.

		The district will utilize the evidence based instructional practices embedded within ULS, including: • Explicit and systematic instruction in foundational reading skills, including phonics and word analysis. These practices align with WWC recommendations emphasizing systematic instruction in sound letter relationships and decoding skills for students who experience difficulty with reading. • Structural analysis and word study, which provide students with opportunities to analyze meaningful word parts and apply word analysis strategies when reading unfamiliar words. These practices support WWC recommendations related to developing students' ability to decode and analyze words. • Interactive and explicit read alouds, including opportunities for teacher modeling, questioning, discussion, and guided responses. These practices align with WWC recommendations that emphasize explicit instruction and purposeful discussion to support reading comprehension. • Vocabulary and comprehension instruction, including opportunities for students to learn and apply academic vocabulary, respond to text dependent questions, and demonstrate understanding of text. These practices are consistent with WWC recommendations for improving reading comprehension through explicit vocabulary and comprehension instruction. The evidence based recommendations are integrated into the ULS program design through structured lessons, explicit teacher modeling, guided practice, repeated opportunities for student application, visual supports, differentiated activities, and ongoing
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		opportunities to assess student understanding. These components allow teachers to provide explicit instruction while adjusting support based on individual student needs. The district will support implementation of ULS through initial and ongoing professional learning, technical assistance, instructional coaching, and collaboration with school based teams. Professional learning will focus on effective use of ULS materials, explicit literacy instruction, differentiation, appropriate scaffolding, progress monitoring, and alignment of ULS lessons with students' identified instructional needs. School administrators and instructional support personnel will monitor implementation through classroom walkthroughs, lesson plan reviews, observation of intervention groups, review of student work, and analysis of student progress monitoring data. Schools will also use PLC and MTSS meetings to review student response to intervention and determine whether instructional adjustments or additional supports are needed. To ensure fidelity, teachers implementing ULS interventions will receive training on the intended instructional routines and evidence based practices within the program. District and school instructional leaders will provide ongoing feedback and coaching to ensure that interventions are delivered consistently, with appropriate intensity, frequency, and duration, and that instruction remains responsive to student data. Student progress will be monitored monthly. Data will be reviewed by school based MTSS teams to determine whether students are demonstrating adequate response to intervention. When students do not demonstrate sufficient progress, the team will consider adjustments to instructional delivery, intervention intensity, or additional evidence based supports.
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HMH Into Reading Intervention		HMH Reading Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade — Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal evidence), Develop awareness of the segments of sounds in speech and how they link to letters (Strong evidence), Teach students to decode words, analyze word parts, and write and recognize words (Strong evidence), and Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Strong evidence); and Improving Reading Comprehension in Kindergarten Through 3rd Grade — Teach students how to use comprehension strategies (Strong evidence), Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content (Moderate evidence), Guide students through focused, high-quality discussion on the meaning of text (Moderate evidence), Select texts purposefully to support comprehension development (Moderate evidence), and Establish an engaging and motivating context in which to teach reading

		comprehension (Moderate evidence) These recommendations were built into the program by integrating structured routines for academic vocabulary development and inferential language prompts, explicit phonemic awareness and decoding instruction, word-part analysis, daily connected-text reading, comprehension strategy modeling, text structure awareness exercises, purposeful text selection, and interactive discussion components—all embedded within the HMH intervention's lessons and resources. The district will support and monitor implementation of this program by forming a leadership team of literacy coaches and instructional leaders who will observe classrooms using HMH materials and provide feedback on fidelity and student engagement; using formative and benchmark assessments to monitor students' language, decoding, and comprehension progress and inform flexible small-group instruction; and offering professional learning opportunities, including launch workshops to introduce teachers to the intervention's design and evidence-aligned practices, ongoing professional learning communities where educators analyze results and refine instructional use of HMH resources, and instructional coaching cycles in which coaches model effective implementation of vocabulary instruction, decoding routines, comprehension strategies, and
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		connected-text reading, then co-teach and offer tailored feedback.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System (ULS)		Unique Learning System (ULS) does not currently meet the standard Tiers of evidence (Strong, Moderate, or Promising) required for ESSA; however, many of the explicit reading strategies and components embedded within ULS (such as phonics, structural text analysis, and interactive read-alouds) do align with the recommendations from the WWC for reading comprehension and interventions.
AMIRA Teacher Led Small Group	Moderate	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. For K-3 students who have a substantial deficiency in reading or demonstrate characteristics of dyslexia, the district provides targeted multisensory interventions designed to address the specific needs of these students. These interventions incorporate various sensory pathways—visual, auditory, kinesthetic, and tactile—ensuring a more comprehensive and accessible learning experience. The following multisensory interventions are utilized: 1. The district will utilize a structured and sequential method to integrate visual, auditory, and kinesthetic learning, emphasizing phonemic awareness, decoding, and spelling patterns. 2. Interactive Reading and Writing Activities: Students engage in activities that integrate tactile and kinesthetic experiences (such as using letter tiles or writing in sand) while simultaneously developing their reading and writing skills. These activities are aligned with the principles of multisensory learning. 3. Small-Group and One-on-One Support: Multisensory interventions are delivered in small groups or individually to ensure intensive, focused instruction that addresses each student's specific needs. Progress is regularly monitored, and interventions are adjusted as needed.		

These multisensory interventions aim to provide a comprehensive, engaging, and effective approach to reading instruction, ensuring that students with reading deficiencies or characteristics of dyslexia receive the support they need to succeed.

Small group and one-on-one supports are implemented using multisensory instructional routines that actively engage students in the learning process through visual, auditory, kinesthetic, and tactile modalities. This is accomplished through guided oral reading with immediate feedback, manipulation of letter tiles and word cards, writing words while saying sounds aloud, tracing letters and patterns, and practicing with decodable texts. These instructional settings provide opportunities for students to see, hear, say, and do simultaneously, which strengthens neural pathways for reading. The smaller instructional ratios also allow teachers to individualize support, monitor performance closely, and provide immediate corrective feedback. This ensures the interventions are not only intensive but also aligned with research based multisensory practices that support reading development.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

The following performance criteria will be used to determine eligibility for Tier 3 interventions:

- Level 1 on the FAST Assessment and/or
- students whose scale score falls within Urgent Intervention which is at or above the 9th percentile and/or
- students scoring two or more grade levels below their assigned grade on the Edmentum assessment and/or
- students scoring 49% or below on HMH Benchmark assessments and/or
- students receiving Tier 2 interventions who fail to show adequate growth after 8 weeks of progress monitoring, defined as less than 50% of expected Typical Growth on STAR or Edmentum and/or
- running records or fluency checks showing less than 50% of expected growth toward grade-level benchmarks.

These criteria ensure that students who are at risk for reading difficulties receive the appropriate level of intervention in a timely and effective manner.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

- Any student who was retained in a previous grade OR
- K-2nd:
- Student who scored below the 10th percentile or is unable to complete the assessment and/or
 - Student who scores a level 1 on PM3 and/or

3rd:

- Student who scores below the 20th percentile on PM1 or PM2 and/or
- Student scores a Level 1 on any administration of FAST

Number of times per week interventions are provided: Interventions will be provided five (5) times per week.

Number of minutes per intervention session: Intervention sessions will be conducted for 30 minutes each

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
University of Florida Literacy Institute (UFLI)	Research-based program on the state approved K-3 intervention list	
FCRR Student Center Activities-Supplemental Material		See verbiage in Tier 2 (p.22).
Peer-Assisted Learning Strategies Reading Elementary Struggling Readers (Teacher-led)	Moderate	Peer-Assisted Learning Strategies (PALS) is a supplemental peer-mediated literacy intervention that may be implemented within Tier 1 or Tier 2 instruction to strengthen students' reading accuracy, fluency, and comprehension. The intervention uses structured peer partnerships and clearly defined instructional routines to provide students with repeated opportunities to practice targeted literacy skills, receive immediate feedback, and apply skills during reading activities. Implementation Frequency: Students will participate in PALS for approximately 25 - 35 minutes per session, 2 - 4 times per week, based on identified student needs and the school's instructional and intervention schedule. Kindergarten and First Grade: Target Skills: Phonemic awareness, letter-

		sound correspondence, phonological blending, decoding, and early sight-word fluency. Plan Implementation: Students in Kindergarten and first grade will participate in developmentally appropriate PALS activities designed to strengthen foundational literacy skills. Structured peer activities will provide repeated practice with letter-sound recognition, sound blending, decoding, and early passage reading. Peer coaches will use established routines to prompt responses, provide immediate corrective feedback, and support accurate application of targeted skills. Teachers and intervention staff will monitor student performance and adjust instructional support based on ongoing assessment and progress-monitoring data. Grades 2–6: Target Skills: Reading fluency, reading accuracy, appropriate expression, reading stamina, and strategic comprehension. Plan Implementation: Students in grades 2–6 will participate in structured PALS routines designed to strengthen reading fluency, accuracy, comprehension, and engagement with increasingly complex text. Sessions will incorporate three established instructional routines that provide repeated opportunities for oral reading, comprehension monitoring, and application of reading strategies: • Partner Reading: Students will take turns reading aloud while their partners follow along and monitor reading accuracy, providing opportunities for repeated oral reading and immediate feedback. • Paragraph Shrinking: Students will identify and communicate the main idea of each paragraph by providing concise summaries, supporting students' ability to identify key information and monitor comprehension. • Prediction Relay: Students will make predictions about upcoming text, read
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		to confirm or revise their predictions, and evaluate the accuracy of their thinking based on information presented in the text. Teachers and intervention staff will provide explicit modeling, monitor student participation and performance, and provide corrective feedback throughout each routine. Student progress will be monitored through classroom and intervention data to determine the effectiveness of the support and inform adjustments to instruction as needed.
Corrective Reading	Promising Evidence	
Reading Mastery		Reading Mastery does not meet ESSA standards for strong, moderate, or promising levels of evidence; however, the program aligns with recommendations from the WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. WWC Practice Guide Recommendations Implemented in Reading Mastery: • Recommendation 1: Provide systematic and explicit instruction in phonemic awareness and phonics (Level of Evidence: Strong) • Recommendation 2: Provide daily, scaffolded, small-group instruction tailored to student needs (Level of Evidence: Moderate) • Recommendation 3: Provide frequent opportunities for guided practice and corrective feedback (Level of Evidence: Moderate) These recommendations are built into Reading Mastery through structured, sequenced lessons, explicit skill instruction, and embedded formative checks that guide teacher instruction.

		District Support and Monitoring: The district will support and monitor implementation by: • Conducting daily classroom observations and weekly coaching cycles to ensure fidelity • Providing professional learning opportunities for teachers, including initial training and follow up workshops • Using weekly progress monitoring to track student growth and guide instructional adjustments • Holding data review meetings to evaluate program impact and determine additional support needs
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Mastery		See verbiage above.
Corrective Reading	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.		
For K-3 students with a substantial reading deficiency or characteristics of dyslexia, the district provides a range of multisensory interventions designed to support students' literacy development through visual, auditory, and kinesthetic activities. These evidence-based interventions include:		
1. Peer-Assisted Learning Strategies (PALS): PALS is a structured, peer-mediated approach that involves students working together in pairs to practice essential reading skills. This intervention emphasizes fluency, phonemic awareness, and comprehension using multisensory methods, allowing students to reinforce their skills through interactive, cooperative learning.		

2. Reading Mastery:

A systematic, explicit reading program that incorporates multisensory strategies to teach decoding, comprehension, and fluency. This program focuses on phonemic awareness, word recognition, and fluency using a structured, step-by-step approach to ensure foundational skills are built with precision.

3. Corrective Reading:

A research-based intervention designed for struggling readers, Corrective Reading integrates explicit, systematic instruction in decoding, fluency, and comprehension. It uses multisensory techniques to engage students in learning through auditory, visual, and kinesthetic channels, reinforcing reading skills through repetition and reinforcement.

4. Interactive and Kinesthetic Learning Activities: Students participate in hands-on activities, such as using letter tiles, air writing, and finger tracking, to reinforce reading concepts. These activities promote engagement and improve letter-sound correspondence and word recognition.

Multisensory activities are embedded within each intervention to ensure that students receive instruction that is accessible, engaging, and effective. These activities may include letter tiles, air writing, sandpaper letters, and interactive technology to reinforce learning and make abstract concepts more tangible.

These targeted multisensory interventions are essential in helping students with reading deficiencies or dyslexia develop the foundational skills needed to succeed in reading.

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential may not be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: The 3 rd Grade Reading Camp will run for a total of 6 weeks, providing targeted, evidence based literacy instruction to support students in developing essential reading skills. The proposed dates are June 1 st - July 6 th . The proposed hours for the camp are 8:30-2:30.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):

To ensure high-quality, evidence-based reading instruction during our 3rd Grade Reading Camp, we have selected two research-aligned resources that target essential components of literacy: Florida Center for Reading Research (FCRR) Student Center Activities and UFLI Foundations from the University of Florida Literacy Institute.

The FCRR Student Center Activities will serve as a core part of our reading camp rotations. These activities were developed by leading reading researchers and are aligned with the five key components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The materials are free, easy to implement, and highly engaging, making them ideal for use in small group centers or as part of instructional rotations. Their structured format allows teachers to deliver targeted practice that supports student mastery of foundational reading skills.

In addition, we will incorporate UFLI Foundations, a comprehensive, systematic phonics program developed by the University of Florida Literacy Institute under the leadership of Dr. Holly Lane. This resource is grounded in the Science of Reading and provides explicit instruction in phonics and word work. It includes decodable texts, detailed instructional routines, and cumulative review components that build decoding skills progressively. UFLI Foundations will be especially useful for students who need additional support in mastering phonics concepts.

Together, these materials provide a robust, evidence-based foundation for reading instruction and intervention, ensuring that all students receive the targeted support they need to grow as readers during the camp.

Alternative Assessment Used: Stanford Achievement Test, 10th Edition

Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option?
☐ Yes ☒ No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
			☒ Summative	

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
STAR Renaissance	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Edmentum	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

The district's process for identifying students in grades 6-8 in need of Tier 2 and Tier 3 interventions follows a structured, data-driven approach that ensures timely and targeted support for struggling readers. Utilizing a Multi-Tiered System of Supports (MTSS), the district identifies students who are at risk for reading difficulties and provides interventions tailored to meet their specific needs. This approach is grounded in universal screening, ongoing progress monitoring, and collaborative decision-making by educators to ensure that students receive the appropriate level of support based on their individual literacy profiles.

Steps for Identifying Students:

1. **Universal Screening:** All students in grades 6-8 are screened using diagnostic tools such as STAR Renaissance, Edmentum, and formative assessments to identify students at risk for reading difficulties.
2. **Quarterly Data Review and Analysis:** Teachers review and analyze data from these screening and diagnostic assessments to pinpoint specific areas of deficiencies in literacy skills.
3. **Tier Placement Determination:** Based on the data, teachers collaborate to determine the appropriate tier of intervention (Tier 2 or Tier 3). Intervention plans include specific academic goals, instructional strategies, and detailed progress monitoring.
4. **Ongoing Progress Monitoring:** Students who show signs of difficulty are monitored regularly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.
5. **Parent Involvement and Communication:** Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.
6. **Review and Adjustment:** The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to instruction.

Through this systematic approach, the district ensures that students in grades 6-8 who need additional support in literacy are identified early and receive appropriate interventions to help them succeed.

- In grades 6–8, scores **below the 20th percentile** on FAST during the beginning or middle of the year administration and presents observable deficits in key reading domains.
- Scores **Level 1** on the statewide, standardized ELA assessment (as defined in s. 1008.22(3)(a), F.S.).

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

- **Universal Screening:** All students are screened (e.g., FAST Progress Monitoring PM1–PM3) to determine whether Tier 1 instruction is meeting the needs of 80% or more of the student population.
- **Benchmark Assessments:** Monthly District-level benchmarks and common assessments are reviewed to ensure students are mastering grade-level expectations.
- **Daily Classroom Observation and Walkthroughs:** Instructional coaches and administrators conduct fidelity checks using standards-based observation tools (e.g., Marzano or Danielson frameworks).

- **Data Team/PLC Reviews:** Grade-level or content-area teams review student performance data regularly (every 4–6 weeks) to determine if adjustments to Tier 1 instruction are needed.

Standards Mastery Tracking: Teachers track student proficiency by standard using tools like formative quizzes, exit tickets, and curriculum-embedded assessments

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

- **Progress Monitoring:** Students receiving Tier 2 intervention are monitored at least bi-weekly using skill-specific probes (Edmentum).
- **Intervention Plans:** Teachers develop and document intervention plans with specific goals, strategies, and expected outcomes; these plans are reviewed for alignment and effectiveness.
- **Data-Based Decision Meetings:** MTSS teams meet regularly (every 4–6 weeks) to evaluate progress monitoring data and determine whether students should continue in Tier 2, return to Tier 1, or move to Tier 3.
- **Intervention Fidelity Checks:** Instructional leaders ensure that interventions are implemented as intended—correct duration, frequency, group size, and program usage.

Teacher Logs and Reflections: Intervention delivery is documented, and teachers reflect on student response to adjust instruction as needed.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- **Weekly Progress Monitoring:** Students are assessed weekly using diagnostic-aligned tools targeting their specific areas of need (e.g., phonics, fluency, comprehension).
- **Individual Intervention Plans:** Plans must include SMART goals, instructional strategies, instructional minutes, and frequency. These are reviewed and updated as needed.
- **Case Review Meetings:** MTSS teams meet more frequently (every 3–4 weeks) to assess the impact of intensive interventions and determine next steps, including possible referral for evaluation (if appropriate).
- **Fidelity Monitoring by Administrators or Coaches:** Instructional leaders observe intervention sessions and provide feedback to ensure research-based strategies are used with consistency and accuracy.
- **Parent Communication Logs:** Regular updates to parents regarding student progress and instructional strategies used.

Grades 6-8 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

FAST PM3 Level 3 and/or

Edmentum Diagnostic – Early On-Grade or above and/or

STAR Reading – On-Grade Level or above

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

FAST/STAR scores where 80% of the students are at a Level 3 or higher as per from prior year and PM 1 from current school year.

Other Data Points to Review:

Edmentum and STAR Diagnostic scores on Fall administration where 80% of the students are at an early on-level range or above.

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Amplify	2022

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Grades 6-8 FAST - Level 2.

District/School/Teacher Formative Assessments - As needed.

Teacher Assessments (Classroom-Level Data)

- Formative Assessments: Students scoring below 70% on two consecutive unit tests, or comprehension checks.
- Running Records or Fluency Checks: Students reading below 50% of expected growth toward grade level benchmarks.
- Writing-to-Read Activities: Evidence from writing prompts, summaries, or constructed responses indicating inability to comprehend or synthesize grade level text.
- Teacher Observations: Patterns of struggle in decoding multisyllabic words, using context to understand unknown words, or demonstrating limited reading stamina noted across 3 instructional periods.

School Assessments (Interim or Benchmark Data)

- STAR Reading or Edmentum: Students scoring below the 40th percentile for reading comprehension or below 70% of expected Typical Growth.

- FAST Reading (grades 6–8 benchmark assessments): Students performing below Level 3 in overall score.
- School-Wide ELA Assessments: Students scoring below 70% on school created or district aligned interim assessments in two consecutive administrations.

District Assessments (High-Stakes or Standardized Data)

- State Assessments (FAST, FSA, ELA): Students scoring Level 1 or 2, and/or demonstrating substantial gaps in grade level reading proficiency.
- Diagnostic or Progress Monitoring Data: Evidence from Edmentum, STAR, or other district-wide tools showing students performing two or more grade levels below expectations, and/or achieving below 40th percentile in multiple domains.
- Previous Year Performance: Students who did not meet reading growth targets or scored Level 1 or 2 on prior year state or district assessments.

Students who meet any two or more of the above criteria from teacher, school, or district assessments may be placed in Tier 2 targeted reading interventions. Placement will be data driven and revisited at 4 week progress monitoring cycles to ensure students are receiving the appropriate level of support.

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year:		
Grades 6-8 FAST - Level 2 and/or		
District/School/Teacher Formative Assessments – 60% or above.		
Number of times per week interventions are provided: 3		
Number of minutes per intervention session: 20 minutes		
Course(s) where interventions take place: M/S Language Arts 1, 2 and 3		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amplify 6-8		Amplify ELA is approved as a core curriculum and is not approved for Tier 2 or Tier 3 interventions. The program incorporates research aligned instructional practices supported by the WWC Practice Guide: Foundational Skills to Support Reading for Understanding as appropriate for

		secondary-level recommendations for grades 6–8. WWC Practice Guide Recommendations Implemented in Amplify ELA: • Recommendation 1: Provide systematic and explicit instruction in phonics, vocabulary, and comprehension. • Recommendation 2: Scaffold instruction to support diverse learners, including English learners and students with disabilities. • Recommendation 3: Provide daily opportunities for practice with feedback and application in authentic reading and writing tasks. This is built into the program by: • Sequenced lesson plans that gradually increase in complexity while providing scaffolds for students who need additional support. • Embedded vocabulary and comprehension exercises that align with text complexity and grade-level standards. • Digital and print components that allow immediate feedback and guided practice within lessons. The district will support and monitor implementation of Amplify ELA by: • Conducting daily classroom observations and weekly coaching cycles to ensure fidelity to the core curriculum. • Providing professional learning opportunities, including training sessions and follow-up workshops for all teachers using Amplify. • Monitoring student progress through formative assessments, end of unit checks, and benchmark assessments,
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		using data to guide instructional adjustments. • Holding grade-level or department data review meetings to ensure that core instruction is effectively meeting students' literacy needs. • The reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback. • Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text. • The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amplify 6-8		Verbiage is listed in above.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Learning	Promising	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		

Students who meet the following criteria at the beginning of the school year:

Students are considered for Tier 3 intensive interventions when they do not demonstrate adequate progress during Tier 2 supports. Specifically, Tier 3 is initiated when students:

- Fail to make adequate growth after 6 weeks of Tier 2 interventions, defined as less than 50% of expected Typical Growth on STAR or Edmentum, and/or
- Continue to score below FAST Level 3 after two consecutive progress-monitoring checkpoints, and/or
- Score below 70% on HMH unit/module assessments across two consecutive administrations despite Tier 2 support, and/or
- Demonstrate persistent reading difficulties as identified through progress monitoring, teacher observation, or diagnostic assessments

Placement in Tier 3 ensures students receive smaller group or individualized instruction, progress monitoring twice each week, and evidence based interventions aligned to their specific skill deficits.

Number of times per week interventions are provided: 5

Number of minutes per intervention session: 30-45 minutes

Course(s) where interventions take place: Intensive Reading

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum (Exact Path) Personalized learning path	Moderate	
AMIRA Learning		Amira does not meet strong, moderate, or promising levels of evidence as a comprehensive intervention program, however, evidence based practices incorporated within the program are supported by the What Works Clearinghouse (WWC) Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade <i>Practice Guide</i> . These include Recommendation 2 – Strong Evidence: Develop awareness of the segments of sounds in speech and how they link to letters

		Recommendation 3 – Strong Evidence: Teach students to decode words, analyze word parts, and write and recognize words, and Recommendation 4 – Moderate Evidence: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations are reflected in Amira's design through individualized oral reading practice, targeted skill instruction, adaptive feedback, and opportunities to develop decoding, word recognition, fluency, and comprehension. Amira will be used as a supplemental component of a comprehensive Tier 3 intervention plan based on individual student needs and assessment data and will not replace explicit, teacher delivered intervention. The district will support and monitor implementation through professional learning, clearly defined expectations for program use, review of student participation and progress monitoring data, intervention and classroom observations, and ongoing collaboration among teachers, interventionists, instructional coaches, school leaders, and district academic staff. Professional learning will address effective use of Amira, interpretation of student data, alignment with evidence based reading practices, and integration within the district's MTSS framework. Student progress will be reviewed regularly to determine whether adjustments to intervention intensity, instructional strategies, or other supports are needed.
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PALS (Peer-Assisted Learning Strategies) – Peer Mediated Support		Population: SWD, students with IEPs, and ELLs needing structured peer support for fluency and comprehension WWC Practice Guide Alignment: Foundational Skills to Support Reading for Understanding • Recommendation 1: Small-group, peer-mediated practice (Level: Moderate) • Recommendation 2: Scaffolded guided practice with corrective feedback (Level: Moderate) Program Design: Students work in pairs using structured protocols to practice fluency and comprehension skills. District Support and Monitoring: Teachers observe PALS sessions, provide corrective feedback, and monitor student progress through weekly formative checks.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amplify 6-8		Verbiage is listed in Tier 2.
Edmentum Exact Path	Moderate Evidence	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum Exact Path	Moderate Evidence	

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
			☒ Summative	

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
STAR Renaissance	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Edmentum (Exact Path)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Achieve 3000	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

The district utilizes a structured and data-driven process to identify students in grades 9-12 who require Tier 2 and Tier 3 interventions, aligned with our Multi-Tiered System of Supports (MTSS). This process ensures that students who are struggling with early literacy skills receive timely and targeted support to address their individual learning needs.

1. Universal Screening: At the beginning of each school year, all students in grades 9-12 undergo universal screening assessments to identify those who may be at risk for reading difficulties. These

screenings assess key literacy skills such as phonemic awareness, letter recognition, and early reading fluency.

2. **Ongoing Progress Monitoring:** Students who show signs of difficulty are monitored monthly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.
3. **Data Review and Team Collaboration:** When a student demonstrates a consistent lack of progress or falls below grade-level benchmarks, a collaborative team, composed of classroom teachers, reading specialists, and instructional coaches, reviews the data bi-weekly to determine the student's need for additional support. This includes analyzing assessment results, classroom performance, and other relevant data points.
4. **Tiered Intervention Placement:** Based on the data, students who require more intensive support are placed into Tier 2 or Tier 3 interventions. Tier 2 interventions typically involve small-group instruction focused on targeted skill development, while Tier 3 interventions are more individualized, providing one-on-one support tailored to address specific deficits in literacy skills.
5. **Parent Involvement and Communication:** Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.
6. **Review and Adjustment:** The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to instruction.

Through this systematic approach, the district ensures that students in grades K-3 who need additional support in literacy are identified early and receive appropriate interventions to help them succeed.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- **Universal Screening:** All students are screened (FAST Progress Monitoring PM1–PM3) to determine whether Tier 1 instruction is meeting the needs of 80% or more of the student population.
- **Benchmark Assessments:** District-level benchmarks and common assessments are reviewed to ensure students are mastering grade-level expectations.
- **Classroom Observation and Walkthroughs:** Instructional coaches and administrators conduct regular fidelity checks using standards-based observation tools (Marzano or Danielson frameworks).
- **Data Team/PLC Reviews:** Grade-level or content-area teams review student performance data regularly (every 4–6 weeks) to determine if adjustments to Tier 1 instruction are needed.

Standards Mastery Tracking: Teachers track student proficiency by standard using tools like formative quizzes, exit tickets, and curriculum-embedded assessments

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

- **Progress Monitoring:** Students receiving Tier 2 intervention are monitored at least bi-weekly using skill-specific probes (Edmentum, Achieve3000).
- **Intervention Plans:** Teachers develop and document intervention plans with specific goals, strategies, and expected outcomes; these plans are reviewed for alignment and effectiveness.
- **Data-Based Decision Meetings:** MTSS teams meet regularly (every 4–6 weeks) to evaluate progress monitoring data and determine whether students should continue in Tier 2, return to Tier 1, or move to Tier 3.
- **Intervention Fidelity Checks:** Instructional leaders ensure that interventions are implemented as intended—correct duration, frequency, group size, and program usage.

Teacher Logs and Reflections: Intervention delivery is documented, and teachers reflect on student response to adjust instruction as needed.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- **Weekly Progress Monitoring:** Students are assessed weekly using diagnostic-aligned tools targeting their specific areas of need (e.g., phonics, fluency, comprehension).
- **Individual Intervention Plans:** Plans must include SMART goals, instructional strategies, instructional minutes, and frequency. These are reviewed and updated as needed.
- **Case Review Meetings:** MTSS teams meet more frequently (every 3–4 weeks) to assess the impact of intensive interventions and determine next steps, including possible referral for evaluation (if appropriate).
- **Fidelity Monitoring by Administrators or Coaches:** Instructional leaders observe intervention sessions and provide feedback to ensure research-based strategies are used with consistency and accuracy.
- **Parent Communication Logs:** Regular updates to parents regarding student progress and instructional strategies used.

Grades 9-12 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

Universal Screenings:

FAST Levels 3-5 and/or
Edmentum (Exact Path) On-Grade Level or above

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

- FAST/STAR scores where 80% of the students are at a Level 3 or higher as per PM 3 from prior year.
- Edmentum Diagnostic On-Grade Level

Universal screening and monitoring of all high school students' reading comprehension and vocabulary skills

Performance Benchmarks:

- Grade-Level Proficient: Students scoring at or above the 50th percentile for their grade level and meeting expected Typical Growth targets
- At-Risk / Tier 2 Consideration: Students scoring below the 50th percentile or achieving less than 50% of expected Typical Growth in reading comprehension

Identifies students who need additional support or Tier 2 interventions and informs differentiation in core English/ELA instruction

Edmentum (Exact Path)

- Provides personalized instruction, targeted intervention, and additional practice aligned to individual student needs. These programs leverage diagnostic and progress-monitoring data to deliver differentiated learning pathways that support students with disabilities, English language learners, and other students requiring additional literacy support.
- Supports comprehension and vocabulary development through informational texts aligned to high school standards
 - Grade-Level Proficient: Students completing texts at their assigned Lexile level with $\geq 75\%$ accuracy on comprehension activities
 - At-Risk / Tier 2 Consideration: Students completing activities with $< 75\%$ accuracy or performing more than one Lexile band below grade level expectation
- Monitor growth, guide small group or differentiated instruction, and flag students for Tier 2 support.
- Benchmarks focus on reading comprehension, critical thinking, and application to grade-level texts, not basic decoding.
- Students who do not meet Tier 1 benchmarks are flagged for Tier 2 interventions, which may include small-group instruction, supplemental reading programs, or targeted content-area support.
- Progress will be reviewed three times per year (beginning, middle, end), with frequent monitoring (once every 4 weeks) for students near the Tier 2 threshold.

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program

Year of Program Adoption

SAAVAS Learning		2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who do not meet Tier 1 benchmarks are flagged for Tier 2 interventions, which may include small-group instruction, supplemental reading programs, or targeted content-area support. At-Risk / Tier 2 Consideration will be given to students completing activities with <75% accuracy or performing more than one Lexile band below grade level expectation for Edmentum (Exact Path). At-Risk / Tier 2 Consideration will be given to students scoring below the 50th percentile or achieving less than 50% of expected Growth in reading comprehension on the Edmentum diagnostic test. Teachers and administrators will monitor growth, guide small group and/or differentiated instruction, and flag students for Tier 2 support		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: FAST-Level 2 and/or Edmentum Exact Path: One Grade Level Below		
Number of times per week interventions are provided: 3 Number of minutes per intervention session: 15 minutes Course(s) where interventions take place: English 1, English 2, English 3, English 4		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SAAVAS Learning		SAVVAS ELA is approved as a core curriculum and is not approved for Tier 2 or Tier 3 interventions. The program incorporates instructional practices aligned with research-supported recommendations from the <i>WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> (appropriate for grades 9–12). WWC Practice Guide Recommendations Implemented in SAVVAS ELA:

		• Recommendation 1: Provide direct, explicit instruction in comprehension strategies (Level of Evidence: Strong) • Recommendation 2: Engage students in content-area reading with scaffolded support (Level of Evidence: Moderate) • Recommendation 3: Provide multiple opportunities for students to write about text to improve comprehension and vocabulary (Level of Evidence: Moderate) This is built into the program by: • Embedding structured reading comprehension lessons with modeling and guided practice • Including scaffolded texts and supports for complex literary and informational texts across content areas • Providing structured writing tasks, discussion prompts, and formative checks aligned to each lesson to reinforce comprehension and vocabulary The district will support and monitor implementation of SAVVAS ELA by: • Conducting classroom observations and coaching cycles to ensure fidelity of core instruction • Providing professional learning opportunities, including training sessions and follow-up workshops for teachers • Monitoring student progress through formative assessments, end-of-unit checks, and benchmark assessments, using data to guide differentiation • Holding department and/or or grade-level data review meetings to ensure all students are progressing in literacy skills
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum (Exact Path)	Moderate	Exact Path has moderate support to provide personalized instruction, targeted intervention and additional practice aligned to individual students' needs. - ESSA Tier II (Moderate Evidence) based on multiple quasi-experimental studies that meet What Works Clearinghouse standards with reservations. - A 2025 Florida study conducted in Duval County Public Schools found positive effects on English Language Arts achievement using the Florida Assessment of Student Thinking (FAST), making it especially relevant for Florida districts. - Research indicates that Exact Path supports personalized learning, accelerates reading growth, and is effective for diverse learners, including multilingual learners and struggling readers.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum (Exact Path)	Moderate	See verbiage above

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students in grades 9–12 may be recommended for Tier 3 interventions if they do not demonstrate adequate progress during Tier 2 supports, as evidenced by the following:

Progress Monitoring & Growth

- Failure to meet expected rate of improvement after 8 weeks of Tier 2 intervention, defined as less than 50% of expected typical growth on Edmentum and/or STAR Reading.
- Stagnant or declining growth trends across three or more consecutive progress monitoring data points despite consistent intervention.

Benchmark/Assessment Performance

- Edmentum Exact Path Reading Diagnostic: Using Lexile scores to measure syntax and semantics
 - Grade 9: Scale Score < 1180L
 - Grade 10: Scale Score < 1230L
 - Grade 11: Scale Score < 1270L
 - Grade 12: Scale Score < 1270L
- STAR Reading:
 - Below the 10th percentile nationally or
 - Grade Equivalent (GE) below:
 - 6.0 in Grade 9
 - 7.0 in Grade 10
 - 8.0 in Grade 11
 - 9.0 in Grade 12
- Curriculum-Based Assessments (Savvas):
 - Consistently scoring below 70% on two or more consecutive unit/module assessments.
- State Assessments (FAST):
 - Level 1 or 2 performance on Reading/ELA without upward trajectory toward proficiency.

Classroom Performance & Teacher Observations

- Documented evidence that student is unable to independently engage with grade level texts (both literary and informational) despite Tier 2 scaffolds.
- Ongoing need for 1:1 or small-group support to complete content area literacy and writing tasks.
- Observable deficits in comprehension of multisyllabic vocabulary, academic discourse, and writing conventions that impede mastery of Florida B.E.S.T. standards.

Additional Criteria

- Attendance/Engagement: Student has participated in at least 80% of Tier 2 intervention sessions before escalation to Tier 3.
- Special Populations: For English Language Learners (ELLs) and students with disabilities, Tier 3 escalation occurs only after appropriate scaffolds, accommodations, and Tier 2 evidence based interventions have been consistently implemented and monitored.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year:		
Level 1 FAST Edmentum: Two or more grade levels below		
Number of times per week interventions are provided: 5		
Number of minutes per intervention session: 30 minutes		
Course(s) where interventions take place: Intensive Reading		
Intensive, Individualized Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Savvas		The district aligns Tier 2 and Tier 3 interventions for students in grades 9-12 to recommendations from the WWC <i>Practice Guide</i> Improving Adolescent Literacy: Effective Classroom and Intervention Practices. While SAAVAS does not meet strong, moderate, or promising levels of ESSA evidence, it has instructional routines that align with the following recommendations: Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) - Built into the program, Savvas' emphasizes on the way students encounter new terms in context, practice them across multiple readings, and apply them in both oral and written responses, strengthening comprehension of complex high school texts. Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence) - Savvas incorporates explicit modeling of comprehension strategies, such as identifying main ideas, analyzing arguments, annotating texts, and summarizing. Students apply these strategies to

		informational and literary texts aligned to grade level standards. Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence) - Savvas lessons integrate structured discussion opportunities, such as text-based questioning and collaborative analysis. These activities engage students in higher order thinking and improve interpretation skills across subject areas. Recommendation 4: Increase student motivation and engagement in literacy learning (Moderate Evidence) - Savvas includes a wide range of high-interest, diverse, and career connected texts. Opportunities for student choice and personalized goal setting foster engagement and connect literacy skills to postsecondary pathways. Recommendation 5: Make intensive and individualized interventions available for struggling readers (Strong Evidence) - The program provides targeted scaffolds, leveled supports, and differentiated assignments to meet the needs of students with reading difficulties. Teachers can assign additional practice on decoding, fluency, or comprehension, and monitor growth through embedded assessments. The district will support and monitor implementation of Savvas by: - Providing professional learning on explicit, systematic reading
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		instruction aligned with WWC recommendations. • Offering ongoing coaching and fidelity checks to ensure strategies are implemented consistently in high school classrooms. • Analyzing progress monitoring data (course assessments, Edmentum, Achieve3000, FAST) at least every 8 weeks to adjust supports. • Embedding WWC aligned interventions into MTSS plans for students requiring Tier 2 and Tier 3 support.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum (Exact Path) Teacher Led Small Group	Moderate	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum (Exact Path) Teacher Led Small Group	Moderate	

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
UFLI Foundations	K-2	Designed to improve literacy outcomes for struggling students by addressing two key areas: reader development and teacher development.
FCRR Reading Endorsement	K-12	Evidence-based pathway designed for teachers to earn the full Reading Endorsement.
Lastinger Center Literacy Micro-Credentials	PreK - 12	Equips birth to twelfth-grade instructional personnel to identify literacy difficulties and determine appropriate interventions, apply evidence-based practices, and effectively use progress monitoring and intervention materials
Grand Canyon University Professional Development	K-12	Supports K–12 districts in meeting state certification requirements, advancing teacher and leader expertise, and fostering continuous improvement in instructional practice. Programs align with the Science of Reading, college and career readiness standards, and other evidence-based instructional frameworks.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

Gadsden County Public Schools provides a comprehensive professional learning framework to assist instructional personnel and certified PreK teachers funded in the Florida Education Finance Program (FEEP) in earning state-approved certifications, credentials, endorsements, and advanced degrees in scientifically researched and evidence-based reading instruction. This framework ensures alignment with Florida's Reading Endorsement Competencies and the Science of Reading principles, while offering multiple pathways for professional growth.

- University of Florida Literacy Institute (UFLI)**
 Instructional staff participate in targeted professional learning using the UFLI Foundations program, which offers explicit, systematic training in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Professional development is delivered through district-led workshops, coaching cycles, and model lessons, with embedded practice opportunities. UFLI training is integrated into ongoing professional learning communities (PLCs) to support application and sustainability.
- Florida Center for Reading Research (FCRR) Reading Endorsement Program**
 Teachers enroll in the FCRR's competency-based online modules, which are designed to meet Florida's Reading Endorsement requirements. District leadership coordinates cohort enrollment, monitors progress and provides release time or stipends for completion. The program's self-paced structure allows teachers to apply newly acquired skills directly to their classroom instruction, with coaching support to ensure fidelity.
- Lastinger Center Literacy Micro-Credentials**
 Through a partnership with the University of Florida Lastinger Center, teachers engage in literacy

micro-credential courses that focus on discrete, evidence-based instructional practices. These stackable micro-credentials provide a pathway toward full endorsements and advanced literacy qualifications. Learning is competency-based, requiring demonstration of mastery through classroom artifacts and video submissions reviewed by certified assessors.

- **Grand Canyon University (GCU) Professional Development Program**
Certified PreK teachers and instructional personnel have access to GCU's online professional development and advanced degree programs in reading and literacy education. Participants can pursue graduate-level coursework leading to master's degrees, reading specialist certifications, or other literacy-related credentials. The district provides guidance on tuition assistance, scheduling flexibility, and integration of GCU coursework into professional growth plans.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

The Office of Professional Learning regularly reviews progress- monitoring data from all our schools and responds with support and trainings based on the individual needs of schools and teachers. Principals identify teachers whose progress monitoring data is not showing adequate growth through faculty meetings and data chats, and provide intensified, differentiated professional learning as needed.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

The district provides guidance on identifying mentor teachers and model classrooms through face-to-face meetings, email, and each site's professional learning advocate. Mentor teachers and model classrooms are identified through weekly walkthroughs, faculty meetings, and data chats. Administrators work with their Literacy Leadership Teams to identify the key instructional characteristics required for each grade level and utilize data to select teachers routinely displaying these instructional characteristics within their classrooms.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

Principals schedule common planning times for grade levels or departments and the school leadership (Principal, assistant principal, or coach) meets weekly or biweekly with teachers to provide embedded professional learning through Professional Learning Community (PLC) structures. During these meetings, teacher teams discuss benchmarks, review student work and data, and plan upcoming instruction, providing relevant and differentiated professional learning for each team. Progress monitoring data identify teachers in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district training.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
FL Tutoring Advantage administered by the University of Florida Lastinger Center for Learning	K-12	High-quality, research-based instructional materials designed to improve literacy outcomes for students in K–5 & . These materials are aligned with the Science of Reading and the Florida B.E.S.T. Standards, focusing on the five essential components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.
District Beyond the School Day Tutoring Program – Teacher Developed Resources	K-12	Teacher-developed resources are created to directly address skill deficiencies identified through progress monitoring, classroom assessments, and statewide assessment data. All resources are aligned to the Florida B.E.S.T. Standards and grounded in scientifically researched and evidence-based instructional practices, with a strong emphasis on literacy

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

In accordance with s. 1008.25(5)(d), F.S., parents or guardians of students identified with a substantial deficiency in reading will be notified immediately following the identification of the deficiency. Schools will initiate parent notification as soon as assessment or progress monitoring data are reviewed and the student is determined to meet the criteria for a substantial deficiency, consistent with applicable state requirements.

The school will provide the parent/guardian with written notification that explains the student's identified reading need(s), the instructional supports and interventions that will be provided, and strategies that can be used to support literacy development at home. Parents will also receive a read at home plan with specific activities and resources aligned to the student's identified areas of need.

Parent notification and communication may occur through multiple methods, including written notices sent home with students, email, telephone calls, parent conferences, school communication platforms, and in person meetings, as appropriate. Schools will document parent notification and maintain records of communication to ensure that families are promptly informed and have access to the information and resources necessary to support their child's reading development.

The district and schools will provide ongoing opportunities for families to engage in literacy activities and receive support. Monthly community meetings, family literacy events, and school

based activities will provide parents with strategies and resources to strengthen reading skills at home. Community partners will continue to support literacy by providing books and other resources to students and families.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The district utilizes state, school, and community literacy resources to increase family engagement in reading and provide families with meaningful opportunities to support literacy development at home. These resources include the following:

- **New Worlds Reading Initiative:** Eligible families will receive information regarding the New Worlds Reading Initiative, including enrollment information for eligible students in grades K–5.
- **B.E.S.T. Parent Guides:** Families will have access to the B.E.S.T. English Language Arts Parent Guides in English and Spanish for grades K–8 to support understanding of grade-level expectations and ways to support learning at home.
- **B.E.S.T. ELA/Civics Book Lists:** Families will be provided access to recommended book lists aligned with Florida's B.E.S.T. Standards.
- **District-Supported Classroom and Media Center Resources:** The district has purchased approximately 50% of the books identified on the B.E.S.T. ELA Booklist for placement in school media centers and/or online libraries. Students and teachers may access these materials for classroom instruction and home reading. Schools will also incorporate these resources into family literacy activities and Literacy Nights.
- **Family Engagement Opportunities:** Schools will use Open House, Literacy Nights, community meetings, and other family engagement opportunities to provide parents with practical strategies, including opportunities to read with their children and participate in literacy activities.
- **Literacy Leadership Team Support:** The district will request support from the State Regional Literacy Director (SRLD) to provide training for school-based Literacy Leadership Teams on effective strategies for engaging families in literacy activities and strengthening home-school partnerships.

These partnerships and resources will be used to ensure families have access to books, instructional resources, and practical strategies that support reading development beyond the school day.

8) Highly Effective Teachers (Rule 6A-6.053(9)(b)3.f., F.A.C.)

Describe how the district prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\), F.S.](#), from kindergarten to grade 2.

In alignment with House Bill 1255 and section 1003.4201, Florida Statutes, the district prioritizes the assignment of highly effective teachers to kindergarten through grade 2 classrooms to ensure that students receive strong foundational literacy instruction during these critical early years.

The district utilizes a staffing and placement process to identify and prioritize highly effective teachers for K–2 assignments. During the annual staffing process, school administrators, in collaboration with the district’s Human Resources and Academic Services departments, review teacher effectiveness data, certification and qualifications, grade level experience, instructional expertise, and school level student needs when making staffing recommendations. Teacher effectiveness data may include the most recent available performance evaluation results and other applicable measures of instructional effectiveness.

When making K–2 staffing decisions, the district considers the following factors:

- Teacher effectiveness rating and demonstrated instructional effectiveness;
- Certification, endorsements, and qualifications appropriate for the assigned grade level;
- Experience and demonstrated success in early literacy and foundational reading instruction;
- Student achievement and instructional needs at the receiving school;
- School improvement status, including schools receiving support through the Bureau of School Improvement (BSI);
- Staffing vacancies and projected enrollment; and
- The overall instructional needs of the school and grade level.

Priority consideration is given to placing highly effective teachers in K–2 classrooms, particularly at schools identified for additional support or schools demonstrating significant student achievement needs. Principals submit staffing recommendations based on school-level needs, and district leadership reviews staffing assignments to ensure that placement decisions are aligned with district priorities and applicable statutory requirements.

When a highly effective teacher is not available for a K–2 vacancy, the district prioritizes the placement of the strongest available qualified candidate and provides targeted professional learning, mentoring, coaching, and instructional support to strengthen teacher effectiveness. The district also monitors staffing assignments throughout the school year and addresses vacancies or staffing changes in a manner that maintains a focus on high-quality instruction in K–2 classrooms.

The district supports the recruitment and development of highly effective K–2 teachers through multiple pathways, including local and regional job fairs, recruitment of international teachers, partnerships with universities and alternative certification programs, and district supported professional learning and mentoring. These efforts are designed to strengthen the pipeline of qualified educators and ensure that students in the early grades have access to high quality literacy instruction.

Through this structured process of staffing review, data informed placement, priority consideration, recruitment, and ongoing professional support, the district works to ensure that highly effective teachers are strategically assigned to kindergarten through 2nd grade classrooms and that staffing decisions remain responsive to the needs of students and schools.

9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
EK	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
EK	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
EK	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
EK	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
EK	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
EK	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
EK	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
EK	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
EK	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative: Elijah Key	
Signature:	Date:

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10d

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM: Gadsden County High School Out-of-State Field Trip

DIVISION: Academic Services

_____This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Gadsden County High School Agriscience and Business classes are requesting approval for an out-of-state field trip to attend the Sunbelt Ag Expo in Moultrie, Georgia.

Please see attached documentation.

FUND SOURCE: CTE

AMOUNT: \$30/student (admission) ~ \$2,300(charter bus)

PREPARED BY: Lisa Robinson

POSITION: Assistant Superintendent, Academic Services PreK-12

LR
9/9/26

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____1_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1_____

CHAIRMAN'S SIGNATURE: page(s) numbered _____



FIELD TRIP REQUEST

FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP

DATE OF REQUEST: 8/31/2026	SCHOOL: Gadsden County High School	CONTACT FOR FIELD TRIP: Eric Toussaint
--------------------------------------	--	--

DATE OF TRIP: 10/21/2026	WHO IS ATTENDING: (grade/organization) Gadsden County High School Agriscience and Business
------------------------------------	--

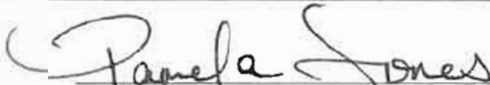
LOCATION: Sunbelt Ag Expo 290-G Harper Boulevard Moultrie, GA 31788-2157	TRAVELING BY: ☐ School Bus/District Van ☒ Charter bus
--	---

PURPOSE: Ag Expo Moultrie Ga.

FUNDING source of this field trip: Please mark and "X" in the appropriate box					
Students	X	Fundraiser		School/District Budget	X

SCHOOL BUS - Required items for approval: 1. Principal's signature 2. Complete list of participants and chaperones 3. Signed Permission Form for each participant. 4. Complete final itinerary 5. Documentation showing correlation of the Florida Standards or benchmarks to the field trip request.	CHARTER BUS - Required items for approval: 1. Principal's signature 2. Complete list of participants and chaperones 3. Signed Permission Form for each participant. 4. Complete final itinerary 5. Copy of charter bus contract with signatures 6. Proof of Insurance showing either district or school as insured
--	---


Signature of Person Requesting Trip


Approval of Principal (signature required)

_____ APPROVED	_____ DENIED
_____ Superintendent/Designee	_____ Date



GADSDEN FFA CHAPTER

27001 Blue Star Memorial Hwy, Havana, FL 32333

Phone: (850) 662-2300

Fax: (850) 539-2863

website: www.gchs.gcps.k12.fl.us



Pamela Jones, Principal
Eric Toussaint, FFA Advisor

Elijah Key, Superintendent

AG EXPO 2026

Students

[REDACTED]

[REDACTED]

[REDACTED]

Chaperones

ERIC TOUSSAINT

JAMES BRADWELL

ALESIA GRIMSLEY

WILLIE BROWN



Astro Travel
4876 Woodlane Circle
Tallahassee, FL 32303
(850) 514-1793

Quote: 42180-0

Departure Date	Quotation Date
10/21/2026	08/31/2026

Moultrie, GA

Customer Information	Salesperson	
Eric Toussaint Gadsden County High School toussainte@gcpsmail.com 8506622300	Morgan Woodward Contact 850-514-1793 Total Miles 158.15	# of Passengers 110

Trip Details Wednesday, 10/21/2026 - Wednesday, 10/21/2026

10-21-2026 08:20 AM (EDT) - Vehicle Onsite at 27001 Blue Star Hwy, Havana, FL 32333, USA

10-21-2026 08:50 AM (EDT) - Depart from 27001 Blue Star Hwy, Havana, FL 32333, USA

10-21-2026 10:32 AM (EDT) - Arrive at 290g Harper Blvd, Moultrie, GA 31788, USA

10-21-2026 04:45 PM (EDT) - Depart from 290g Harper Blvd, Moultrie, GA 31788, USA

10-21-2026 06:25 PM (EDT) - Arrive at 27001 Blue Star Hwy, Havana, FL 32333, USA

Quotation Total : \$2,300.00

#	Vehicle Type	Seats/Total
2	56 Passenger Luxury Coaches	56 / 112

I have reviewed the details above and agree that they are correct. I confirm that I would like to request this booking. I accept the above price and understand that it may be subject to changes and additions if details of the trip change or if direct travel expenses are incurred.

Signature

Printed Name

Date

*** Prices provided are subject to changes and additions if details of the trip change or if direct travel expenses are incurred.**

*** The group is responsible for the driver's private hotel room.**

*** Driver gratuities while not required, are greatly appreciated for good service. This may be done with cash, check, electronic payment or added to your invoice. Please contact our office if you need any additional information or assistance.**

*** Billing Instructions: Check or cash payable to Astro Travel. All major credit cards are accepted. (4% service charge on credit card payments)**

GENERAL TERMS OF CONTRACT Please return a signed copy of this agreement by the due date to reserve your charter. A deposit is required to guarantee vehicle reservation. Deposits are fully refundable if your trip is cancelled at least thirty (30) days prior to departure. Payment can be made by cash, certified funds, check, electronic transfer, or credit card. While most transportation costs can be estimated and included in the quote, customers are responsible for unplanned costs such as parking, entrance fees, tolls, airport fees, permits, port charges, etc. For your trip to be successful, a detailed itinerary is needed at least two (2) weeks prior to departure including specific pickup locations and any other special directions. If your itinerary differs from the basis of this agreement, the price is subject to change. Your driver will make all attempts to follow your requested routes and parking requests. However, if the driver deems any request is unsafe to chartering party or potential damage to an Astro Travel vehicle, alternate routes/ parking will be at the sole discretion of your motorcoach operator. When lodging is required, the chartering party must furnish a separate private hotel room for the driver. Federal regulations and Astro Travel safety policies require CDL drivers to have undisturbed rest time. To ensure your trip is both safe and enjoyable, a driver has limited driving and on-duty time. Within a 24-hour time period, a driver is allowed 10 hours of driving with a maximum 15 hours of on-duty time and is required to have 9 hours of uninterrupted rest time. If needed, we will arrange extra drivers to accommodate your schedule. Additional driving time and/or on-duty service may require a relay/relief driver, which will incur additional charges. Astro Travel will gladly accommodate these requirements in your itinerary with advance notice. Smoking cigarettes, including e-cigarettes, is prohibited on board Astro Travel vehicles. It is the responsibility of the chartering party to ensure illegal activities are not permitted while on board Astro Travel vehicles, which include but are not limited to illegal drugs, underage drinking/smoking, possession of a weapon, etc. The chartering party will be responsible for any damage to the exterior or interior of the coach done by the chartering party. Astro Travel is not responsible for lost, stolen, or damaged property. The expenses related to the return or replacement of property left on the vehicle are the responsibility of the property owner. Astro Travel reserves the right to substitute equipment from another company, if in our sole discretion, substitution is necessary. Astro Travel reserves the right to use assigned vehicles for multiple charters and customers on the same day. Astro Travel shall not be liable for loss of time due to mechanical, inclement weather, or other occasional delays that are beyond our control. While Astro Travel will make every effort to ensure devices are operational, failure of amenities such as Wi-Fi, DIRECTV, power outlets, DVD player, monitors, audio devices, a/c, heat, lavatory, or microphones shall not be cause for refund. Astro Travel cannot guarantee operation of these amenities.

Signature _____

Date _____



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

4/16/2026

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Acrisure Passenger Transportation Insurance Solutions, LLC
425 West Broadway #300
Glendale CA 91204

CONTACT NAME: Marcie Ramos
PHONE
(A/C. No. Ext): 818-246-2800 **FAX**
(A/C. No): 818-246-4690
E-MAIL
ADDRESS: mramos@acrisure.com

INSURER(S) AFFORDING COVERAGE

NAIC#

License#: 08-1895089
ASTRTA-01

INSURER A: RLI Insurance Company

13056

INSURED
Astro Travel & Tours Inc.
4876 Woodlane Cir
Tallahassee FL 32303-6808

INSURER B:

INSURER C:

INSURER D:

INSURER E:

INSURER F:

COVERAGES

CERTIFICATE NUMBER: 2120590178

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR	Y	LGB0018471	4/17/2026	4/17/2027	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ Excluded \$
	GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC OTHER:					
A	☐ AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ OWNED AUTOS ONLY ☒ HIRED AUTOS ONLY ☐ SCHEDULED AUTOS ☒ NON-OWNED AUTOS ONLY	Y	LFB0021641	4/17/2026	4/17/2027	COMBINED SINGLE LIMIT (Ea accident) \$ 5,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	☐ UMBRELLA LIAB ☐ EXCESS LIAB ☐ OCCUR ☐ CLAIMS-MADE ☐ DED ☐ RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/ MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under: DESCRIPTION OF OPERATIONS below	Y/N ☐ N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Certificate holder is included as additional Insured with respects to the operations of the named insured.

CERTIFICATE HOLDER**CANCELLATION**

Gadsden County Schools
35 MLK JR. Blvd.,
Quincy FL 32351

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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SUNBELT AG EXPO FIELD TRIP PERMISSION SLIP



Dear Parent or Guardian:

An educational field trip has been scheduled and was approved by the school board for your child's agriculture class. *Students who do not have prior written permission will not be able to participate in the field trip.*

PLEASE NOTE THE FOLLOWING REGARDING THE FIELD TRIP:

Where: Sunbelt Agricultural Expo in Moultrie, Georgia

Trip Date: October 21, 2026

Departure From School: 8:00 am

Return To School: 4:00 pm

Transportation: Bus

Cost: \$30 (Admission Fee and Shirt)

- 1) I have been informed of the details of this educational field experience.
- 2) I agree to instruct my child to obey all school rules, regulations and instructions given by the teacher and/or authorized school personnel. I further agree that no teacher or authorized personnel shall be held responsible or liable for injuries or other mishaps caused by my child's deliberate disobedience of rules, regulations or instructions.
- 3) This field experience is considered as school work and will be conducted as a regular class.
- 4) I agree to have transportation arranged for my child at the end of the trip.

..... (Cut here and save upper portion for you information)

THIS TRIP IS PLANNED TO EXTEND A UNIT OF STUDY WITHIN THE SCHOOL CURRICULUM

YOUR SIGNATURE INDICATES THAT YOU HAVE READ AND AGREE TO THE ABOVE

♦ _____ I give permission for my child to participate in the Agriculture Expo Field Trip on October 21, 2026.

♦ _____ I **DO NOT** give permission for my child to participate in the Agriculture Expo Field Trip on October 21, 2026.

(Student's Name)

(Parent or Guardian Signature)

Phone Number: _____

Emergency Contact: _____
(Name)

(Number)



GADSDEN FFA CHAPTER

27001 Blue Star Memorial Hwy, Havana, FL 32333

Phone: (850) 662-2300

Fax: (850) 539-2863

website: www.gcchs.gcps.k12.fl.us



Pamela Jones, Principal
Eric Toussaint, FFA Advisor

Elijah Key, Superintendent

AG EXPO AGENDA

OCTOBER 21, 2026

8:45	DEPART GADSDEN COUNTY HIGH SCHOOL
10:15	ARRIVE
9:30-13:00	YOUTH EDUCATIONAL CHALLENGES
13:00-14:00	LUNCH
14:00-16:30	TOUR AG EXPO
16:00	DEPART TO RETURN
17:30	ARRIVE GADSDEN COUNTY HIGH SCHOOL



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Pamela Jones, Principal
Eric Toussaint, FFA Advisor

Elijah Key, Superintendent

State of Florida Standards and Benchmarks used

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	National Standards
03.08 Explore employment and entrepreneurship opportunities and identify potential paths to careers in natural resources.	LAFS.910.W.1.2; LAFS.910.RI.3.8; LAFS.910.SL.1.1; LAFS.910.L.3.6	SC.912.L.17.11; SC.912.L.17.13; SC.912.L.17.16	AFNR CRP.01 (Career awareness, development, planning); NGSS HS-LS2-7 (Design solutions for human impacts on ecosystems); NSES Science in Personal and Social Perspectives.
04.09 Explore employment and entrepreneurship opportunities and identify potential paths to careers in plant science.	LAFS.910.RI.1.1; LAFS.910.W.2.4; LAFS.910.SL.2.4; LAFS.910.L.3.6	SC.912.L.14.9; SC.912.L.14.8; SC.912.L.17.4	AFNR PS.01 (Plant systems career paths); NGSS HS-LS1-5 (Photosynthesis); HS-LS2-6 (Resource cycles).
05.05 Examine products and by-products produced by commercially important livestock species	LAFS.910.RI.3.8; LAFS.910.W.1.2; LAFS.910.SL.1.1; LAFS.910.L.3.6	SC.912.L.16.10; SC.912.L.14.x; SC.912.L.17.11	AFNR AS.03 (Animal products and processing); NGSS HS-LS2-7 (Human activity and resources).
05.11 Explore employment and entrepreneurship opportunities and identify potential paths to careers in animal science.	LAFS.910.SL.1.1; LAFS.910.W.2.4; LAFS.910.RI.1.2; LAFS.910.L.3.6	SC.912.L.14.1-3; SC.912.L.16.10; SC.912.L.17.11; SC.912.L.17.13	AFNR AS.01 (Animal science career opportunities); NGSS HS-LS4-6 (Biodiversity and humans); NSES Science in Society.
06.03 Evaluate advances in biotechnology that impact agriculture.	LAFS.910.RI.3.8; LAFS.910.W.1.2; LAFS.910.SL.1.1; LAFS.910.L.3.6	SC.912.L.16.5; SC.912.L.16.10; SC.912.L.17.15	AFNR BS.01 (Apply biotechnology principles); NGSS HS-LS1-1 (DNA, proteins); HS-ETS1 (Engineering design).
06.06 Explore employment and entrepreneurship opportunities and identify potential paths to careers in food science.	LAFS.910.RI.1.1; LAFS.910.W.2.4; LAFS.910.SL.1.1; LAFS.910.L.3.6	SC.912.L.14.1-3; SC.912.L.16.10; SC.912.L.17.11; SC.912.L.17.20	AFNR FS.01 (Food science career opportunities); NGSS HS-LS1-7 (Cellular respiration and energy in food); NSES Science in Personal and Social Perspectives (nutrition, food safety).
07.06 Explore employment and entrepreneurship opportunities in power, structure and technical systems.	LAFS.910.RI.3.8; LAFS.910.W.2.4; LAFS.910.SL.1.1; LAFS.910.L.3.6	SC.912.N.1.1-1.2; SC.912.L.17.15; SC.912.P.12.x	AFNR PST.01 (Power, structures, and technical systems careers); NGSS HS-ETS1 (Engineering design); NSES Science and Technology Standards.
08.00 Explore AFNR professional development organizations.	LAFS.910.SL.1.1; LAFS.910.W.2.4; LAFS.910.RI.1.1; LAFS.910.L.3.6	SC.912.N.1.1; SC.912.L.17.x	AFNR CRP.10 (Plan education and career path aligned to personal goals); FFA Leadership Standards; NSES Science in Society (roles of organizations).
08.01 Identify the opportunities for leadership development available through the National FFA Organization and other agricultural groups.	LAFS.910.SL.1.1; LAFS.910.W.2.4; LAFS.910.RI.1.2; LAFS.910.L.3.6	SC.912.N.1.1; SC.912.L.17.x	AFNR CRP.09 (Leadership development); FFA Leadership Standards; NGSS Science and Engineering Practices (engaging in argument from evidence, communication).
08.04 Model leadership characteristics.	LAFS.910.SL.1.1; LAFS.910.W.3.7; LAFS.910.L.3.6; LAFS.910.RI.x	SC.912.N.1.1; SC.912.L.17.16; SC.912.L.17.11	AFNR CRP.09 (Leadership skills); FFA Leadership Standards; NSES Science in Society (ethics, decision-making).

2026 YEO

YOUTH EDUCATIONAL OPPORTUNITIES

AT THE SUNBELT AG EXPO | DON'T MISS THESE YOUTH ACTIVITIES

REGISTRATION OPENS AUGUST 1

CHECK THE CONTEST DETAILS FOR WHEN REGISTRATION CLOSES FOR EACH CONTEST

VISIT WWW.SUNBELTEXPO.COM/YEO TODAY.

COMPETITIONS | DEMONSTRATIONS | CLINICS | COLLEGE VISITS | CAREER NETWORKING | AND MORE



AG ADVOCACY IN ACTION CONTEST

SPONSORED BY GEORGIA FARM BUREAU

This team event challenges teams to create a video based on a presented topic. Teams submit videos prior to Expo and finalists will attend Expo to interview with lobbyists and industry leaders to advocate for agriculture.

HIGH SCHOOL AND COLLEGE STUDENTS



YOUTH EDUCATIONAL CHALLENGES

SPONSORED BY HAYS-LTI

These individual contests test students' knowledge in 5 areas. Students will also get to challenge their ag teachers! Participants receive a meal provided by Agri-Supply and Coca-Cola.

AG BUSINESS | AG MECHANICS | ANIMAL SCIENCE | FORESTRY & ENR | PLANT SCIENCE | GAUNTLET

MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS



2026
YEO



SCAN THE QR CODE FOR MORE
INFORMATION ON ALL THE CONTESTS.

2026 YEO

YOUTH EDUCATIONAL OPPORTUNITIES

AT THE SUNBELT AG EXPO | DON'T MISS THESE YOUTH ACTIVITIES

REGISTRATION OPENS AUGUST 1

CHECK THE CONTEST DETAILS FOR WHEN REGISTRATION CLOSES FOR EACH CONTEST

VISIT WWW.SUNBELTEXPO.COM/YEO TODAY.



NEXTGA YOUTH INNOVATION CHALLENGE

SPONSORED BY NEXTGA

In this challenge, your team will become a group of automation innovators. Your team will design and build an automated system capable of transporting an agricultural product.

HIGH SCHOOL STUDENTS



SUNBELT DAIRY SHOWDOWN

SPONSORED BY GEORGIA MILK PRODUCERS, THE DAIRY ALLIANCE, GEORGIA DAIRY YOUTH FOUNDATION, UNITED DAIRY FARMERS OF FLORIDA, UGA DAIRY TEAM

The Sunbelt Dairy Showdown is a fun and educational showcase of dairy industry in the Southeast. This two-part competition challenges 4-H and FFA students to create an original promotional design showcasing dairy education and the Sunbelt Dairy Showdown before competing in a live milking contest at the 2026 Sunbelt Ag Expo in Moultrie, Georgia.

HIGH SCHOOL STUDENTS



4-H AND FFA LIVESTOCK DEMONSTRATIONS

SPONSORED BY BLUE RIBBON SHOW SUPPLY

Every day there will be livestock fitting demos sponsored by Blue Ribbon Show Supply. 4-H and FFA students will have animals on display and will be discussing daily care and other topics related to the livestock industry. Be sure to stop by the Beef Pavilion!



COLLEGE VISITS AND NETWORKING

There are so many opportunities for students and youth to visit and network with colleges, businesses, and industry professionals at the Sunbelt Ag Expo.

Instead of visiting colleges in multiple cities, come to Moultrie and visit colleges from across the Southeast in one place. Don't forget to stop by the exhibitor booths to inquire about internships and job opportunities.



2026

Youth Educational Challenges

Sponsored by HAYS-LTI

Quick Takeaways

1. You must register by Friday, October 7, 2026 – [click here to register](#).
2. Challenges are Wednesday, October 21, 2026, from 9 a.m. to 1 p.m.
3. Open to any student in 6th-12th grade
4. There are five (5) test categories plus a Gauntlet test
5. It is recommended students study from sources listed on the Georgia Ag Ed website, www.gaaged.org, regarding similar categories associated with CDE competitions.

Overview

- 1) The Youth Educational Challenges will be Wednesday, October 21, 2026, at the Sunbelt Ag Expo
 - a) Time slots are available online from 9:00 a.m. – 1:00 p.m.
 - i) Register Early! Time slots will be filled on a first-come, first-serve basis. When time slots are full, they are full.
 - b) All participating students will receive lunch compliments of Agri Supply Company and Coke.
 - c) An awards ceremony will be held in the RW Griffin Building at 2:00 p.m.
- 2) Challenges are open to any student, 6th – 12th grade
 - a) Students may participate as a member of an FFA or 4-H chapter or as a student unaffiliated with any youth organization.
 - b) There will be a Junior Division (6th – 9th grade) and a Senior Division (10th-12th grade).
 - c) Students will compete as individuals.
- 3) Students are eligible to compete in as many of the challenges as they can fit into their schedules for the day.
- 4) There will be five content area competitions with a Junior and a Senior Division.
 - a) Ag Business
 - b) Ag Mechanics
 - c) Animal Science
 - d) Forestry & ENR
 - e) Plant Science



- 5) Awards will be given to 1st - 3rd place in each content area in Junior and Senior Divisions.
 - a) Additional award
 - i) The chapter/club with the most participants
- 6) Students are required to register online for the challenges by Wednesday, October 7.
 - a) Registration must be completed at sunbeltexpo.com/yeo by selecting the registration link for the Youth Educational Challenges
- 7) Students are NOT required to wear official dress. Comfortable, yet appropriate, respectable clothing is recommended.
- 8) To study, students may use any reference they so choose. In addition, it is recommended that students consult sources listed on the Georgia Ag Ed website, www.gaaged.org, regarding similar categories associated with CDE competitions.
- 9) Regarding Scoring:
 - a) Because there will only be one part to each challenge, participant scores will be the sum of the answers they get correct.
 - b) In the case of a tie,
 - i) (1) there will be tie-breaker questions at the end of the required questions that will only be used for breaking ties.
 - ii) (2) Individual questions within the challenge will be determined in advance as tie-breakers.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11a

DATE OF SCHOOL BOARD MEETING: September 22, 2026

TITLE OF AGENDA ITEM: Selection of the New K-8 School Name, Colors, and Mascot

DIVISION: Facilities/Support Services

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The purpose of this agenda item is to request the Board select a name, school colors and mascot for the New K8. Attached are the top selections from the community.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Cheryl Moody/Dr. Sylvia R. Jackson



POSITION: Family and Community Engagement Coordinator/Asst. Supt. For Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

GADSDEN COUNTY SCHOOL DISTRICT

Summary of New K-8 Community Input
Name, Colors, Mascot

English Speaking Voters

Community Top Name Choices-846

Rosalyn West-Smith School of Excellence
(32.3%)
Gadsden School of Excellence (23.3%)
Gadsden Innovation School (19.4%)

Community Top Name Choices-14

Gadsden Innovation School (35.7%)
Rosalyn West-Smith School of Excellence
(21.4%)
Gadsden K-8 School (21.4%)

School Name Average-860

Gadsden School of Excellence (23.02%)
Rosalyn West-Smith School of
Excellence (33.02%)
Gadsden Innovation School (19.65%)

Spanish Speaking Voters

Averaged Responses

Community Top Color Choices-818

Navy, Teal, Silver (69.8%)
Navy, Ice Blue (30.2%)

Community Top Color Choices-14

Navy, Ice Blue (57.1%)
Navy, Teal, Silver (42.9%)

Community Top Color Choices-832

Navy, Teal, Silver (69.35%)
Navy, Ice Blue (30.65%)

Community Top Mascot Choices-836

Warriors (48.4%)
Falcons (26.1%)
Titans (25.5%)

Community Top Mascot Choices-14

Warriors (Guerreros) (50%)
Falcons (Halcones) (28.6%)
Titans (Titanes) (21.4%)

Community Top Mascot Choices

Warriors (Guerreros) (48.42%)
Falcons (Halcones) (26.12%)
Titans (Titanes) (25.43%)