AGENDA

REGULAR SCHOOL BOARD MEETING

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

June 23, 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. May 6, 2026, 11:00 a.m. – Head Start Focus Area Review Government Body Meeting
   b. May 12, 2026, 5:00 p.m. – Student Hearing
   c. May 12, 2026, 6:00 p.m. – Special School Board Meeting
   d. May 26, 2026, 4:30 p.m. – School Board Financial Workshop
   e. May 26, 2026, 6:00 p.m. – Regular School Board Meeting

   ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
   a. Personnel 2025 – 2026 – **SEE PAGE #4**

      ACTION REQUESTED: The Superintendent recommends approval.

   b. Personnel 2026 – 2027 **- SEE PAGE #6**

      ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS
   a. Panhandle Area Educational Consortium (PAEC-FL VS FRANCHISE) Contract Agreement – Virtual Franchise – **SEE PAGE #7**

      Fund Source: FEFP
      Amount: Undetermined based upon enrollment

      ACTION REQUESTED: The Superintendent recommends approval.

b. Request Approval for Contracts – **SEE PAGE #14**

Fund Source: Spectrum Lease Compensation (T-Mobile) (Gingham) Title I (Lamier Technical Services)
Amount: $41,500 $55,000

ACTION REQUESTED: The Superintendent recommends approval.

c. Tallahassee State College & Gadsden County Schools Dual Enrollment Articulation Agreement **SEE PAGE #26**

Fund Source: FEFP
Amount: Undetermined – Based upon student enrollment

ACTION REQUESTED: The Superintendent recommends approval.

d. Vector Solutions – **SEE PAGE #48**

Fund Source: Title II (Pending Grant Allocation)
Amount: $17,515.10

ACTION REQUESTED: The Superintendent recommends approval.

e. Inservice Program for Adding an Endorsement in Autism Spectrum Disorder K-12 (Gadsden County School District) – **SEE PAGE #51**

Fund Source: N/A
Amount: $0.00

ACTION REQUESTED: The Superintendent recommends approval.

f. Florida ESOL Endorsement Matrix and Inservice Program for ESOL Endorsement – **SEE PAGE #87**

Fund Source: N/A
Amount: $0.00

ACTION REQUESTED: The Superintendent recommends approval.

g. Farm Ed Agriculture Lab – **SEE PAGE #293**

Fund Source: Industry Certification Incentive Dollars
Amount: $19,000

ACTION REQUESTED: The Superintendent recommends approval.

h. Tiny House Sale – **SEE PAGE #298**

Fund Source: GTC - General Fund
Amount: $60,000 - $75,000

ACTION REQUESTED: The Superintendent recommends approval.

i. Gadsden County Classroom Teacher Agreement 2024 – 2027 Collective Bargaining Agreement **SEE PAGE #302**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

j. Board Approval of the Execution of FEMA Contract 4673-016-R to Replace Gadsden County High School Generator – **SEE PAGE #351**

Fund Source: FEMA Grant: $1,218,090.00 (75%) and General Fund: $406,030.00 (25%)
Amount: $406,030.00

ACTION REQUESTED: The Superintendent recommends approval.

8. EDUCATIONAL ISSUES

   a. Medical Physicals – **SEE PAGE #415**

      Fund Source: 1100E
      Amount: $4,000.00

      ACTION REQUESTED: The Superintendent recommends approval.

   b. Gadsden County School District 2025 – 2026 Annual School Safety Risk Assessment Report, and 2025 – 2026 Threat Management Data – **SEE PAGE #418**

      Fund Source: N/A
      Amount: N/A

      ACTION REQUESTED: The Superintendent recommends approval.

   ITEMS FOR DISCUSSION

9. CITIZEN COMMENTS AND CONCERNS

10. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

11. SCHOOL BOARD REQUESTS AND CONCERNS

12. 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

June 23, 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 2025-2026
Item 6B Instructional and Non-Instructional Personnel 2026-2027

The following reflects the total number of full-time employees in this school district for the 2025-2026 school term, as of June 23, 2026.

Description Per DOE Classification	DOE Object#	#Employees June 2026
Classroom Teachers and Other Certified	120 & 130	237.00
Administrators	110	55.00
Non-Instructional	150, 160, & 170	328.00
		620.00
Part Time Instructional		2.00
Part Time Non-Instructional		3.00
Total		5.00
100% Grant Funded		154.00
Split Grant Funded		22.00
Total Grant Funded of 620 Employees		176.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

Cathy S. Johnson	Steve Scott	Leroy McMillan.	Charlie D. Frost	Stacey Hannigon
DISTRICT NO. 1	DISTRICT NO. 2	DISTRICT NO. 3	DISTRICT NO. 4	DISTRICT NO. 5
Havana, FL 32333	Quincy, FL 32351	Chattahoochee, FL 323324	Gretna, FL 32332	Quincy, FL 32351
Midway, FL 32343	Havana, FL 32333	Greensboro, FL 32330	Quincy, FL 32352	Midway, FL 32343

AGENDA ITEM 6A INSTRUCTIONAL AND NON-INSTRUCTIONAL 2025/2026

INSTRUCTIONAL

Name	Location	Position	Effective Date

NON INSTRUCTIONAL

Name	Location	Position	Effective Date

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

LEAVE

Name	Location/Position	Beginning Date	End Date
Mire, Susan	District/ESE/ School Psychologist	06/08/2026	06/11/2026
Robinson, Dominga*	GCHS/Teacher	03/05/2026	05/29/2026
Taylor, Michelle	WGMS/Lib/Media Specialist	03/31/2026	05/29/2026

*End date correction of April 28, 2026, Board's meeting

RESIGNATION

Name	Location	Position	Effective Date
Asiemoah, Prince	GCHS	Teacher	06/30/2026
Bann, Kristin	GWM	Teacher	05/29/2026
Bartley, Tannia	HMS	Teacher	06/30/2026
Davis, Annamaria	CES	Teacher	05/29/2026
Davis, Carol	District/FACE	Secretary	06/11/2026
Gibbs, April	GCHS	Teacher	06/30/2026
Goldfarb, Angela	GBES	Teacher	06/30/2026
Hatfield, Daren	GBES	Teacher	06/30/2026
Mathews, Vera	GBES	Teacher	06/01/2026
Mills, James	GBES	Principal	06/11/2026
Mire, Susan	District/ESE	School Psychologist	06/30/2026
Ravi, Shreelatha	GCHS	Teacher	06/30/2026
Rogers, Chandice	GCHS	Teacher	06/30/2026
Spells, Jordan	JASMS	School Counselor	06/30/2026
Williams, Sandra	CPA	Teacher	06/30/2026

TRANSFERS Name	Location/Position Transferring From	Location/Position Transferring To	Effective Date

DROP RETIREMENT

Name	Location	Position	Effective Date
Reglin, Earnestine	GBES	School Food Service Worker	06/30/2026

RETIREMENT

Name	Location	Position	Effective Date
Alston, Miriam	GEMS	Teacher	06/30/2026
Mabry, Velyetta	Transportation	Bus Driver	06/30/2026
Madry, Ceceilia	WGMS	Teacher	05/29/2026
Robinson, Lamar	CPA	Custodian	06/30/2026

TERMINATION

Name	Location	Position	Effective Date

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

SCHOOL LEVEL ADMINISTRATION

Rittman, Brenda

INSTRUCTIONAL- PROFESSIONAL (PS)

Brockman, Dena
Lightfoot, Tomeka

INSTRUCTIONAL- ANNUAL (AC)

Brown, Willie
Fitzgerald, Tamra
Francis, Linda
Poole, Amber
Serwaa, Abigail
Toussaint, Eric
Toussaint, John

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: June 23, 2026

TITLE OF AGENDA ITEM: Panhandle Area Educational Consortium (PAEC-FL VS FRANCHISE) Contract Agreement- Virtual Franchise

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM: The State of Florida requires each district to have a virtual instruction program pursuant to F.S. 1002.45. Approval of the Panhandle Area Educational Consortium (PAEC-FL VS FRANCHISE) Contract Agreement is requested to provide a Virtual Program to the Students of Gadsden County as a School Choice Option.

FUND SOURCE: FEFP

AMOUNT: Undetermined based upon enrollment

PREPARED BY: Cheryl Moody

POSITION: District Virtual School 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: _____

Panhandle Area Educational Consortium
Contract Agreement

THIS CONTRACT is entered into by and between the The School Board of Gadsden County, Florida, 35 Martin Luther King Jr. Blvd. Quincy Florida 32351 hereinafter called "Contractee", and Panhandle Area Educational Consortium, 753 West Boulevard Chipley Florida 32428 hereinafter called "Contractor", entitled Virtual Franchise, funded by the PAEC Project Funds.

The contract will commence July 1, 2026 and will continue until June 30, 2027. Katrina Roddenberry will direct the activities of the contract.

The Contractee agrees to compensate Contractor for the amount of $275.00 for each FLVS Franchise Single Course Segment Completion; $75.00 for each FLVS Franchise withdrawal fee for students withdrawn after the 28-day grace period or who have completed 20% or more of the course segment at the time of withdrawal, and $300.00 for each FLVS Franchise AP Single Course Segment Completion. The payment schedule will be based on FLVS Data Cycles 1-4, up to four times per fiscal year. The invoice should be signed by the contractor, reference the PAEC contract number, as shown above, include appropriate supporting documentation, and should be forwarded to the Contractee at its address set forth above.

If applicable, verification of Level 2 screening, as stated in F.S. 1012.465, must be submitted to the PAEC Risk Management Department and approved before contract can be presented to the Washington County School Board for approval.

The services provided through this contract are stipulated as follows:

The Contractor, Panhandle Area Educational Consortium will:

1. Recruit, employ, train, provide, and pay grades K-12 virtual instructors for PAEC Virtual Instruction.
2. Ensure instructors are assigned to teach courses for which they are certified.
3. Supervise PAEC virtual instructors.
4. Provide technical assistance to district and school-based personnel, parents, and students upon request.
5. Assist district and school-based personnel with student enrollment and course registration, assign students to instructors, and provide progress updates at the district, school, or individual student level upon request by district personnel.
6. Request IEP, 504 Plan, and/or LEP Plan information from district personnel when indicated by student, parent, or district that a plan exists. Provide a secure server for districts to upload the information and share information with instructors for students for whom the information is provided.
7. Upload required teacher certification information, background screening dates, and demographics to secure site for district retrieval.
8. Upload necessary MIS data that includes student enrollment reports and academic progress information once a month to a secure site for district retrieval.
9. Pay the FLVS curriculum provider the contracted fees based on student participation rates.
10. Invoice the Contractee with appropriate supporting documentation.
11. Monitor student progress.
12. Notify school guidance counselors of seniors' progress towards course completion during the last 6 weeks of school.

The Contractee, The School Board of Gadsden County, Florida will:

1. Establish a district Instructional Virtual Education contact person.
2. Establish a district MIS Virtual Education contact person.
3. Establish and maintain the school/reporting designations determined by the FLDOE to report students participating in PAEC Virtual Instruction courses in programs such as 7001,7004, and 7006.
4. Approve virtual course requests for students as deemed appropriate.
5. Monitor student progress in virtual courses.
6. Notify the Contractor any time student enrollment information changes, such as withdrawal, transfer, etc.
7. Communicate information about all state-required assessments to virtual students, including scheduling and testing location information.
8. Districts will assume responsibility for ordering and administering AP exams and will pay the costs associated with AP exams.

9. Provide IEP, 504 Plan, and/or LEP Plan information for district students upon request, except for students registered with the district as Home Education for which the parent assumes that responsibility.
10. The district is responsible for providing any required services to support and accommodate students with special needs. The district acknowledges that virtual learning programs are not appropriate for all students, and it is the district's responsibility to ensure that its delivery and implementation of the Licensed Materials are appropriate for each participating student. FLVS or PAEC will not be responsible for making such a determination and is not required to make any associated modifications to the Licensed Materials.
11. Identify district contact(s) for emergencies related to student mental health and provide 24-hour contact information that may be shared by PAEC with virtual instructors.
12. Report FTE and all other DOE survey information to the state.
13. Select the appropriate provider option for K-12 students based on their academic needs.
14. Make timely payment of PAEC invoices per the fees noted in this contract.

This contract is subject to 2 CFR 200 Code of Federal Regulations

No award will be made to parties that have been suspended or debarred from participation in federal assistance programs. A review of the official site for debarred and suspended parties or otherwise ineligible parties will be made prior to approval of this contract. Evidence of parties of this contract being included in such listings will deem the Contractor ineligible making this contract null and void, by 2 CFR Appendix II to Part 200, Section (H), 'Debarment and Suspension.'

The Contractor, as defined by the Attorney General Opinion No. 062-120, will perform all services and furnish all labor at the Payee/Contractor's risk assuming full responsibility for completion of services stipulated. The Contractor is the party providing the services; the Contractee is the party receiving the services and providing the payment for the services.
This Agreement is subject to the Laws of the State of Florida, in particular, the below listed provisions found in Florida Statutes 287.058, 287.0582, 216.347 and 215.422:

287.058 -

(1) a. A provision that bills for fees or other compensation for services or expenses be submitted in detail sufficient for a proper preaudit and postaudit thereof.

c. A provision allowing unilateral cancellation by the agency for refusal by the Contractor to allow public access to all documents, papers, letters, or other material made or received by the Contractor in conjunction with the contract, unless the records are exempt from s. 24(a) of Art. I of the State Constitution and s. 119.07(1).

(2) The agency head and the Contractor prior to the rendering of any contractual service shall sign the written agreement.

287.0582 -

The State of Florida's performance and obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.

216.347 -

The terms of this agreement prohibit the expenditure of funds for the purpose of lobbying the Legislature or a state agency.

215.422 -

Agencies have 5 working days to inspect and approve goods and services, unless bid specifications or the P.O. specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within 40 days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to Section 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Agency's Fiscal Section at the agency's main office. Payments to health care providers for hospitals, medical or other health care services, shall be made not more than 35 days from the date of eligibility for payment is determined, and the daily interest rate is .03333%. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at the agency's main office.

1012.465-

(1) Non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet Level 2 screening requirements as described in s. 1012.32, F.S. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.

This Contract is also subject to the Federal Code of Regulations CFR 200.326 provisions for procurement - Contract Administration described in CFR 200.326 Code of Federal Regulations not previously covered in the above references to Florida Statutes. These provisions are:

a. All records supporting project activities and the expenditure of funds must be maintained for a minimum of three years after the final payments and all other pending matters are closed.
b. Access will be allowed by the Contractee to any books, documents, papers, and records of the Contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.
c. The Contractor understands that Contractee will give the Contractor thirty (30) days to take corrective action should it be determined that there is a violation of the contract. If corrective action is not taken by the Contractor, funding will be withheld or revoked.
d. For a contract in excess of $10,000, the Contractor understands that modifications and/or revisions to the financial and/or program aspects of this contract may be required as a result of changes in funding. The Contractor understands and agrees that if either party desires to change, modify, or terminate this Agreement, the proposed changes shall be negotiated and shall be written documents executed by both parties.

IN WITNESS WHEREFORE, the parties have executed this CONTRACT/MODIFICATION and signing, thereby validating this CONTRACT/MODIFICATION, the parties also certify that each possesses legal authority to contractually bind their respective organizations in their capacity as a signatory official.

Contractee	**Contractor**
Elijah Key, Jr., Superintendent Gadsden County School Board, Florida	Thomas Register, Superintendent Washington County School Board, Florida Panhandle Area Educational Consortium
Date	Date 5/4/26
Leroy McMillan, Chairman Gadsden County School Board, Florida	John T. Selover, Executive Director Panhandle Area Educational Consortium
Date	Date 4/27/26

WCSB Date: May 11, 2026

Contract Number: 27-027

Hello Virtual Coordinators,

Please find attached your **2026–2027 PAEC FLVS Virtual Instruction Contract** for the FLVS Franchise at PAEC, which was approved by our board on May 11.

Kindly present the contract to your board and return a final, signed copy to me. An electronic version is acceptable cindi.davis@paec.org. If you require a hard copy, one has been mailed to you today and should arrive shortly.

Additionally, please complete the **District Information below** so we may have your most up-to-date contract information and district preferences.

Thank you for your prompt attention to this matter.

PAEC Virtual Instruction District Information

Please complete the items below, which will be specific to Gadsden

District Name

District Virtual Coordinator Name	Cheryl Moody
Email	Moodyc@gcpsmail.com
Phone	850-627-9651
District Mental Health Safety Contact Name	Dr. Nikitra Jones
Email	Jonesnic@gcpsmail.com
Phone	850-627-9651
District MIS Contact Name	Desmona Hale
Email	Haled@gcpsmail.com
Phone	850-627-9651
Home Education Contact Name	Cheryl Moody
Email	Moodyc@gcpsmail.com
Phone	850-627-9651
ESE Contact Name	Kesandra Brown
Email	Brownk@gcpsmail.com

Phone	850-627-9651

School Year Dates

First Semester Begins	First Semester Ends	Second Semester Begins	Second Semester Ends
August 11 2026	December 18 2026	January 5 2027	May 26 2027

Do you want your Home Education Students to be served through the PAEC Franchise?

Yes	No	We will decide on a case-by-case basis

Do you want your Summer Students to be served through the PAEC Franchise?

Yes	No	We will decide on a case-by-case basis

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: June 23,2026

TITLE OF AGENDA ITEM: Request Approval for Contract(s)

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to request a renewal to approved contracts with Gingham Technology LLC. Gingham Tech LLC and Lamier Technical Services. Both contracts were reviewed and renewed at the June 2025 Board meeting. The original contracts indicated that the contracts could be renewed annually based on funding and board approval. Services provided are network engineering, mapping and system configuration along with Audio Visual services, Federal Program and Food Services support. Network engineering services will also be provided for the new K-8 School. The funding source (Gingham) will be compensation from T-Mobile for leasing our wireless spectrum (30 Year Lease). Funding for Lamier Technical services will be through Title 1. If approved their contracts would begin July 1, 2026, and the end date would be June 30, 2027. Contracts attached.

FUND SOURCE: Spectrum Lease Compensation (T-Mobile) (Gingham)

AMOUNT: $41,500
FUND SOURCE: Title 1 (Lamier Technical Services)
AMOUNT: $55,000

PREPARED BY: John Thomas
POSITION: ~~Network 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 _____

6/11/24

School Board of Gadsden County, Florida

CONTRACTUAL AGREEMENT

Fiscal Year: 2026-2027

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Gingham Technology, LLC a for-profit CONTRACTOR organized and existing with its principal place of operations at 1920 Creek Hollow Trail Tallahassee, FL 32317 herein referred to as "CONTRACTOR". The CONTRACTOR is a provider of services to meet the needs of a federal award, not a sub-recipient of the RECIPIENT. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and RECIPIENT.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in the Scope of Services below. The CONTRACTOR understands and agrees that all services are to be secured and implemented solely by the CONTRACTOR and no subcontractor will be assigned as a CONTRACTOR without the prior written consent of the RECIPIENT. **The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved by the Gadsden School Board and funds are encumbered for the same.**

I, **Part A Basic.**

ARTICLE 2. SCOPE OF SERVICES

The CONTRACTOR has agreed to provide the RECIPIENT with professional technical support services for network infrastructure, including but not limited to security appliances, switching, wireless, unified communications, network access control, and related systems. The CONTRACTOR will review installed technology; develop a plan and schedule to install all new network equipment and help ensure the local team stays on schedule. The CONTRACTOR will monitor network performance and recommend enhancements. Create and update network documentation in the supplied documentation system; review security reports and recommend enhancements. Implement upgrades and configuration changes in a safe and appropriate manner; troubleshoot any issues that arise from the installation or configuration of network equipment. Develop Standard Operating Procedures for the installation and configuration of network equipment being installed to upgrade or replace older equipment; develop Standard Operating Procedures for the maintenance and operation of the network. The CONTRACTOR will assist in the planning, design, and implementation of network infrastructure for the new school scheduled to open in August 2027.

The CONTRACTOR shall receive assignments collaboratively from the Director of Media and Technology, the Network Coordinator, Systems Engineer, and the Superintendent. The CONTRACTOR will submit a time and effort sheet through established deliverables, to document on-call time and scheduled site visits. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district needs.

The CONTRACTOR agrees that all data relating to RECIPIENT'S business affairs and other information identified as confidential by RECIPIENT remain confidential information of the RECIPIENT. Any other information identified as confidential by CONTRACTOR, is confidential information of CONTRACTOR. Each party shall use confidential information of the other party which is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party's prior written consent, other than to each other's employees on a need-to-know basis.

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on July 1, 2026 and end on June 30, 2027, contingent upon the approval by school board and contingent upon approval and funding.

The contract may be renewed annually for up to five (5) years by written agreement between the CONTRACTOR and the RECIPIENT based on Superintendent, SchoolBoard, and supervisors' approval; satisfactory performance; and available funding.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	Means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR or CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
Award	Means financial assistance that provides support or stimulation to accomplish a public purpose.
CONTRACTOR	Means the legal entity to which a sub-award is made and which is accountable to the RECIPIENT for the use of the funds provided.
Date of Completion	Means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
Project costs	Means all allowable costs, as established in the applicable Federal cost principles, incurred by a RECIPIENT and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
Project period	Means the period established in the award document during which Federal sponsorship begins and ends.
RECIPIENT	Means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
Renewal	Means a continuation of the contract on an annual basis for up to three years based on continued satisfactory performance, approval of immediate supervisor, approval of senior district leadership and school board, and contingent upon available funding
Sub-award	Means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR or by a CONTRACTOR to a lower tier CONTRACTOR. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurementof goods and services nor does it include any form of assistance which is excluded from the definition of "award". The CONTRACTOR is not a sub- recipient of federal dollars.
Termination	Means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion
Working Capital	Means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

This is a professional services contract not to exceed the amount of $41,500 (forty-one thousand five hundred dollars) for responsibilities as outlined in this contract. In consideration for the work performed by CONTRACTOR, the RECIPIENT shall pay the CONTRACTOR at $170.00 hourly (not to exceed 244 hours) in support of the period that the invoices cover. The CONTRACTOR will submit time and effort

logs to the Network Coordinator Technology/Designee to document services provided. Quarterly deliverables will be submitted to the Director of Media Technology. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, the RECIPIENT shall pay to Gingham Technology, LLC the total amount of $41,500 for services rendered as described under the Scope of Services and detailed in the Deliverables. Checks will be made payable to Gingham Technology LLC and will be sent to the agency office.

(b). The CONTRACTOR shall not pledge the RECIPIENT'S credit or make the RECIPIENT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c). Total cost of the AGREEMENT is $41,500.

ARTICLE 6. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

ARTICLE 7. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days written notice specifying the effective termination date. Upon termination, the district shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the RECIPIENT.

ARTICLE 8. AMENDMENTS

Any changes must be mutually agreed upon in writing by the Assistant Superintendent of Academic Services, Director of Media and Technology, the Superintendent, and the designee from Gingham Technology LLC. Written amendments will be incorporated into this AGREEMENT, as necessary.

ARTICLE 9. PERSONNEL and LEVEL 2 CLEARANCE

Pursuant to Florida Statutes 1012.465 Background screening requirement for certain non-instructional school district employees and contractors - non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s. 1012.32 F.S. Contractual personnel shall include any vendor, individual or entity under contract with the school board. The CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act as described in this article. The CONTRACTOR will work cooperatively with all district employees.

ARTICLE 10. NONDISCRIMINATION AND COMPLIANCE

During the performance of this contract, the CONTRACTOR agrees to work in an environment free from all forms of discrimination. The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

ARTICLE 11. ADMINISTRATION OF AGREEMENT

(a) The CONTRACTOR'S contract administrator and contact is Mr. Brian Hobbs, Gingham Technology, LLC, and/or his designee.

(b) The RECIPIENT'S contract administrators and contacts are Dr. Sheantika Wiggins, Director of Media and Technology and Mr. John Thomas, Network Coordinator and/or their designee.
(c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.
(d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 12. AGREEMENT AS INCLUDING ENTIRE AGREEMENT
This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, prior negotiations, offers, representations or agreements on this subject made by either party, their agents or employees.

CONFLICT OF INTEREST: For the duration of this AGREEMENT, the CONTRACTOR pledges that he does not have any conflict of interest. He is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with his ability to fulfill the terms of the AGREEMENT.

ARTICLE 13, DISPUTES, CONFLICTS, and ENFORCEMENT
It is mutually agreed and understood that this contract shall be governed by the laws of the State of Florida, both as to interpretation and to performance, and that any action at law, suit in equity, or judicial proceeding for the enforcement of this contract, or any provision thereof, shall be instituted and maintained in any court of competent jurisdiction in Gadsden County, Florida. Any action by a party for enforcement of this AGREEMENT shall be maintained in Gadsden County. Pending final determination of any dispute hereunder, the CONTRACTOR shall proceed diligently with the performance of this contract. This contract shall be construed and interpreted solely in accordance with the laws of the State of Florida without giving effect to the conflicts of laws or provisions thereof. Conflicts of law contained in any part of this contract shalt not warrant the entire contract as voided.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Gingham Technology, LLC have executed this AGREEMENT.

Mr. Brian Hobbs
Manager
Gingham Technology, LLC

06/09/2026
Date

Mr. Elijah Key
Superintendent of Schools

Date

Mr. Leroy McMillian
Chairman, Gadsden County School Board

Date

Statement of Work — Contract Extension

Network Engineering Services for the 2026-2027 School Year

The Gadsden County School District is extending network engineering services for the District Office, 12 schools, and 3 administrative sites connected via owned and leased IP networks. This Statement of Work covers continued management and optimization of the district network through the 2026-2027 school year, including technical design and implementation responsibilities for the new school scheduled to open in August 2027.

Network Environment

The district network is built on a comprehensive Fortinet Security Fabric deployment encompassing FortiGate firewalls in standalone and high-availability configurations, FortiSwitch, FortiAP wireless access points, FortiAnalyzer, FortiManager, FortiSIEM, FortiMail, and FortiClient EMS supporting both Windows and Chromebook endpoints. The environment further includes FortiNAC, FortiPhone Enterprise, FortiRecorders, and FortiCams. Legacy Extreme Networks wireless access points and switches are in active transition, being decommissioned or repurposed as Fortinet infrastructure is deployed.

Role and Responsibilities

The Applicant will serve as Technical Lead, responsible for technical direction, hands-on configuration, and project coordination. Work requiring additional resources will be directed and overseen by the Applicant. The Applicant will work directly with the District Network Coordinator, District Systems Engineer, and other onsite technical teams. The Applicant will be responsible for:

- The review of installed technology
- Developing a plan and schedule to install all new network equipment and helping ensure the local team can stay on schedule
- Monitoring network performance and recommending enhancements
- Creating and updating network documentation in the supplied documentation system
- Review of security reports and recommending enhancements

- Implementing upgrades and configuration changes in a safe and appropriate manner
- Troubleshooting any issues that arise from the installation or configuration of network equipment
- Developing Standard Operating Procedures for the installation and configuration of network equipment being installed to replace older equipment
- Developing Standard Operating Procedures for the maintenance and operation of the completed network
- Planning, design, and technical implementation of network infrastructure for the new school scheduled to open in August 2027

Engagement Terms

This contract is for the 2026-2027 school year. Total hours are not to exceed 244, with onsite scheduling arranged by mutual agreement between the Applicant and the District. Preference is for Fortinet Partner designation or Fortinet Engineer.

School Board of Gadsden County, Florida RENEWABLE
CONTRACTUAL AGREEMENT
Fiscal Years: 2025-2026

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida,a school district referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Eric Rodriguez, DBA Lamier Technical Services a for-profit CONTRACTOR organized and existing with its principal place of operations at 9950 Hosford Hwy. Quincy. Florida 32351, herein referred to as "CONTRACTOR". The CONTRACTOR is a provider of services to meet the needs of a federal award, not a sub-recipient of the RECIPIENT. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and RECIPIENT.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in the Scope of Services below. The CONTRACTOR understands and agrees that all services are to be secured and implemented solely by the CONTRACTOR, and no subcontractor will be assigned as a CONTRACTOR without the prior written consent of the RECIPIENT. **The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds are awarded for the same by the Florida Department of Education for Title I, Part A Basic.**

ARTICLE 2. SCOPE OF SERVICES

The CONTRACTOR has agreed to provide the RECIPIENT with professional technical support for all types of digital equipment and systems, including but not limited to: digital devices for classrooms in Title I schools, laser operation, printers, Mosaic POS, boardroom Audio Visual equipment, meetings recording, imaging, and software installation. troubleshooting, deployment, and maintenance of school system digital technology, networks, sound, video, Yodeck,and other digital systems throughout school sites. The CONTRACTOR also agrees to be responsible for oversight, operation, and staff training for APLazer, interactive televisions, scheduling boards, and other classroom equipment and technologies. The CONTRACTOR shall receive assignments collaboratively from the Area Director of Academic Services, the Director of Federal Programs, the Director of Media and Technology, and the Superintendent to ensure maintenance and superior operation of all district-owned digital equipment for Title I schools. The CONTRACTOR will submit a time-and-effort sheet through the established deliverables to document on-call time and scheduled site visits. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district needs.

The CONTRACTOR agrees that all data relating to the RECIPIENT'S business affairs and other information identified as confidential by the RECIPIENT remain confidential information of the RECIPIENT. Any other information identified as confidential by CONTRACTOR is confidential information of CONTRACTOR. Each party shall use confidential information of the other party that is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party's prior written consent, other than to each other's employees on a need-to-know basis.ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on July 1, 2026, and end on June 30, 2027, contingent upon approval by the school board and by the Florida Department of Education, and upon funding by the Florida Department of Education. The contract may be renewed annually for up to five (5) years by written agreement between the CONTRACTOR and the RECIPIENT, subject to Superintendent, SchoolBoard, and supervisors' approval; satisfactory performance; and available funding.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	Means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR or CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
Award	Means financial assistance that provides support or stimulation to accomplish a public purpose.
CONTRACTOR	Means the legal entity to which a sub-award is made, and which is accountable to the RECIPIENT for the use of the funds provided.
Date of Completion	Means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
Project costs	Means all allowable costs, as established in the applicable Federal cost principles, incurred by a RECIPIENT and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
Project period	Means the period established in the award document during which Federal sponsorship begins and ends.
RECIPIENT	Means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
Renewal	Means a continuation of the contract on an annual basis for up to three years based on continued satisfactory performance, approval of immediate supervisor, approval of senior district leadership and school board, and contingent upon available funding
Sub-award	Means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR or by a CONTRACTOR to a lower tier CONTRACTOR. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award". The CONTRACTOR is not a sub-recipient of federal dollars.
Termination	Means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
Working Capital	Means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

This is a professional services contract not to exceed $55,000 (fifty-five thousand dollars) for the responsibilities outlined in this contract. In consideration of the work performed by CONTRACTOR, the RECIPIENT shall pay the CONTRACTOR $4,583.33 monthly in support of the period that the invoices cover. The CONTRACTOR will submit time and effort logs to the Director of Media and Technology to document services provided. Quarterly deliverables will be submitted to the Area Director of Academic Services and the Federal Programs Director. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, the RECIPIENT shall pay to Lamier Technical Services, LLC the total amount of $55,000 for services rendered as described under the Scope of Services and detailed in the Deliverables. Checks will be made payable to Lamier Technical Services, LLC, and will be sent to the agency office.

(b). The CONTRACTOR shall not pledge the RECIPIENT'S credit or make the RECIPIENT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c). Total cost of the AGREEMENT is $55,000.

ARTICLE 6. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

ARTICLE 7. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days' written notice specifying the effective termination date. Upon termination, the district shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the RECIPIENT.

ARTICLE 8. AMENDMENTS

Any changes must be mutually agreed upon in writing by the Area Director of Academic Services, the Director of Media and Technology, the Director of Federal Programs, the Superintendent, and the designee from Lamier Technical Services. Written amendments will be incorporated into this AGREEMENT, as necessary.

ARTICLE 9. PERSONNEL and LEVEL 2 CLEARANCE

Pursuant to Florida Statutes 1012.465, Background screening requirement for certain non-instructional school district employees and contractors - non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students, or who have access to or control of school funds must meet level 2 screening requirements as described in s. 1012.32 F.S. Contractual personnel shall include any vendor, individual or entity under contract with the school board. The CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act as described in this article. The CONTRACTOR will work cooperatively with all district employees.

ARTICLE 10. NONDISCRIMINATION AND COMPLIANCE

During the performance of this contract, the CONTRACTOR agrees to work in an environment free from all forms of discrimination. The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

ARTICLE 11. ADMINISTRATION OF AGREEMENT

(a) The CONTRACTOR'S contract administrator and contact is Mr. Eric Rodriguez, DBA Lamier Technical Services, LLC, and/or his designee

(b) The RECIPIENT'S contract administrators and contacts are Dr. Sheantika Wiggins, Director of Media and Technology, and Ms. Tammy McGriff, Director of Federal Programs and/or their designees.

(c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.

(d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 12. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, prior negotiations, offers, representations or agreements on this subject made by either party, their agents or employees.

CONFLICT OF INTEREST: For the duration of this AGREEMENT, the CONTRACTOR pledges that he does not have any conflict of interest. He is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with his ability to fulfill the terms of the AGREEMENT.

ARTICLE 13, DISPUTES. CONFLICTS and ENFORCEMENT

It is mutually agreed and understood that this contract shall be governed by the laws of the State of Florida, both as to interpretation and to performance, and that any action at law, suit in equity, or judicial proceeding for the enforcement of this contract, or any provision thereof, shall be instituted and maintained in any court of competent jurisdiction in Gadsden County, Florida. Any action by a party for the enforcement of this AGREEMENT shall be maintained in Gadsden County. Pending the final determination of any dispute hereunder, the CONTRACTOR shall proceed diligently with the performance of this contract. This contract shall be construed and interpreted solely in accordance with the laws of the State of Florida without giving effect to the conflicts of laws or provisions thereof. Conflicts of law contained in any part of this contract shall not warrant the entire contract as voided.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Mr. Eric Rodriguez, DBA Lamier Technical Services, LLC have executed this AGREEMENT.

_____ _____

Mr. Eric Rodriguez, DBA
Lamier Technical Services, LLC

Date

_____ _____

Mr. Elijah Key
Superintendent of Schools

Date

_____ _____

Mrs. Karema D. Dudley
Chair, Gadsden County School Board

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: June 23, 2026

TITLE OF AGENDA ITEM: Tallahassee State College & Gadsden County Schools Dual Enrollment Articulation Agreement

DIVISION:
N/A
___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 Agreement between the School Board of Gadsden County and Tallahassee State College for the 2026-2027 school term.

FUND SOURCE: FEFP

AMOUNT: Undetermined – Based upon student enrollment

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Assistant Superintendent 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: _____

2026 – 2027 Dual Enrollment Articulation Agreement
Gadsden County School District and Tallahassee State College

Introduction

The Dual Enrollment Articulation Agreement, as required by Section 1007.271(21), Florida Statutes, is made by and between the District Board of Trustees of Tallahassee State College, hereinafter referred to as TSC, and the District School Board of Gadsden County Schools, hereinafter referred to as the School Board. The term of this agreement shall commence upon signing and shall end July 31, 2027.

The local Articulation Committee shall consist of the following: Committee members from the School Board will be appointed by the Superintendent of the School Board or designee. Committee members from TSC will be appointed by the President of TSC or designee.

Either party may cancel this Agreement upon thirty (30) days written notice should the other party fail substantially to perform in accord with its terms through no fault of the party initiating the termination. This Agreement may be amended only by written communication signed by the Superintendent of the District School Board of Gadsden County Schools and the President of Tallahassee State College.

I. A ratification or modification of all existing articulation agreements

This agreement replaces any existing agreement with TSC and the School Board regarding the Dual Enrollment Articulation Agreement existing as of the start of the term set forth above.

II. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program

It is the responsibility of the high schools in the district to inform students of the availability of the dual enrollment program requirements and currently offered courses through education planning and guidance process. Each high school will advertise dual enrollment through a variety of methods. High school personnel will direct students to meet with their high school counselors if they are interested in learning more about participation in dual enrollment. High school counselors will review, with the student, criteria for participation in the dual enrollment program and transportation. Parents and students are required to review and sign the district Counselor Verification and Intent to Enroll form. Information will also be available to students and parents on TSC's Dual Enrollment website. It is the responsibility of the high schools to notify parents about the option for their child to participate in dual enrollment courses through a variety of means.

III. A delineation of courses and programs available to students eligible to participate in dual enrollment

Section 1007.271(1), Florida Statutes, establishes that "the dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree". A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. Physical education skills courses and college preparatory instruction are not eligible for dual enrollment.

Students enrolled as dual enrollment, early admission, or career dual enrollment shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as dual enrollment, early admission, and career dual enrollment, will be eligible to participate in both high school and college activities as appropriate including graduation and other extracurricular activities. Participation in all college activities must be approved by the Vice President for Student Affairs.

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available upon request. Eligible courses may be taken in any format that TSC offers them unless otherwise specified in the agreement. College courses are offered on the main campus, high school campuses, and through distance learning.

Early Admission Dual Enrollment

Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (minimum of 12 credit hours and maximum of 15 credit hours per semester) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Both the high school and TSC must approve early admission for a high school student each semester.

Career Dual Enrollment

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program. Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program. Both clock hour and college credit courses and programs must lead toward an approved industry certification from an Industry Certification Funding List in s. 1008.44, F.S.

Additionally, TSC and School Board will collaborate on the offering of Career and Technical Education (CTE) dual enrollment AS degree pathways and ensure seamless credit transfer and course articulation for students enrolled in CTE AS degree programs.

Both parties agree to jointly review and update the list of approved CTE programs for dual enrollment. Priority will be given to including programs that lead to industry-recognized credentials and culminate in an A.S. degree.

The School Board and College will develop strategies to promote awareness of CTE dual enrollment opportunities, particularly those leading to A.S. degrees. Strategies may include joint presentations at high schools, career fairs, and workshops for students, parents', and counselors.

Online resources and informational campaigns will be established to showcase the benefits of CTE dual enrollment A.S. Programs.

Both parties agree to establish a process for monitoring and evaluating the effectiveness of this effort expanding access to CTE dual enrollment A.S. degree programs.

Data will be collected on student participation, credit transfer rates, and program completion rates. Regular meetings will be conducted to assess progress and discuss areas for improvement.

IV. A description of the process by which students and their parents exercise options to participate in the dual enrollment program

Application Process for New Dual Enrollment Students
Students planning to participate in dual enrollment must do the following:

- Confirm they have a minimum 3.0 unweighted cumulative high school grade point average (GPA) and meets the testing requirements.
- Meet with high school counselor to discuss eligibility (see Section V) and testing options. If eligible, complete the district Counselor Verification and Intent to Enroll form.
- Complete TSC Online Application
- Complete the Permission to Register Form with your counselor. Counselors will help students choose courses that will count towards high school graduation requirements. Counselors will list the courses on the permission to register form and sign the form.
- Schedule a meeting with the TSC Dual Enrollment Advisor.
- Submit the documents below prior to or during meeting with the TSC Dual Enrollment Advisor. Documents can be emailed to the TSC Dual Enrollment Advisor or brought to the meeting.
    - Copy of test scores
    - Permission to register form
    - High school transcript (please use the FASTER system)
- During the meeting with the TSC Dual Enrollment Advisor, students will be registered for TSC courses that are listed on their Permission to Register For

Application Process for Continuing Dual Enrollment Students

- Meet with high school counselor to discuss continued eligibility (see Section V) and testing options.
- Complete the Permission to Register Form with your counselor. Counselors will help students choose courses that will count towards high school graduation requirements. Counselors will list the courses on the permission to register form and sign the form.
- Schedule a meeting with the TSC Dual Enrollment Advisor.
- Submit the documents below prior to or during meeting with the TSC Dual Enrollment Advisor. Documents can be emailed to the TSC Dual Enrollment Advisor or brought to the meeting.
    - Permission to register form
- During the meeting with the TSC Dual Enrollment Advisor, students will be registered for TSC courses that are listed on their Permission to Register Form.

Eligibility Requirements for Early Admission Dual Enrollment

Students must be a high school senior, have a minimum 3.5 unweighted cumulative high school GPA and meet the testing requirements outlined on page 7-9.

TSC Application process for Early Admission Dual Enrollment Students

Students planning to apply for early admission must do the following:

- Meet with high school counselor to discuss eligibility and testing options. If eligible. Complete the district Counselor Verification and Intent to Enroll form.
- Complete TSC Online Application.
- Complete the Permission to Register Form with counselor. Counselors will help students choose courses that will count towards high school graduation requirements. Counselors will list the courses on the permission to register form and sign the form.
- Complete the Permission for Early Admission Form with counselor.
- Schedule a meeting with the TSC Dual Enrollment Coordinator.
- Submit the documents below prior to or during the meeting with the TSC Dual Enrollment Coordinator. Documents can be emailed to the Dual Enrollment Coordinator or brought to the meeting.
    - Copy of test scores
    - Permission to register form
    - Permission for early admission form
    - High school transcript (please use the FASTER system)

During the meeting with the TSC Dual Enrollment Advisor, students will be registered for the TSC courses that are listed on the Permission to Register Form. The TSC Dual Enrollment Coordinator is the only person allowed to register students for courses

Maximum Course Loads

Traditional dual enrolled students are allowed a maximum of 11 credit hours each semester. All college courses taken must count towards high school credit.

Early admission students are allowed a minimum of 12 credit hours and maximum of 15 credit hours each semester. All college courses taken must count towards high school credit

Eligibility Requirements for Career Dual Enrollment
Students must have a minimum 2.0 unweighted cumulative high school grade point average (GPA) and meet testing requirements if required for specific programs.

Eligibility Requirements to Continue Career Dual Enrollment
Students must maintain a minimum 2.0 unweighted cumulative high school GPA, a minimum 2.0 TSC GPA as well as a successful dual enrollment course completion rate of 75% (C or better).

Schedule Changes
Dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published by TSC.

Adding and Dropping Classes
To add or drop from a course(s), during drop/add period, students must provide a written request from the high school counselor verifying that the student has permission to add or drop before the Add/Drop deadline. The request must be submitted to TSC's Dual Enrollment Coordinator using the Course Adjustment Form.

Withdrawing from Classes
After the drop/add period, Requests are considered by the district in extenuating circumstances. Students provide request and documentation to school counselor for district review. School Counselor and TSC Dual Enrollment Coordinator will be notified of the decision. The course withdrawal form will then be initiated by the school designee.

Summer Enrollment
Students are eligible to enroll in summer courses during June Express.
Graduating high school seniors are not eligible to participate in dual enrollment during the summer. Graduating seniors who enroll in summer classes will be categorized as degree seeking college students and responsible for all instructional materials, tuition and fees assessed.

Weighting of Dual Enrollment Course Grades
For districts that use a weighted grading system, s. 1007.271(8), F.S., states that "school districts and Florida College System institutions must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advance International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited."

Grade Distribution
All grades will be reported at the conclusion of each term and accessible by the student through logging into their TSC Workday account, no more than two days after the grade submission deadline passes. Final grades will not be reported in the Canvas Learning Management System.

Dual Enrollment Eligibility Through Testing

Students may demonstrate college readiness and qualify for dual enrollment by using a combination of the following, Reading, Writing, and Mathematics qualifying measures.

High schools must provide P.E.R.T. official score reports and P.E.R.T. test history if students plan to use high school P.E.R.T. scores.

It is the high schools' responsibility to provide P.E.R.T. for dual enrollment eligibility. TSC will work with the high schools and assist with P.E.R.T. testing for special circumstances.

Tests and Assessments (A score that meets or exceeds the standard score on any one of the assessments shall be accepted as demonstration of readiness for college-level work. TSC shall accept scores on a Florida public high school transcript in addition to official score reports from the issuing entity listed as an official record.) All scores must be less than 2 years old.		
P.E.R.T.		
Reading	106	ENC 1101C, ENC 1101
Writing	103	
Mathematics	114-122	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
Mathematics	123	MAC 1105, STA 2023
SAT, The College Board		
Reading	24	ENC 1101C, ENC 1101
Writing and Language	25	
Mathematics	24-26	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
Mathematics	26.5	MAC 1105, STA 2023
Digital SAT, The College Board Since June 2023		
Evidence-Based Reading and Writing Section	490	ENC 1101C, ENC 1101
Math Section	480-520	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	530	MAC 1105, STA 2023
ACT with Writing or ACT, Inc.		
Reading	19	ENC 1101C, ENC 1101
English	17	
Mathematics	19-20	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
Mathematics	21	MAC 1105, STA 2023
Next-Generation ACCUPLACER, The College Board (Since August 2022)		
Reading	256	ENC 1101C, ENC 1101
Writing	253	
QAS (Quantitative Reasoning, Algebra, Stats)	261-275	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	276	MAC 1105, STA 2023
Classic Learning Test (CLT)		
Sum of the Verbal Reasoning and Grammar/Writing Sections	38	ENC 1101C, ENC 1101
Quantitative Reasoning Section	16-18	MAT 1033, MGF 1130, MGF 1131, MAC 1105C
	19	MAC 1105, STA 2023
PSAT/NMSQT and PSAT 10, The College Board Since June 2023		
Reading	24	ENC 1101C, ENC 1101
Writing and Language	25	

Mathematics	24-26	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	26.5	MAC 1105, STA 2023
Digital PSAT/NMSQT and PSAT10, The College Board Since June 2023		
Evidence-Based Reading and Writing Section	490	ENC 1101C, ENC 1101
Mathematics Section	480-529	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	530	MAC 1105, STA 2023
PreACT		
Reading	22	ENC 1101C, ENC 1101
English	18	
Mathematics	22	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
End-of-Course Assessments		
Algebra I or Geometry	4	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
General Education Development (GED) Test		
Reading through Language Arts	165	ENC 1101C, ENC 1101
Mathematical Reasoning	165-174	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	175	MAC 1105, STA 2023
Test Assessing Secondary Completion (TASC)		
Language Arts Reading	580	ENC 1101C, ENC 1101
Language Arts Writing	560 and 6 on Essay	ENC 1101C, ENC 1101
Mathematics	560	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	700	MAC 1105, STA 2023
High School Equivalency Test (HiSET)		
Language Arts Reading	15	ENC 1101C, ENC 1101
Language Arts Writing	15	ENC 1101C, ENC 1101
Mathematics	15	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	18	MAC 1105, STA 2023
ALEKS PPL		
Mathematics	30-45	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	46	MAC 1105, STA 2023

High School Course Equivalency
(Performance in public high school coursework includes an unweighted GPA of 3.0 or better plus achievement of minimum course grade as indicated in the chart below.)

TSC Course	High School Course	Minimum Grade in Public High School Course
Communications:		
ENC 1101C	English 4 or English 4 Honors or English Language & Literature	B
ENC 1101	English 4 or English 4 Honors or English Language & Literature or Any English course for AP, IB, or Cambridge/AICE programs	B
Mathematics:		
MAT 1033, MAC 1105C	Geometry, Algebra I, Algebra I Honors, Math for College Algebra	B
MGF 1130, MGF 1131,	Math for College Liberal Arts, Math for College Statistics, Probability and Statistics,	B
MAC 1105, STA 2023	Algebra II, Algebra II Honors, Pre-Calculus, Calculus, AICE, AP, IB	B

V. A list of any additional initial student eligibility requirements for participation in the dual enrollment program

The statutory eligibility requirements for academic college credit dual enrollment include: 3.0 unweighted high school GPA and demonstrated readiness for college coursework through scores on a common placement test (as established in State Board of Education Rule 6A-10.0315). The statutory eligibility requirements for **career dual enrollment** Career Certificate: 2.0 unweighted GPA.

TSC defines readiness for college-level coursework as placement into college-level Mathematics and/or English and Reading.

Students must place into ENC 1101 with their test scores to be eligible to participate in the dual enrollment program. Students may enroll in up to 12 credit hours before demonstrating college-readiness for mathematics. To continue enrollment beyond 12 credit hours, students must meet one of the measures for mathematics as outlined in *Table 1* to demonstrate college-readiness.

Students who graduate from high school before completing the postsecondary course may not register for it through dual enrollment.

Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Procedure is outlined in TSC's Student Handbook.

Continued Enrollment for Academic Dual Enrollment
For continued dual enrollment eligibility, students must maintain a minimum 3.0 unweighted cumulative high school grade point average.

Additionally, the TSC GPA is reviewed each semester, and students must maintain a 2.25 TSC GPA at the time of review. They must also successfully complete at least 75% (C or better). Students may be given a one semester grace period if the TSC GPA is between a 2.00 and 2.24 GPA or completion rate is between 51 – 74%. High school students are permitted one grace period only.

Furthermore, Students, who withdraw from a course after the drop/add period, or who have been afforded a grace period, are required to meet with the counselor and parent/guardian before enrollment paperwork will be provided for the subsequent semester. Additionally, students utilizing a grace period may be subject to a reduced dual enrollment course load by one course in an effort to ensure successful matriculation at the post-secondary level.

Early Admission Eligibility
Students who wish to participate in early admission must be a high school senior or junior and have an unweighted high school GPA of 3.5 or higher. Additionally, students must have a TSC GPA of 3.0 or higher.

Continued Enrollment for Early Admission
Students must maintain a minimum 3.5 unweighted cumulative high school GPA and a TSC GPA of 3.0.

VI. A delineation of the high school credit earned for the passage of dual enrollment courses

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at https://www.fldoe.org/core/fileparse.php/20872/urlt/9-2.pdf. Eligible courses may be taken in any format that TSC offers them unless otherwise specified in the Agreement.

Other courses in the Statewide Course Numbering System, apart from remedial courses and physical education skills courses, can be used for dual enrollment credit and count toward high school graduation, including electives provided these courses are specified in this agreement.

For college credit programs, postsecondary courses taken through dual enrollment for three credits or more that are part of a postsecondary career/technical program of study (College Credit Certificate, Applied Technology Diploma, Associate in Applied Science, Associate of Science) shall be awarded at least 0.5 elective credits toward high school graduation.

Section 1003.437, F.S., specifies that "For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271."

VII. A description of the process for informing students and their parents of college-level course expectations

Dual enrollment courses meet the curricular expectations and are at the same depth and rigor of non-dual enrollment postsecondary instruction, including dual enrollment courses offered on the high school campus. Students should understand that dual enrollment courses are college courses and the amount of work necessary to succeed may be much greater than in high school courses. In addition, **dual enrollment courses become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA.**

It is the responsibility of the high schools in the district to inform the students and parents about the college-level expectations. TSC will inform students and parents of college-level course expectations through a dual enrollment orientation. TSC will also inform students and parents of college-level course expectations using the course syllabus provided to each student in each college-level course at the beginning of each semester.

VIII. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis.

Section 1007.27(3), F.S., allows exceptions to the required GPA on an individual student basis if both parties agree.

Exceptions to High School Grade Point Average Terms:
Upon recommendation and the submission of the Exceptions to High School GPA form, by the principal or designee, a student with an unweighted GPA of 2.75-2.99 may be allowed to enroll for a maximum of 6 hours of dual enrollment courses provided that the student has shown evidenced of ability to do advanced level work through successful completion of Advanced Placement, Honors, or other advanced courses. Continuation of dual enrollment will require satisfactory progress in all college dual enrollment courses as defined in Section V of this agreement and successful completion of all high school courses with grades no lower than "B". Documentation must be provided to TSC's Academic Affairs designee.

Exceptions related to serious illness or other extenuating circumstances will be reviewed on a case-by-case basis and must be approved by both the principal and TSC's Academic Affairs designee.

TSC will provide a form to the high school that must be completed, signed, and returned to TSC before the student will be allowed to continue in the program. A rationale for the exception must be stated on the form.

Students will be given a one-semester grace period during which a review will determine continued eligibility. The grace period can only be used once during the student's high school matriculation. Students granted eligibility under the GPA exception must meet all progression criteria moving forward to continue enrollment; the allowable grace period was used for initial eligibility.

IX. Scheduling Modifications to Increase Access and Participation for Credit and Career Dual Enrollment Students

In alignment with Florida Statute 1007.271(7)(g), the College and School District agree to collaborate in identifying and implementing scheduling changes that support increased access to and participation in credit and career dual enrollment opportunities. This may include, but is not limited to, flexible course scheduling, alignment of bell schedules, block scheduling, evening or weekend offerings, or hybrid/online course formats. The parties will annually review scheduling practices and barriers and will jointly develop strategies to improve participation among eligible students.

X. Registration policies and procedures for dual enrollment courses as determined by the postsecondary institution

Students must complete their registration form with their high school counselor. The form must be completed with all the required information about course reference numbers as well as alternate options. The completed registration form will be given to TSC's Dual Enrollment Coordinator who will register the student for courses that are available at the time the form is received. The following deadlines are established for TSC and may differ from internal deadlines of the Board.

2026-2027 Deadlines for High Schools:

Due Date	Activity	Responsible Party
August 11, 2026	Deadline for district to submit all paperwork and test scores (as necessary) for enrollment in fall 2026 semester. This includes registration for courses on the high school campus.	High school
August 17, 2026	TSC First Day of Class	
August 21, 2026	Last Day to Change Schedules or drop students (use course adjustment form)	High school
October 27, 2026	Last Day to Withdraw a student (use withdrawal form)	High school
November 10, 2026	Deadline to make changes to course offerings at the high school for Spring 2027. Deadline to identify instructors.	High school
November 27, 2026	TSC Last Day of Class	
December 1, 2026	Deadline for district to submit paperwork for Spring 2027 (applications, test scores, permission to register forms)	High school
December 7, 2026	Deadline to submit grades to TSC	High school
December 11, 2026	TSC Transcripts will be delivered to high schools	TSC
January 6, 2027	TSC First Day of Class	
January 11, 2027	Last Day to Change Schedules or drop students (use course adjustment form)	High school
March 9, 2027	Deadline to Submit "Course Request for Dual Enrollment" Form for 2026-2027.	High school
March 23, 2027	Last Day to Withdraw a student	High school
April 23, 2027	TSC Last Day of Class	
May 3, 2027	Deadline to submit grades to TSC	High school
May 5, 2027	TSC transcripts will be delivered to high schools	TSC
June 11, 2027 (Noon)	Last Day for students to submit all paperwork and test scores (as necessary)	High school

	for enrollment in Summer 2027 June Express session	
July 16, 2027	Last Day to Withdraw a student from Summer 2027 June Express session (use withdrawal form)	High school

Adding and Dropping Classes
To add or drop from a course(s), during drop/add period, students must provide a written request from the high school counselor verifying that the student has permission to **add or drop before the Add/Drop deadline**. The request must be submitted to TSC's Dual Enrollment Coordinator using the Course Adjustment Form.

XI. Exceptions, if any, to professional rules and guidelines for instructors teaching dual enrollment courses

There are no exceptions.

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

Dual enrollment courses are college courses both in content and outcomes. Dual enrollment instructors must meet the teaching credentials established by the Southern Association of Colleges and Schools (SACS). Section 1007.271(5)(a), F.S., governs dual enrollment faculty. These provisions were taken from the *Dual Enrollment Statement of Standards*, which was codified in State Board of Education Rule 6A 14.064, FAC.

Faculty who plan to teach college credit courses that are offered on the high school campuses must complete a TSC Adjunct Faculty Application and all other procedures required by TSC's Human Resources and Academic Divisions. Applicants must be recommended for hire by the appropriate Academic Dean. Faculty must also adhere to the following guidelines (Florida Statutes, 1007.271 (5a):

Meet the qualifications required by TSC as identified in the TSC Faculty Credentials Manual. The qualifications apply to all faculty members regardless of the location of instruction. TSC requires compliance with these qualifications.

1. Provide TSC with an official copy of the postsecondary transcript.
2. Provide a copy of the current syllabus for each course taught to the division dean or associate dean of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered at TSC and must be approved by the appropriate TSC academic division.

3. Adhere to the professional rules, guidelines, and expectations stated in TSC's adjunct faculty handbook.
4. Adhere to the rules, guidelines, and expectations (which apply to faculty members) stated in TSC's student handbook.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the TSC campus. To ensure equivalent rigor with courses taught at TSC, the high school instructor will provide a comprehensive, cumulative end-of-course assessment and a series of assessments of all expected learning outcomes to the appropriate Academic Dean or designee. The completed and scored assessments must be returned to TSC and held for one year (Florida Statutes, 1007.271 (6a)).

It is the responsibility of the high school to notify TSC's Academic Affairs designee of all courses that the high school is requesting to offer. Each high school must complete the appropriate form for each course that the high school plans to offer. Based on need and faculty availability, TSC will decide what courses can be offered on the high school campus.

Each instructor is responsible for checking their online class rosters every day to ensure the appropriate students are sitting in the class. If a student is not on the roster, the instructor should immediately notify their Academic Dean. The Academic Dean should notify TSC's dual enrollment coordinator or Academic Affairs designee.

Advanced Placement (AP) students who do not take or pass the AP examination are not permitted to earn postsecondary credit for the AP course via dual enrollment. Per Section 1007.272, Florida Statutes, no student will be allowed duplicate credit based on enrollment in a joint AP/dual enrollment course. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course, per Section 1007.271 (6d), Florida Statutes.

Dual enrolled students taking courses on the high school campus must submit the same documentation as the student's taking courses on TSC's main campus.

XIII. Responsibilities of the School Board regarding 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 is responsible for determining if the student is eligible to be tested for the dual enrollment program. Students with a 3.0 unweighted high school grade point average and interested in participating in dual enrollment should be referred to their high school counselors to discuss the program's eligibility requirements.

The high school must inform all students who plan to participate in dual enrollment of their obligation to complete an online TSC application.

The high school is responsible for advising students relative to ensuring that they meet the requirements for high school graduation. The high school is also responsible for advising students about Bright Futures.

It is TSC's responsibility to monitor student performance in TSC's dual enrollment courses. At the fifth and ninth week of each fall and spring term, TSC will provide early alert reports to a designee of the School Board. The report will include students earning below a 75% average in dual enrollment courses. Additionally, attendance records will be included in the reporting.

The School Board and TSC should exchange student transcripts in order to ensure that students are eligible to continue in the dual enrollment program.

TSC is responsible for assigning grades for dual enrollment courses. The School Board is prohibited from changing any grade (once assigned by TSC) when posting it to the high school transcript.

XIV. Responsibilities of the Florida College System institution regarding transmission of student grades in dual enrollment courses to the school district

TSC will transmit student transcripts to the School Board at the end of each semester.

XV. Responsibilities for funding that delineates costs incurred by the school district and TSC

Dual enrollment students shall be exempt from paying registration, matriculation, and laboratory fees.

Textbook Costs & ADA Accommodation Costs

Textbooks will be provided to students by the School Board during both the fall and spring semesters. Textbooks will be provided by TSC during the Summer terms. Textbooks purchased by the School Board shall remain the property of the School Board as specified in Section 1007.271 (17), F.S. TSC will continue its efforts to reduce the cost of textbooks and materials to the School Board. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on TSC's campus will be covered by TSC. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on the high school campus will be covered by the School Board.

Standard Tuition Rate

Per the 1007.271, F.S., the School Board is required to pay the standard tuition rate per credit hour to TSC for instruction taking place on the college campus for dual enrolled students. The approved standard tuition for FY 2026-2027 is $71.98. The rate will be charged for courses taking place on TSC's main campus and distance learning courses.

TSC will not charge tuition to the School Board for Summer 2027 dual enrollment students. TSC also will not limit dual enrollment participation based upon capacity, F.S. 1007.271(4) in any term.

TSC will use the fees collected to enhance the dual enrollment program. TSC will promote dual enrollment participation, increase capacity, and enrich the quality of services associated with the dual enrollment program. The School Board's payment of tuition to TSC will maintain counselors available to the dual enrollment program in order to recruit more dual enrollment students and to help prepare students for transition to college, to counsel students in meta-majors and programs of study, and to track and provide feedback to students on their progress. TSC will also provide high school faculty and counselor training for dual enrollment.

Instructional Costs

It is the responsibility of the School Board to provide full instructional costs for dual enrollment occurring on the high school site. For instruction occurring on the high school sites by college faculty, the School Board must reimburse TSC for the costs associated with the proportion of salary and benefits.

TSC cannot guarantee the availability of instructors for dual enrollment classes offered at the high school. Schools can assist TSC by recommending qualified School Board instructors for consideration for teaching dual enrollment courses offered at the high school.

TSC regularly uses high school faculty to teach both dual enrollment and regular TSC courses and incorporates training, mentoring, and assessment of these faculty into its regular adjunct program. Therefore, TSC's costs associated with instruction occurring on the high school site by TSC approved high school faculty who are paid by the School Board will be considered a normal part of TSC's obligation to its faculty for training and mentoring; no costs will be assessed.

Invoicing for Financial Obligations

TSC will invoice the School Board for financial obligations within 21 business days of TSC's Census date which is normally after the 5th day of class each semester. A second invoice may be generated for all students who enroll in an express session if that student is not included in the main session invoice. The school district is responsible for any student who fails to withdraw after the add/drop period.

Before invoicing, each district will need to verify enrollment. Once verification has occurred, there will be no changes to the invoices.

XVI. Responsibilities for Student Transportation

Transportation Notification for Career Dual Enrollment Students

In accordance with Florida Statute 1007.271(7)(f), the College and the School agree to ensure that students and parents/guardians are informed of available transportation options. The School shall provide clear information regarding transportation arrangements, including eligibility, schedules, and access points, through multiple communication methods such as school websites, informational sessions, printed materials, and direct outreach during the student advising and enrollment process. This information will be made available prior to the start of each academic term in which the student is enrolled in career dual enrollment courses held at the college campus or other off-site instructional locations.

XVII. Responsibilities for services and resources that are available to students with disabilities who register for enrollment

By this agreement, Section 1007.271(25), F.S., requires that the dual enrollment articulation agreement include services and resources that are available to students with disabilities who register for dual enrollment.

Tallahassee State College provides services and facilities accessible to, and usable by, all qualified students with disabilities. The college will ensure educational access by providing reasonable and appropriate accommodation for those students who provide the proper documentation. An Individual Education Program (I.E.P) filed with the student's home school will suffice as appropriate documentation to receive necessary accommodations.

TSC provides physical, academic, and program access including extended time testing, note-taking services, reader services, recorders, audio books via LearningAlly.org, e-texts, adaptive technology, math accommodations, sign language interpreters, and spelling accommodations.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and The District Board of Trustees, Tallahassee State College, Florida have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers, in accordance with Section 1007.271, F.S., Dual Enrollment Articulation Agreements.

5/18/2026
Date

Eugene Lamb
Tallahassee District Board of Trustees, Tallahassee State College, Florida

5/18/26
Date

President, Tallahassee State College, Florida

Date

Chair, Gadsden County School Board

Date

Superintendent, Gadsden County School District

Appendices

Memorandum of Understanding
Tallahassee State College
& Gadsden County School Board
Career Dual Enrollment – Correctional Officer (5005A)

Program start date: August 11, 2026
Program end date: May 26, 2027
Class time: Lunch – Release (3 Hours)
Class days: Daily, Monday - Friday
Class location: Florida Public Safety Institute

High School Credit to be Earned by the Student: High school credit equivalency information is contained within the Dual Enrollment Courses – High School Subject Equivalency List

Student eligibility requirements:

- 2.0 high school unweighted grade point average.
- Must be at least 17 years old to start, must be at least 18 years old to complete firearms training.
- Must complete fingerprinting and background check.
- Must pass the Criminal Justice Basic Abilities Test (CJBAT).

Documents due to TSC's Dual Enrollment Coordinator by **August 11**

- Completed TSC online application (submit online)
- High School Transcript
- Permission to register form

Documents due to TSC's Florida Public Safety Institute by **August 11**

- Completed Fingerprint and Background Check
- Successful Completion of CJBAT

Program Costs	Responsible for Payment	Due Date of Payment
Tuition: $2.67 per registered clock hour/student – total course hours 445	School District	Fall semester after the enrollment verification process.
Criminal Justice Basic Abilities Test (CJBAT) - $35	School District	Paid when test is administered.
Fingerprinting and Background Check	Gadsden County Sherriff's Office	The Gadsden County Sheriff's Office has agreed to do this free of charge.
Uniform Cost $423.08	Tallahassee State College	Upon receipt of student roster and sizes
Activity Fee $498.00 (First Aid, Firearms, Physical Fitness, and Defensive Tactics)	School District	Fall semester after the enrollment verification process.
Transportation to and from FPSI	School District	

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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: June 23, 2026

TITLE OF AGENDA ITEM: Vector Solutions

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 approval of Vector Solutions, a comprehensive software, learning management system (LMS). Vector Solutions delivers high-quality, expert-authored courses with a wide range of course offerings for every department, ensuring that staff across the district have the knowledge and skills needed to create safer, more inclusive, and more effective schools. These courses are provided online and are designed specifically for school staff. This contract will be for the 2026-2027 academic school year.

FUND SOURCE: Title II (Pending Grant Allocation)

AMOUNT: $17,515.10

PREPARED BY: Kysha Washington-Hopkins

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: _____

VectorSolutions

Quote ID
Q-531667

Contact Name
Daniel Krull

Schedule A – Revision

This Contract Revision Form replaces and supersedes Schedule A to the Client Agreement signed on **2022-06-29** between the Vector Solutions entity and the Client named below as of the Effective Date (Contract Revision Order No. 1 Effective Date).

Date: Monday, May 18, 2026

Client Information

Client Name: Gadsden County Schools	
Address: 805 South Stewart Street Quincy, FL 32351	
Primary Contact Name: Kysha Hopkins	**Primary Contact Phone:** 8506279651 x1570

Agreement Term

Effective Date: 07/01/2026	**Initial Term:** 12 months

Invoicing Contact Information (Please fill in missing information)

Billing Contact Name: Marleni Bruner			
Billing Address: 35 Martin Luther King Jr Blvd Quincy, Florida 32351	**Billing Phone:** (850) 627-9651		
Billing Email: brunermar@gcpsmail.com	**PO#**:	**Billing Frequency:** Annual	**Payment Terms:** Net 30

Annual Fee(s)

Product Code	Product	Description	Quantity	Price	Sub Total
CSAP	Child Sexual Abuse Prevention Library (K12)	Vector Training, K-12 Edition - Child Sexual Abuse Prevention Library (K12) - Annual Subscription	1	$3,207.70	$3,207.70
SLSBSC-DTC	School Bus Safety Company Driver Training Course	Vector Training, K12 Edition - School Bus Safety Company Driver Training Course - Annual Subscription	89	$44.00	$3,916.00
SLSS-SCPCCAI	Vector Training, Safety and Compliance Plus-Annual Subscription (CC)	Vector Training, Safety and Compliance Plus-Annual Subscription (CC)	690	$15.06	$10,391.40
K12-USCAH_SC+B	Vector Training, K-12 Edition, U.S. Council for Athletes' Health, Essentials Bundle - Annual Subscription	K-12 USCAH - Essentials Bundle - Annual Subscription	690	$0.00	$0.00

SLIII	Vector Training, Inclusive Instruction and Intervention Full Course Library	Vector Training, Inclusive Instruction and Intervention Full Course Library - Annual Subscription	690	$0.00	$0.00
SLFML	Facilities Maintenance Library	Vector LMS and Training - Facilities Maintenance Library - Annual Subscription	690	$0.00	$0.00
SLSSTCB	Vector Training, K-12 Edition Cybersecurity-Staff	Vector Training, K-12 Edition Cybersecurity-Staff	690	$0.00	$0.00
DILLTP	Vector Training, K-12 Edition, Promoting Collaboration and Respect Total Package (Teacher and Staff)	Vector Training, K-12 Edition, Promoting Collaboration and Respect Total Package (Teacher and Staff)	690	$0.00	$0.00
SLSS-PSC	Vector Training, Positive School Climate Library – Annual Subscription		690	$0.00	$0.00
K12-AILearningStudio	Vector Solution, K12 Learning Studio	AI Learning Studio included with Vector Solutions Performance LMS	690	$0.00	$0.00

Annual Total: $17,515.10

One-Time Fee(s)

Product Code	Product	Description	Qty	Price	Sub Total

One-Time Total: $0.00

Total (Annual and One-Time Fees): $17,515.10

The Parties have executed this Agreement by their authorized representatives as of the last date set forth below.

Scenario Learning, LLC d/b/a Vector Solutions
4890 W. Kennedy Blvd., Suite 300
Tampa, FL 33609

Gadsden County Schools
805 South Stewart Street
Quincy, FL 32351

By: _____

Printed Name:

_____

Title: _____

Date: _____

By: _____

Printed Name:

_____

Title: _____

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

DATE OF SCHOOL BOARD MEETING: June 23, 2026

TITLE OF AGENDA ITEM: Inservice Program for Adding an Endorsement in Autism Spectrum Disorder K-12 (Gadsden County School District)

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Gadsden County School District Inservice Program for adding an Autism Spectrum Disorder K-12 Endorsement was prepared by the Panhandle Area Educational Consortium for 2026-2031 school year. This program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder (ASD). This endorsement is intended to raise the awareness of the unique characteristics, emotional regulation, social communication, and other challenges and issues related to students with ASD. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this varied population.

FUND SOURCE: N/A

AMOUNT: $0.00

PREPARED BY: Kysha Washington-Hopkins KW 4/3/26

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: _____

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

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Commissioner of Education

May 13, 2026

Elijah Key
Superintendent
Gadsden County School District
35 Martin Luther King Jr. Boulevard
Quincy, Florida 32351-4411

Dear Superintendent Key:

Thank you for submitting your district's Autism Spectrum Disorders Endorsement for review. I am pleased to inform you of the continued approval of your district's program until June 30, 2031.

Continued state approval is contingent upon meeting the following requirements that assure competence in teaching the same subject matter at the grade level for which the teacher is being prepared:

1. A letter from the district superintendent or his/her designee requesting continued approval of the add-on program.

2. A summative five-year review from the results of the program evaluations as specified in the approved program, including the number of program completers.

3. An electronic copy of the add-on program as it will continue to be delivered, including any modification to the program.

Congratulations to you and your staff for completing the requirements necessary to operate an Autism Spectrum Disorders Endorsement Add-On Program to enrich educational opportunities for teachers.

Should you have any questions or concerns, please contact me at Sarah.Hall1@fldoe.org. You may also contact Ashley Harvey, Director of Professional Learning and Educator Retention, at Ashley.Harvey1@fldoe.org. The Department appreciates your continued leadership in your district and throughout the state for the benefit of Florida's students.

Sincerely,

Dr. Sarah Hall
Chief, Bureau of Educator Recruitment, Development, & Retention

SH/ah

INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN

Autism Spectrum Disorder K-12

Gadsden County School District

Prepared by the

Panhandle Area Educational Consortium

2026-2031

Gadsden County Public Schools
Add-On Endorsement Program Plan
K-12
Autism Spectrum Disorder

1. PROGRAM TITLE

2026-2031 Add-On Endorsement Program: Autism Spectrum Disorder Endorsement

2. PROGRAM RATIONALE AND PURPOSE

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional regulation, social communication, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this varied population.

The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers working with students with autism spectrum disorder to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.stml

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health (1:31 births, 2022),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

The add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

3. PROGRAM CONTENT/CURRICULUM COMPETENCIES

Competencies to be addressed in the program are:

- Consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,
- Aligned with the parameters delineated by Florida Statute,
- Aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- Written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Specialization/Professional Studies

Specialization requirements for the Autism Spectrum Disorder Endorsement follow and are listed at: https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.01796.

Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

The in-service courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the in-service courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

Nationally Recognized Guidelines

Each of the three in-service courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the National Professional Development Center on Autism Spectrum Disorder, 2017.

Validation of in-service content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. To create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate in-service courses. Course content is reviewed on an on-going basis to ensure that new research and uPLated web resources are included.

St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans as well as course descriptions for state universities were all consulted in the development of the autism endorsement plan.

Instructional Delivery

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavioral supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

Instructional Strands

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	**Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience**	**Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience**
1. The Basics of Autism 2. History and Assessment 3. Evidence Based Practices 4. Parental Involvement 5. Sensory Differences 6. Visual Schedules 7. Social Narratives and Social Skills 8. Structured Work Systems 9. Quality Individualized Education Program (IEP)	1. Challenging Behavior in Autism 2. Applied Behavioral Analysis (ABA) 3. Decreasing Challenging Behavior 4. The Power of Reinforcement 5. Social Skills 6. Beginning the Functional Behavioral Assessment (FBA) 7. Self-Monitoring 8. Data Collection 9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)	1. The Basics-Communication in Autism Spectrum Disorders 2. Augmentative/Alternative Communication Systems (AAC) 3. AAC in the School Setting 4. Functional Communication Training 5. Assistive Technology 6. Technology Aided Instruction and Intervention (TAII) 7. Communication and Collaboration in the School 8. Transition and Community Based Instruction 9. Transition

REQUIRED TRAINING COMPONENTS

Component Number	Master Plan Points	Component Title
2-103-545	80	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
5-101-546	80	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
3-100-547	80	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

High Quality PLC Component

District: Gadsden

IDENTIFICATION

Title: Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Component Number: **2-103-545**

- Function: Instructional Methodology (2)
- Focus Area: Procedural/Legal Requirements (103)
- Local Sequence Number: Sequential Number (545)

Points to Be Earned: **Minimum 80 / Maximum 80**

Course Description:

Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒ Continuous Improvement practices
    ☒Digital Learning/Technology Infusion
☐ Evaluation system indicators/rubrics/components
    ☒Instructional design and lesson planning
    ☒Instructional leadership (as per FPLS standards)
    ☒Learning environment (as per FEAPS standards)
☐ Mastery of a specific instructional practice:
☐ Mastery of a specific leadership practice:
☐ Multi-tiered System of Supports (MTSS)
    ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPLP)
☐ Non-Classroom Instructional staff proficiencies supporting student success

☐ Organizational leadership proficiencies (as per FPLS)
    ☒Professional and ethical behavior

☒Regulatory or compliance requirements

☐ Other:

FLORIDA PL PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	N/A	☒3.1.3, 3.1.4, 3.1.5
Learning	☒1.2.2, 1.2.3, 1.2.4, 1.2.5,	N/A	☒3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒1.3.1, 1.3.3	N/A	☒3.3.1, 3.3.2, 3.3.3
Evaluating	☒1.4.2, 1.4.3, 1.4.4	**N/A**	☐ 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard

IMPACT AREAS

☒Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
☒Repetitive practice leading to changes in proficiency of educator or leader on the job
☒Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and their impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
    a. criteria for determining eligibility (medical and educational)
    b. autism-specific instruments
    c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.

12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
    a. opportunities to enhance communicative initiations and interactions;
    b. opportunities for appropriate play and leisure activities;
    c. self-regulation and self-control;
    d. sensory-motor concerns and
    e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more varied environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B
Electronic, interactive

- **WHAT will occur during this professional learning component delivery?**
  Participants will engage in:
  - Guided inquiry
  - Discussion
  - Observation of best practices
  - Practice of Strategies
  - Cycles of Feedback
  - Data analysis
  - Lesson Planning
  - Facilitated Group Discussions
  - Case Studies
  - Reading Professional Texts
  - Action Planning

- Presentations
- Action Research

HOW?

Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements:

Participants must demonstrate theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R

Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method for Staff Database Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional learning on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PL design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Learning evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PL?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional learning evaluation form at the conclusion of the course.

c. Who will use these aspects of PL evaluation data?

The professional learning department and the facilitator of the professional learning experience will use the Professional Learning evaluation data to reflect on practices and plan future sessions.

High Quality PLC Component

District: Gadsden

IDENTIFICATION

Title: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Component Number: **5-101-546**

- Function: Classroom Management (5)
- Focus Area: Classroom Management (101)
- Local Sequence Number: Sequential Number (546)

Points to Be Earned: **Minimum 80 / Maximum 80**

COURSE DESCRIPTION:

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☐ Evaluation system indicators/rubrics/components
☒Instructional design and lesson planning
☒Instructional leadership (as per FPLS standards)
☒Learning environment (as per FEAPS standards)
☐ Mastery of a specific instructional practice:
☐ Mastery of a specific leadership practice:
☒Multi-tiered System of Supports (MTSS)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPLP)

☐ Non-Classroom Instructional staff proficiencies supporting student success

☐ Organizational leadership proficiencies (as per FPLS)
☒Professional and ethical behavior
☒Regulatory or compliance requirements
☐ Other:

FLORIDA PL PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒1.1.1	N/A	☒3.1.3, 3.1.4, 3.1.5
Learning	☒1.2.2, 1.2.3, 1.2.4, 1.2.5,	N/A	☒3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒1.3.1, 1.3.3	N/A	☒3.3.1, 3.3.2, 3.3.3
Evaluating	☒1.4.2, 1.4.3, 1.4.4	**N/A**	☐ 3.4.3, 3.4.7

IMPACT AREAS

☒Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
☒Repetitive practice leading to changes in proficiency of educator or leader on the job
☒Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).

13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B
Electronic, interactive

WHAT will occur during this professional learning component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW?

Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R

Electronic, Interactive with on-going monitoring and feedback via online facilitation on targeted learning

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method for Staff Database Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional learning on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PL design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Learning evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PL?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Learning evaluation form at the conclusion of the course.

c. Who will use these aspects of PL evaluation data?

The professional learning department and the facilitator of the professional learning experience will use the Professional Learning evaluation data to reflect on practices and plan future sessions.

High Quality PLC

Component District: Gadsden

IDENTIFICATION

Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Number: **3-100-547**

1. Function: Technology (3)
2. Focus Area: Instructional Strategies (100)
3. Local Sequence Number: Sequential Number (547)

Points to Be Earned: **Minimum 80 / Maximum 80**

COURSE DESCRIPTION:

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒Instructional design and lesson planning
- ☐Instructional leadership (as per FPLS standards)
- ☒Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☐ Mastery of a specific leadership practice:
- ☐ Multi-tiered System of Supports (MTSS)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPLP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements
- ☐ Other:

FLORIDA PL PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒1.1.1	N/A	☒3.1.3, 3.1.4, 3.1.5
Learning	☒1.2.2, 1.2.3, 1.2.4, 1.2.5,	N/A	☒3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒1.3.1, 1.3.3	N/A	☒3.3.1, 3.3.2, 3.3.3
Evaluating	☒1.4.2, 1.4.3, 1.4.4	N/A	☐ 3.4.3, 3.4.7

IMPACT AREAS

☒Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
☒Repetitive practice leading to changes in proficiency of educator or leader on the job
☒Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
    a. Single message
    b. Picture communication systems
    c. Manual communication boards
    d. Voice output communication devices
    e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
    a. Identify vocabulary the student would need in specific environments.
    b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.

11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
    a. communication
    b. social interactions
    c. academics
    d. daily living
    e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe how individuals with autism are included in transition planning in your district.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: B
Electronic, interactive

WHAT will occur during this professional learning component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW?

Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES:

Participants must demonstrate theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced

course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: R
Electronic, Interactive

Implementation, Support and Monitoring Procedure:
The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Evaluation Method for Staff Database Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?
The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional learning on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PL design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Learning evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PL?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Learning evaluation form at the conclusion of the course.

c. Who will use these aspects of PL evaluation data?

The professional learning department and the facilitator of the professional learning experience will use the Professional Learning evaluation data to reflect on practices and plan future sessions.

Matrix

Competency Number*	Component Number	Specific Component Objective Number(s)	CEC Advanced Specialty Standards	Method of Competency Demonstration
Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience				
2a	2-103-545	1, 3	SEDAS.1.S1, SEDAS.1.S2, SEDAS.1.K5, SEDAS.1.S3, SEDAS.4.S1	1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2d, 2e	2-103-545	2, 4, 5, 6	SEDAS.4.K1, SEDAS.1.K1, SEDAS.1.K2, SEDAS.1.K3	1. Research project that addresses history as well as medical diagnosis and educational eligibility 2. Describe autism specific instruments and process used for comprehensive evaluation 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2e	2-103-545	14, 20, 22	SEDAS.1.S3 SEDAS.3.S8, SEDAS.3.S11, SEDAS.3.S14, SEDAS.3.S5	1. Research Evidence-based Practices (EBP) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a	2-103-545	7, 8	SEDAS.1.S10, SEDAS.6.K1, SEDAS.6.K2, SEDAS.7.S4, SEDAS.5.K1,SEDAS.4 .S2	1. Research data regarding parental involvement in schools and how this can be improved in their own school 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz

2a	2-103-545	15	SEDAS.3.K1 SEDAS.3.K2	1. Sensory graphic organizer 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2e	2-103-545	19	SEDAS.3.S9	1. Development and implementation of visual schedules 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e	2-103-545	16, 17	SEDAS.3.K1, SEDAS.3.K2	1. Development and implementation of a social narrative 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a,2e	2-103-545	17, 18	SEDAS.3.K2, SEDAS.3.K4 SEDAS.6.S5	1. Development and implementation of structured work system; including progress monitoring tool 2. Develop and implement a visual to support the use of the structured work system 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2d, 2e	2-103-545	9, 10, 11, 12, 13, 21	SEDAS.1.S6, SEDAS.3.S1, SEDAS.1.S5, SEDAS.3.S14, SEDAS.1.S6, SEDAS.3.S12, SEDAS.1.K4, SEDAS.1.S4, SEDAS.2.K2	1. Analysis of assessment results 2. Development of IEP SMART goals 3. Make decisions regarding accommodations and instructional strategies 4. Field experience application of course concepts 5. Quiz 6.

Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience				
2a, 2c, 2e	5-101-546	1, 2, 4	SEDAS.1.K1, SEDAS.1.S1, SEDAS.1.S2, SEDAS.3.K2	1. Research project 2. Development of IEP SMART goals for social communication/emotional regulation/behavior 3. Field experience application of course concepts 4. Quiz
2c,2e	5-101-546	3, 5, 6	SEDAS.3.K2, SEDAS.4.K1, SEDAS.5.K1, SEDAS.6.K2 SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S5, SEDAS.3.S7, SEDAS.4.S2, SEDAS.6.S2, SEDAS.6.S4	1. Research basic principles of ABA 2. Choose an Evidenced Based Practice in the area of behavior to research 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	5-101-546	11, 12, 16	SEDAS.3.S11, SEDAS.4.K1, SEDAS.1.K2, SEDAS.6.K2, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Collect behavioral data (ABC) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e	5-101-546	7, 8, 13, 14, 15	SEDAS.3.S12, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S14, SEDAS.4.K1, SEDAS.1.S5, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.S5, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Develop token economy system 2. Identify target/replacement behavior 3. Analyze reinforcer assessment 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d, 2e	5-101-546	9	SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14,	1. Administer Functional Social Skills Assessment (FSSA)

			SEDAS.6.S2, SEDAS.6.S4	2. Complete the Visual Social Skills Profile based on results of FSSA 3. Create and implement a social skills lesson that addresses the deficits from the above 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d, 2e	5-101-546	17, 18	SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Use ABC data to develop a hypothesis for the function of behavior 2. Research and design an intervention strategy that matches the function of the competing behavior 3. Implement intervention and collect data 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c	5-101-546	10	SEDAS.3.S11, SEDAS.3.S12	1. Develop and implement a self-monitoring system 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2c, 2e	5-101-546	19	SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	5-101-546	20	SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Develop an FBA and PBIP based on data results

				2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience				
2a	3-100-547	1	SEDAS.1.K1, SEDAS.1.S1, SEDAS.1.S2	1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2b, 2e	3-100-547	2, 3, 4, 6	SEDAS.1.S5, SEDAS.1.S6, SEDAS.2.K1, SEDAS.3.K3, SEDAS.3.S6, SEDAS.6.S3, SEDAS.3.S7	1. Research AAC devices; including PECS 2. Individualize AAC for a student 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b	3-100-547	5, 7	SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.6.S3, SEDAS.3.S5, SEDAS.3.S10	1. Research AAC devices 2. Integration of AAC into classroom environment/curriculum 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2c, 2e	3-100-547	8	SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5	1. Identify interfering behavior 2. Implement the Functional Communication Training (FTC) strategy 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b	3-100-547	10, 11, 12	SEDAS.1.S5, SEDAS.1.S7, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7,	1. Research technology supports 2. Provide examples of low, mid, and high tech supports

			SEDAS.3.S9, SEDAS.6.S3, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	3. Review district AT evaluation process 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Quiz
2b, 2e	3-100-547	11, 12	SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	1. Research Technology Aided Instruction and Intervention (TAII) resources 2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	3-100-547	9	SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2, SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5, SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S4, SEDAS.7.S3, SEDAS.7.S4	1. Describe collaboration and communication with stakeholders; including paras and service providers 2. Describe collaboration and communication among and between special education and general education teachers 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a	3-100-547	13, 14	SEDAS.3.S12, SEDAS.3.S13, SEDAS.5.S1, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.K4, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.6.S1, SEDAS.7.S1, SEDAS.7.S3,	1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercises that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz

			SEDAS.7.S4, SEDAS.7.S5	
2a, 2b, 2d, 2e	3-100-547	15, 16	SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.S2, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S5,	1. Research transition assessments 2. Use assessment data to develop post-secondary transition IEP goals 3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 4. Application exercises that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
All ASD Add On Program Courses				
2a, 2b, 2c,2d,2e	2-103-545 5-101-546 3-100-547	N/A	SEDAS.4.S2	This standard is embedded throughout all courses and the practicum. It is expected that after completion of the endorsement courses, teachers will become teacher leaders and advocates for students with ASD and related disabilities through staying informed of current research, legislation and debate. Teachers can remain up to date with evidence-based practices by regularly monitoring the information at: DOE: here they can find current legislative and rule changes and Technical Assistance Papers. AFIRM and IRIS Center for research.
2a, 2b, 2c,2d,2e	2-103-545 5-101-546 3-100-547	N/A	SEDAS.5.K1	This standard is embedded throughout all courses and the practicum. It is expected that after completion of the endorsement courses, teachers will continue learning and seek out resources through electronic, print and community organization. The Center for Autism and Related Disabilities (CARD) is a leading organization and BEESS IDEA-

				funded state project who will partner with districts. Teachers can contact their local CARD representatives.
2a, 2b, 2c,2d,2e	2-103-545 5-101-546 3-100-547	N/A	SEDAS.6.S5	After adding the endorsement to their certificates, it is expected that teachers will become teacher leaders and advocates for students with ASD and related disabilities. As teacher leaders, they should provide professional learning in the area of autism and the needs of students, lead PLCs, provide technical assistance for other teachers and families, and participate in leadership activities and community outreach. Teachers are able to work with our FDLRS PAEC Center for assistance in professional learning opportunities.
2a, 2b, 2c,2d,2e	2-103-545 5-101-546 3-100-547	N/A	SEDAS.6.S6	After adding the endorsement to their certificates, it is expected that teachers will become engaged in leadership opportunities within the school as well as through professional organization such as the Council for Exceptional Children, Special Olympics, The Arc, Best Buddies International, etc. Teachers should look to local organizations for service opportunities.
2a, 2b, 2c,2d,2e	2-103-545 5-101-546 3-100-547	N/A	SEDAS.7.S2	This standard is covered under the transition services in AT/AAC Section 8 (Transition and Community Based Instruction). Additional resources for transitioning students into adulthood can be found through local resources including Project 10, Vocational Rehab, AFIRM and IRIS modules, and their local Center for Autism and Related Disabilities Center.

*Competency Number based upon Rule 6A-4.01796 Specialization Requirements for Endorsement in Autism-Academic Class.

(a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);
(b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;
(c) Behavior management and positive behavior supports for students with autism spectrum disorders;

(d) Assessment and diagnosis of autism spectrum disorders; and,
(e) Field-based experience with students with autism spectrum disorders.

Course Instructors

Selection of instructors for the Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master's degree in education or special education
- Three years of qualified experience in working with students diagnosed with autism spectrum disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

Completion Requirements

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 in-service hours including the following: nature of autism spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.

A. Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion.

Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program

To satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

Methods for determining whether a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Upon successful completion of all three required courses, the participant will be provided with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator's teaching certificate.

B. Competency Demonstration

All those pursuing the addition of the Autism Spectrum Disorder Endorsement to their Florida Educators' Certificates must earn a minimum of 240 in-service points by successfully completing the prescribed set of in-service components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstrations will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. In-service training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

C. Competency Verification

College and/or university coursework may be substituted for portions of the Autism Spectrum Disorder Add-on Endorsement requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the instructor that there is reasonable equivalence between the college/university courses and the add-on courses. Decisions will be made at the local level, in collaboration with the teacher certification office and the professional learning office. Certificates will be issued to successful completers as a record of competency completion.

Program Evaluation

A. Evaluation Plan

The overall effectiveness of the Autism Spectrum Disorder Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district in-service requirements, any participant who wishes to receive in-service points must demonstrate competency on 100% of the specific objectives).
2. Each training component will be evaluated by utilizing staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and exceptional student education administrative and supervisory staff to determine program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Annual Review

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

An annual review of the efficacy of the program will be conducted by Exceptional Student Education administration in the school district via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan*. The carry-over effects of the training will be measured by direct observation, the status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional learning offered outside of the endorsement program.

Descriptive Data

Formal program evaluation will provide the following data:

1. Number of teachers who are out-of-field in autism spectrum disorders
2. Number and percentage of the above that have enrolled in the add-on program
3. Number of enrollees dropped for nonperformance
4. Number and percentage of program completers
5. Number and percentage of program completers teaching in the district

Client Satisfaction Data

Attitudes of participants will be surveyed to determine the extent to which:

1. The program meets candidate needs
2. The quality of instruction is consistent with professional learning standards
3. The curriculum is pertinent to their classroom and professional learning needs
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities

Supervisory Evaluation Data

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others
3. Evidence exists of tangible benefit to students accruing from add-on training

Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

In addition, to assess the overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

Management

The FDLRS organization will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

In-service training will be offered by districts and regional service providers. FDLRS will be responsible for uPLating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn in-service credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Autism Spectrum Disorder Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, in-service training requirements, and progress toward successful program completion.

Attendance Requirement for In-service Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one in-service point for each clock hour of component participation, up to 80 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Transfer and Utilization of Credit (College or In-service)

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Spectrum Disorder Endorsement Program may be used to satisfy component requirements. College course(s) are converted to in-service points with each semester credit hour equivalent to

twenty (20) in-service points. An official college transcript must be requested by the participant and forwarded to the Professional Learning Director's Office.
In-service credit earned while employed in another district may be applied to the Add-On Certification provided:

- The component is of equivalent or higher content level
- The component was earned as part of a Florida-approved Add-On Certification Program

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, a professional learning tracking system, or other in-service tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district certification specialist will assist the participant in filing the necessary online application and collecting the fees associated with adding the Autism Spectrum Disorders Endorsement to the educator's teaching certificate. The district will electronically submit the CT-115 form to the Bureau of Educator Certification verifying completion of the add-on program.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: June 23, 2026

TITLE OF AGENDA ITEM: Florida ESOL Endorsement Matrix and Inservice Program for ESOL Endorsement

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Gadsden County School District Inservice Program for adding an ESOL endorsement for a Florida Educator's Certificate was prepared by the Panhandle Area Educational Consortium for 2026-2031 school year. These ESOL courses have been aligned to the strands, standards, and performance indicators adopted by the State Board of Education in August 2025 pursuant to Rule 6A-4.02451 and addresses the qualification standards set forth in Rule 6A-1.0503.

FUND SOURCE: N/A

LP 6/3/26

AMOUNT: $0.00

PREPARED BY: Kysha Washington-Hopkins

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: _____

GADSDEN COUNTY SCHOOL DISTRICT

INSERVICE PROGRAM

FOR ADDING AN ENDORSEMENT IN

English for Speakers of Other Languages
ESOL Endorsement

TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared by the

Panhandle Area Educational Consortium

2026 - 2031

PAEC
Panhandle Area
Educational Consortium

Advancing Schools and Communities for Student Success
Every Student, Every Day!

753 West Boulevard
Chipley, FL 32428
www.paec.org
850-638-6131

GADSDEN COUNTY SCHOOL DISTRICT

ESOL Add-On Endorsement

Provided by

The Panhandle Area Educational Consortium

1. PROGRAM TITLE

Panhandle Area Educational Consortium's Add-On Certification Program English for Speakers of Other Languages (ESOL) Endorsement (2026-2031)

2. PROGRAM RATIONALE AND PURPOSE

Florida continues to experience a significant increase in the enrollment of English Language Learners (ELLs). Legal mandates, primarily the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree and its 2003 Modification, require that these students receive comprehensible instruction from qualified educators. This program is designed to ensure compliance with these mandates, providing a structured pathway for educators to meet the requirements of State Board of Education Rule 6A-4.02451 and Rule 6A-1.0503, which define the qualifications for instructional personnel and the timelines for training completion.

The Panhandle Area Educational Consortium (PAEC) serves 15 small, rural school districts in Northwest Florida. While these districts have historically served fewer ELLs than metropolitan areas, their ELL populations are increasing. This program provides essential professional learning support for educators within these member districts to meet certification requirements through high-quality, flexible delivery models.

The primary objectives of the PAEC ESOL Add-On Endorsement Program are to:

- ensure that English Language Learners are taught by appropriately qualified educators.
- develop the competencies of teachers, guidance counselors, and school administrators to effectively meet the academic, and resiliency needs of ELLs.

- assist educators in obtaining or renewing certification in a timely and efficient manner.
- provide high-quality, flexible professional learning opportunities that respect the time and resources of rural educators.
- incorporate Florida's English Language Development (ELD) Standards with grade-level academic benchmarks.
- ensure teachers can effectively use the World-Class Instructional Design & Assessment (WIDA) proficiency levels (1-6) to differentiate instruction and assessment.
- facilitate family engagement and civic participation among ELL families as part of the educator's competency.
- Train educators to use modern tools to support instructional planning and student feedback within the ESOL context.

This program is developed in accordance with Florida Statutes 1012.55, 1012.56, and 1001.02. It strictly adheres to the Florida Teacher Standards for the ESOL Endorsement, as specified in Rule 6A-4.02451, and addresses the qualification standards set forth in Rule 6A-1.0503. Note: Each district is the authorizing body for approval of individual ESOL courses for endorsement, certification, or to meet Categories I, II, III, and IV professional development requirements.

Certification Requirements

Certification requirements for teachers of ESOL include general and professional preparation as specified in State Board Rule 6A-4.02451, F.A.C. ESOL may be added to a standard coverage through the earning of college course credit, a district add-on program using in-service points, or a combination of in-service and coursework. The PAEC Add-on Program deals with in-service and/or the combination of in-service with college credit. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted based solely on college coursework. Statutory Authority Reference: Florida Statutes, 1001.02, 1012.55, and 1012.56.

The district certification contact and/or professional development director will evaluate each teacher's current teaching credentials on an individual basis to determine which portions of the program must be completed. The in-service components represent research-evidenced best practices and are appropriate for any teacher seeking renewal of certification, provided the component has not been previously completed. ESOL in-service hours may also be banked for later use.

Admission: Admission remains limited to individuals holding a valid Florida Temporary or Professional Educator's Certificate.

Completion: Applicants who begin the program with a temporary certificate

must complete the requirements for a professional certificate before the district can provide final verification of program completion.

Mastery Standard: Certification requires competency-level performance on 100% of the required performance indicators. Mastery must be verified for every indicator from MT.1.1 through CU.1.4.

Certification completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

3. PROGRAM CONTENT/CURRICULUM

The curriculum framework is organized into five domains updated for the 2026-2031 period. Each domain represents a conceptual area of study defined by specific standards and performance indicators (PIs) that provide clear criteria for mastery.

- Strand 1: Methods of Teaching ESOL (MT)
- Strand 2: Applied Linguistics (AL)
- Strand 3: Testing and Evaluation (TE)
- Strand 4: ESOL Curriculum and Materials Development (CM)
- Strand 5: Communication and Understanding for English Language Learners (CU)

The program is organized around strands, standards, and alphanumeric Performance Indicators (PIs). Participants must demonstrate evidence of mastery for 100% of the required objectives within each domain through artifacts and instructor evaluation.

A. PROFESSIONAL EDUCATION STUDIES

The *2025 Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement* are organized around strands, standards within each strand, and performance indicators for each standard. A strand may be seen as an overarching category of study that identifies a broad conceptual area. Each strand is defined by its standards, which identify the core knowledge, skills, and dispositions that must be addressed within each domain. For each standard, the document lists a set of key performance indicators, which provide specific

criteria for demonstrating mastery of the standard. The program incorporates clinical activities essential for developing pedagogical skills, including structured observations, simulations, and the implementation of evidence-based strategies within the educator's clinical setting.

B. NATIONALLY RECOGNIZED GUIDELINES

The 2025 Florida Teacher Standards for ESOL Endorsement were developed by Florida educators to align with current research, evidence-based practices, and state-specific accountability measures rather than a single national framework. The standards emphasize WIDA English Language Development standards, data-driven instructional strategies, and legislative requirements.

Competencies

Table 1

Strands and Standards Considered in the Development of PAEC Add-On Endorsement

Strand	Standard
Strand 1: Methods of Teaching ESOL (MT)	MT.1 - ESOL Requirements and Practices MT.2 - English Language Acquisition and Development MT.3 - Standards-Based ESOL and Content Instruction
Strand 2: Applied Linguistics (AL)	AL.1 - Language as a System
Strand 3: Testing and Evaluation (TE)	TE.1 - Key Factors and Considerations in Assessments for ELLs TE.2 - Classroom-Based Assessments for ELLs
Strand 4: ESOL Curriculum and Materials Development (CM)	CM.1 - Planning for Standards-Based Instruction for ELLs CM.2 - Effective Use of Resources and Technologies
Strand 5: Communication and Understanding for ELLs (CU)	CU.1 - Learning of Academic Content and Language for ELLs

4. INSTRUCTIONAL DESIGN AND DELIVERY

Strands, standards, and performance indicators considered for the development of the PAEC ESOL Add-On Endorsement Program are listed below.

1. INSTRUCTIONAL STRANDS

Strand 1: Methods of Teaching ESOL (MT)

Standard 1: ESOL Requirements and Practices
Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

Performance Indicators

- MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.
    - Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs' academic and linguistic progress; and other procedures of the ESOL program.

Standard 2: English Language Acquisition and Development
Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

Performance Indicators
- MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.
- MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

Standard 3: Standards-Based ESOL and Content Instruction
Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

Performance Indicators
- MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.
- MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.
- MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.
- MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Strand 2: Applied Linguistics (AL)

Standard 1: Language as a System
Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.

Performance Indicators

- AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.
- AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).
- AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.
    - Clarification 1: Instruction includes modeling how to shift from informal to formal language based on setting, how to address different speakers, and how to adapt communication for assignments and tasks.
- AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.
    - Clarification 1: Instruction includes explaining that the relationship between sounds (phonemes) and written symbols (graphemes) in English may differ from other languages, and sentence structure in English may follow a different order compared to other languages.

Strand 3: Testing and Evaluation (TE)

Standard 1: Key Factors and Considerations in Assessments for ELLs
Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.

Performance Indicators

- TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
    - Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.
- TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.
    - Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

Standard 2: Classroom-Based Assessments for ELLs
Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Performance Indicators

- TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.
- TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Strand 4: ESOL Curriculum and Materials Development (CM)

Standard 1: Planning for Standards-Based Instruction for EL

Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

- CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.
    - Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.
- CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

Standard 2: Effective Use of Resources and Technologies

Teachers use technological tools and benchmark-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

- CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.
- CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

Strand 5: Communication and Understanding for ELLs (CU)

Standard 1: Learning of Academic Content and Language for ELLs

Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.

Performance Indicators

- CU.1.1 Provide instruction and experiences that meet individual student needs.
    - Clarification 1: Instruction includes analyzing folktales, idiomatic expressions (e.g., "raining cats and dogs," "a piece of cake"), or understanding the U.S. customary system alongside the metric system.
- CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.
    - Clarification 1: Instruction includes, but is not limited to, modeling greetings, taking turns, and levels of formality in academic discussions.
- CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and

involvement.

- C.U.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

2. TRAINING COMPONENTS

ESOL ENDORSEMENT OPTIONS, CORRELATION OF INSTRUCTIONAL STRANDS, AND MAJOR TOPICS

While any certified teacher may opt to add on the ESOL Endorsement, Category I teachers (Primary Language Arts Teachers: Teachers of English, reading, or language arts to ELLs) are required to obtain the ESOL Endorsement/Certification. Options A – C provide an approved means to fulfill this requirement under the PAEC ESOL Add-On Program.

OPTION A

Participants who select this option will complete each of the five 60-hour professional learning courses listed below. Courses are available from PAEC (online) for a total of 300 credit hours. See Table 2 for appropriate instructional strands and major topics.

ESOL Methods of Teaching ESOL (MT) - Course One
ESOL Applied Linguistics (AL) - Course Two
ESOL Testing and Evaluation (TE) - Course Three
ESOL Curriculum and Materials Development (CM) - Course Four
ESOL Communication and Understanding for ELLs (CU) – Course Five

Course completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

Mastery Standard: Course completion requires competency-level performance on 100% of the required performance indicators.

Note: See **Table 2** for appropriate instructional strands and major topics.

***Note:** Participants are encouraged to complete *ESOL: Methods of Teaching English to*

Speakers of Other Languages (ESOL) first, followed by *ESOL: Applied Linguistics*. Although all courses may be taken in any order, the course numbers correspond to the suggested order.

Table 2

Option A Instructional Strands and Major Topics

Instructional Strands	Major Topics
Strand 1: Methods of Teaching ESOL (MT)	• Demonstrating knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs. • Demonstrating the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels. • Implementing listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels. • Using evidence-based strategies to support language acquisition and academic achievement.
Strand 2: Applied Linguistics (AL)	• Understanding the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system. • Applying knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing). • Modeling proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose. • Identifying similarities and differences between English and other languages to inform instructional approaches.
Strand 3: Testing and Evaluation (TE)	• Identifying appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs. • Utilizing assessment data to distinguish language proficiency from other learning needs. • Selecting evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas. • Implementing linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Strand 4: ESOL Curriculum and Materials Development (CM)	• Planning for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment. • Planning learning tasks to meet the needs of ELLs with interrupted or limited education. • Using benchmarks-aligned materials and other resources based on ELLs' language proficiency data. • Integrating applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.
Strand 5: Communication and Understanding (CU)	• Providing instruction and experiences that meet individual student needs. • Modeling appropriate language and behaviors expected in U.S. school settings and workplaces. • Collaborating with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement. • Incorporating in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

OPTION B

Some participants may choose to combine components from Option A with college credit. This is permissible, provided all performance standards for each of the five domains are met and the total number of ESOL in service hours is at least 300. Participants, electing to use college credit to fulfill a portion of the ESOL Endorsement requirements, must provide a college transcript and course description to the appropriate district-level personnel. It will be the responsibility of the appropriate district-level personnel to review the course description(s) and determine whether the college credit will be counted toward the in-service requirement for the ESOL endorsement.

ESOL In-service or Coursework must include the following areas:

- Methods of Teaching ESOL (MT)
- Applied Linguistics (AL)
- Testing and Evaluation (TE)
- ESOL Curriculum and Materials Development (CM)
- Communication and Understanding for English Language Learners (CU)

Course completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

Mastery Standard: Course completion requires competency-level performance on 100% of the required performance indicators.

Note: See **Table 2** for appropriate instructional strands and major topics.

OPTION C

Some participants may choose to combine components from Option A, college credit, district-provided, and/or ESOL courses from district-approved providers. In addition, for teachers who earned ESOL in-service credit while teaching in a school district not covered under the PAEC Add- On ESOL Endorsement Plan (within or outside the State of Florida), the district will assume responsibility for completing a careful review of the course description and/or course requirements and determining whether the in-service meets the performance standards required in order to use the in-service credit toward the ESOL endorsement.

Elements addressed in option C are permissible, provided all performance standards for each of the five strands are met and the total number of ESOL in-service hours is at least 300. An individual plan of study form must be developed and approved by appropriate district-level personnel for all participants who elect to pursue this option.

Course completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

Mastery Standard: Course completion requires competency-level performance on 100% of the required performance indicators.

Note: See **Table 2** for appropriate instructional strands and major topics.

ADDITIONAL TRAINING OPTIONS

Category II Teachers

Category II teachers (Subject Area Teachers: Teachers of math, science, history, or computer literacy to ELLs) may fulfill their ESOL in-service requirements by successfully completing 60 hours of approved ESOL professional development or three-semester credit hours of college coursework, aligned to the FLDOE-approved ESOL strands and standards. See the corresponding instructional strands and major topics in **Table 3**.

Note: The recommended PAEC professional learning option for **Category II** teachers is ***ESOL for Categories II & IV.***

Category III Teachers

Category III teachers (Other Teachers: Teachers of subject areas, not included in Categories I and II) may fulfill their ESOL in- service requirements by successfully completing 18 hours of ESOL professional development or three-semester credit hours of college coursework aligned to the FLDOE-approved ESOL strands and standards. See the corresponding instructional strands and major topics in **Table 3**.

Note: The recommended PAEC online course for **Category III** teachers is ***ESOL for Category III***.

Category IV Personnel

Category IV personnel (school administrators and guidance counselors) may fulfill their ESOL professional learning requirements by successfully completing 60 hours of ESOL professional development or three semester credit hours of college coursework that addresses the FLDOE-approved ESOL competencies for their respective areas. See the corresponding instructional strands and major topics in **Table 3**.

Note: The recommended PAEC professional learning option for **Category IV** is ***ESOL for Categories II & IV.***

Table 3

Category II, III, and IV Instructional Strands and Major Topics

Instructional Strands	Major Topics
Methods of Teaching (MT)	• Applying knowledge of evidence-based practices and requirements in the field of ESOL. • Applying evidence-based practices to deliver instruction that supports and accelerates English language acquisition. • Ensuring ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.
Applied Linguistics (AL)	• Demonstrating understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.
Testing and Evaluation (TE)	• Informing instruction by assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback. • Using a variety of assessment tools to monitor student progress, achievement, and learning gains.
ESOL Curriculum and Materials Development (CM)	• Planning and delivering lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels. • Using technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.
Communication and Understanding (CU)	• Demonstrating strategies that support ELLs' learning of academic content and language for measurable academic progress.

B. TRAINING COMPONENTS

OPTION A

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Methods of Teaching ESOL (MT) – Course One

Numbers:
PAEC-Provided: 2-700-261

Maximum Points: 60

General Objectives:
Educators will apply evidence-based practices and Florida's educational statutes to deliver instruction that supports and accelerates English language acquisition while ensuring English Language Learners (ELLs) have meaningful access to benchmarks-aligned academic content.

Standard 1: ESOL Requirements and Practices
Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

Performance Indicators

1. MT.1.1: Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.
    - Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs' academic and linguistic progress; and other procedures of the ESOL program.

Standard 2: English Language Acquisition and Development
Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

Performance Indicators

2. MT.2.1: Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.
3. MT.2.2: Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

Standard 3: Standards-Based ESOL and Content Instruction
Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

Performance Indicators

4. MT.3.1: Use evidence-based strategies to support language acquisition and academic achievement.
5. MT.3.2: Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.
6. MT.3.3: Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.
7. MT.3.4: Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Activities:
The ESOL Methods of Teaching ESOL (MT) course consists of a series of comprehensive assignments designed to ensure educators can apply Florida's statutes and evidence-based practices to support English Language Learners (ELLs). These assignments are organized under three primary standards: ESOL Requirements and Practices (MT.1), English Language Acquisition and Development (MT.2), and Standards-Based ESOL and Content Instruction (MT.3).

Standard MT.1: ESOL Requirements and Practices
These assignments focus on the legal and procedural frameworks of the ESOL program.

Assignment 1: Home Language Survey (HLS) and Eligibility Analysis: Participants review Florida's identification statutes and timelines to analyze HLS "triggers" for screening. They must complete a written eligibility determination summary for mock cases and develop a timeline compliance chart.

Assignment 2: English Language Proficiency (ELP) Interpretation: Educators analyze ELP reports (such as WIDA proficiency levels 1–6) to identify domain-specific strengths and needs. The required artifact is an ELP Interpretation Chart and a written placement justification using statutory language.

Assignment 3: Simulated ELL Committee Review: Participants review a mock student file and participate in a simulated committee review. They must produce a compliant documentation packet, including a decision form, an instructional recommendation summary, and a parent notification draft.

Assignment 4: Instructional Action Plan: Using the ELD Standards, participants draft measurable content and language objectives. The plan must include specific proficiency-level scaffolds and an assessment alignment section.

Assignment 5: Progress Monitoring Toolkit: Educators design a system to track student growth, including a domain-specific rubric, a monitoring calendar, and a data tracking sheet. They also provide a written justification connecting these tools to proficiency descriptors.

Standard MT.2: English Language Acquisition and Development

These assignments focus on applying second-language acquisition (SLA) theories to classroom instruction.

Assignment 1 & 2: Differentiated Lesson Planning: Participants design a lesson plan that includes dual objectives (content and language) and a differentiation matrix. This matrix specifies supports for Emerging, Developing, and Expanding ELLs, such as visuals, sentence frames, and modeling.

Assignment 3: Listening and Speaking Tasks: Based on SLA research (e.g., interaction and output hypotheses), participants design structured academic interaction protocols. This includes a written rationale linking the tasks to SLA theory.

Assignment 4 & 5: Literacy Scaffolding (Reading and Writing): Participants modify a grade-level text for three proficiency levels and develop a writing progression plan using a gradual release framework. Artifacts include annotated text supports and a scaffolded writing task package.

Assignment 6: Instructional Implementation (Site Competency): This is a 5-hour field activity where participants teach the developed lesson, document a 20-minute segment, and collect student work samples from multiple proficiency levels. They must submit a written instructional reflection analyzing student feedback and language growth.

Standard MT.3: Standards-Based ESOL and Content Instruction
These assignments focus on integrating academic rigor with intentional language development.

Assignment 1: Evidence-Based Strategy Plan: Participants select SLA-informed strategies and embed them into a lesson plan, providing a written rationale explaining how each strategy maintains academic rigor while supporting language acquisition.

Assignment 2: Oral Language to Literacy Transfer: Educators design instructional routines that use listening and speaking to support the acquisition of reading and writing. They submit a structured lesson plan template and a rationale for the literacy connection.

Assignment 3: Differentiated Literacy Delivery: Participants modify texts and design writing progression plans, providing an explanation of how these align with proficiency descriptors.

Assignment 4: ELD Standards Alignment Chart: Participants create a chart that explicitly aligns academic benchmarks with corresponding English Language Development (ELD) Standards. This includes the final integration of these standards into a complete lesson plan.

Standard MT.3 Site Demonstration: To conclude the strand, participants implement a standards-based lesson and submit a 750-word instructional analysis. This analysis evaluates student work samples to determine the effectiveness of scaffolds in promoting both content mastery and language development.

Assessment and Evaluation:

Assessment and evaluation for the ESOL Methods of Teaching ESOL (MT) course are structured to

ensure that educators demonstrate 100% mastery of all 2026 performance indicators through a combination of knowledge-based artifacts and site-based competency demonstrations. Each component is evaluated using specific instructor rubrics, and participants must revise their work based on feedback until mastery is achieved.

The assessment types are organized into the following categories based on the 2025 standards:

1. Procedural and Statutory Compliance (Standard MT.1)
These assessments evaluate an educator's ability to apply Florida's educational statutes regarding the identification and placement of English Language Learners (ELLs).

- Written Case Analysis: Participants analyze mock student case files—including Home Language Survey (HLS) responses and academic records—to produce a written eligibility determination summary.
- ELP Interpretation Chart: Educators must interpret English Language Proficiency (ELP) assessment data and provide a written placement justification that aligns with statutory requirements.
- ELL Committee Documentation Packet: Participants complete a simulated committee review and must submit compliant decision forms, instructional recommendation summaries, and parent notification drafts.
- Compliance Assessments: Educators complete objective questions regarding specific sections of the Florida Administrative Code (FAC), such as identification (6A-6.0902) and exit procedures (6A-6.0903).

2. Instructional Planning and Strategy Application (Standard MT.2)
These evaluations focus on the educator's ability to design instruction rooted in second language acquisition (SLA) theory and evidence-based practices.

- Differentiated Lesson Plans: Participants must submit lesson plans that include measurable content and language objectives. These plans must feature a differentiation matrix specifying scaffolds (e.g., sentence frames, graphic organizers) for Emerging, Developing, and Expanding proficiency levels.
- Strategy Maps: Educators create maps linking cognitive principles—such as metacognition and dual coding—to specific classroom practices.
- AI-Enhanced Planning: Participants are evaluated on their ability to use AI prompts to support instructional planning, objective alignment, and the generation of student feedback.

3. Content-Language Integration (Standard MT.3)
These assessments verify the educator's ability to ensure ELLs have meaningful access to grade-level academic content.

- Standards Alignment Chart: Educators must produce a document that explicitly aligns Florida's academic benchmarks with corresponding English Language Development (ELD) Standards.
- Literacy-Connection Rationale: Participants submit structured listening and speaking tasks accompanied by a written explanation describing how these oral activities support the development of reading and writing.
- Scaffolded Task Packages: Evaluations include the submission of modified grade-level texts and writing tasks designed using a gradual release framework.

4. Site-Based Competency Demonstration
As part of the mandatory 15 site hours for this strand, participants must demonstrate the application of knowledge in an actual instructional setting.

- Instructional Implementation Portfolio: Participants teach a developed lesson, document a segment of the instruction (e.g., a 20-minute segment), and collect student work samples representing multiple proficiency levels.
- Written Instructional Analysis: A final 750-word reflective analysis is required. This report must use student performance data to evaluate the effectiveness of the implemented language supports and identify necessary instructional adjustments.

5. Management and Verification of Mastery

- Knowledge Acquisition (45 Hours): Evaluated through pre- and post-tests, completed assignments, and products demonstrating understanding of pedagogy.
- Site Competency Verification (15 Hours): Must be verified by a qualified person designated by the district to ensure the educator can perform the required skills in a real-world classroom context.

Required Evidence:

The evidence required to ensure attainment of competencies focuses on the application of Florida's statutes and evidence-based instructional design.

- Written Case Analysis: A summary of eligibility determinations based on mock Home Language Survey (HLS) cases.
- ELP Interpretation Chart: Accurate identification of proficiency levels and a written placement justification.
- ELL Committee Documentation Packet: Completed decision forms, instructional recommendation summaries, and parent notification drafts from a simulated review.
- Standards-Aligned Instructional Action Plan: Measurable content and language objectives with proficiency-level scaffolds.
- Progress Monitoring Toolkit: A domain-specific rubric, tracking template, and a paragraph justifying alignment to proficiency descriptors.
- Instructional Implementation Review: For the 15-hour site competency component, participants must submit a 20-minute instructional segment, student work samples, and a written instructional reflection.

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Applied Linguistics (AL) – Course Two

Identifier Numbers:
PAEC-Provided: 2-702-262

Maximum Points: 60

General Objectives:
Educators will demonstrate a comprehensive understanding of language as an integrative and communicative system to effectively support the English language acquisition of students at varying proficiency levels.

Specific Objectives:
Standard 1: Language as a System
Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.

Performance Indicators

1. AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.
2. AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).
3. AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.
    - Clarification 1: Instruction includes modeling how to shift from informal to formal language based on setting, how to address different speakers, and how to adapt communication for assignments and tasks.
4. AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.
    - Clarification 1: Instruction includes explaining that the relationship between sounds (phonemes) and written symbols (graphemes) in English may differ from other languages, and sentence structure in English may follow a different order compared to other languages.

Activities:

The ESOL Applied Linguistics (AL) course is a 60-hour training component consisting of 45 knowledge acquisition hours and 15 site competency hours. Assignments are designed to ensure educators understand language as an integrative communicative system and can apply this knowledge to support English Language Learners (ELLs).

Completion of this matrix requires 100% mastery of all four performance indicators (AL.1.1–AL.1.4), verified through the following comprehensive assignments and instructional artifacts:

Assignment 1: Analyze the English Language System (AL.1.1)

This assignment focuses on the five major subsystems of the English language: phonology, morphology, syntax, semantics, and pragmatics.

- Description: Participants move from foundational learning—reviewing linguistic terminology and completing analysis templates—to applying these concepts by analyzing authentic spoken and written language transcripts. They must identify specific linguistic features, explain how subsystems interact to create meaning, and identify common learner errors associated with each.
- Required Artifact: Applied Linguistic Analysis Report.
- Verification: The instructor uses a rubric to confirm accurate identification of linguistic components and the integration of sound instructional implications to address learner errors.

Assignment 2: Apply Proficiency-Level Knowledge (AL.1.2)

Participants demonstrate how to support language acquisition across the four domains: listening, speaking, reading, and writing.

- Description: Educators examine proficiency-level descriptors (such as those from WIDA) to understand how language demands vary at different developmental stages. They analyze the cognitive and linguistic demands of each domain and design differentiated instructional supports that align with specific proficiency levels.
- Required Artifact: Four-Domain Proficiency Support Plan.
- Verification: Mastery requires accurate alignment of instructional modifications to proficiency descriptors across all four domains.

Assignment 3: Demonstrate Modeled Language Adjustment (AL.1.3)

This assignment focuses on the educator's ability to intentionally adjust their own language use based on context, audience, and purpose.

- Description: Participants analyze how teachers modify explanations and directions (register and academic discourse) to make content accessible. They practice rewriting academic explanations for varied audiences to scaffold student comprehension.
- Site Competency Demonstration (5 Hours): Participants produce a written academic model text adjusted for multiple English language proficiency levels (WIDA Levels 1–6).
- Required Artifacts: Revised written model text and a Reflective analysis of language adjustments explaining the rationale for modifications.
- Verification: The rubric confirms clarity of modeled language, appropriate register adjustment, and alignment to learner proficiency levels.

Assignment 4: Conduct Contrastive Analysis (AL.1.4)

Participants identify how a student's home language influences their English language learning.

- Description: Using a structured language comparison template, participants compare English to another language represented in their classroom. They identify phonological, morphological, or syntactic differences and analyze how these may lead to cross-linguistic transfer (either positive or negative).
- Required Artifact: Contrastive Analysis Report including an Instructional Application Reflection with recommendations for classroom practice.
- Verification: Mastery is granted upon accurate linguistic comparison and the proposal of instructionally sound adjustments based on identified differences.

Assessment and Evaluation:

Assessment and evaluation for the ESOL Applied Linguistics (AL) course are designed to ensure that participants demonstrate 100% mastery of all four performance indicators (AL.1.1 through AL.1.4). This competency-based model replaces general point accumulation with a requirement for successful submission and instructor approval of a structured Applied Linguistics Portfolio.

1. Evaluation Standards and Procedures

- Competency Mastery: Participants must demonstrate "competency-level performance" on all required objectives to complete the add-on program.
- Instructor Verification: All assessments are evaluated using specific instructor rubrics that outline expectations for each activity.
- Feedback and Revision: The evaluation process is iterative; after receiving feedback, participants are required to revise their responses as needed until mastery is confirmed by the instructor.
- Knowledge vs. Site Hours: Evaluation is split between 45 Knowledge hours (verified through reports and plans) and 15 Site hours (verified through demonstrated application in an actual instructional setting).

2. Specific Assessment Artifacts

Attainment of competencies is verified through the following mandated instructional artifacts:

Performance Indicator	Required Assessment Artifact(s)	Evidence Required for Mastery
AL.1.1 (Linguistic Systems)	Applied Linguistic Analysis Report	Accurate identification of phonology, morphology, syntax, semantics, and pragmatics; explanation of how these function as an integrated system; and instructional implications for ELL support.
AL.1.2 (Proficiency Levels)	Four-Domain Proficiency Support Plan	Accurate alignment to proficiency descriptors across listening, speaking, reading, and writing; domain-specific modifications; and clear connection to language acquisition theory.

AL.1.3 (Modeled Communication)	Revised Written Model Text and Reflective Analysis	Effective modeling of academic language with appropriate register and audience adjustment for multiple English Language Proficiency (ELP) levels.
AL.1.4 (Contrastive Analysis)	Contrastive Analysis Report and Instructional Reflection	Accurate identification of linguistic similarities and differences between English and another language; identification of potential transfer issues; and instructionally sound adjustments.

3. Verification of Site Competency

As part of the 15-hour site competency requirement, a qualified person designated by the district must verify that the participant can perform the identified skills in a real-world classroom context. For the Applied Linguistics strand, this specifically includes a 5-hour demonstration related to producing and reflecting on adjusted written academic model texts for students at varied proficiency levels.

Required Evidence:

Educators must demonstrate a deep understanding of language as an integrative communicative system.

- Applied Linguistic Analysis Report: An analysis of phonology, morphology, syntax, semantics, and pragmatics within an authentic language sample.
- Four-Domain Proficiency Support Plan: Differentiated instructional supports across listening, speaking, reading, and writing aligned to proficiency descriptors.
- Revised Written Model Text: Written academic samples adjusted for various proficiency levels, accompanied by a reflective analysis of language adjustments.
- Contrastive Analysis Report: A formal report identifying linguistic similarities and differences between English and another language, including an Instructional Application Reflection.

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Testing and Evaluation (TE) – Course Three

Identifier Numbers:
PAEC-Provided: **2-701-263**

Maximum Points:

60 General

Objectives:
Educators will demonstrate competency in assessment considerations for English Language Learners (ELLs) by examining how language proficiency influences a student's ability to access and demonstrate knowledge on academic assessments.

Specific Objectives:
Standard 1: ESL/ESOL Research and History
Standard 1: Key Factors and Considerations in Assessments for ELLs
Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.

Performance Indicators

1. TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
    - Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.
2. TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.
    - Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

Standard 2: Classroom-Based Assessments for ELLs
Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Performance Indicators

3. TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.
4. TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Activities:
The ESOL Testing and Evaluation (TE) course consists of 60 hours of training (45 Knowledge acquisition hours and 15 Site competency hours). The assignments are designed to ensure educators can

identify appropriate accommodations, distinguish language proficiency from other learning needs, and design linguistically responsive assessments across all four language domains.

Completion of the matrix requires competency-level performance on 100% of the required objectives, verified through the following comprehensive assignments and artifacts:

Standard TE.1: Key Factors and Considerations in Assessment for ELLs

These assignments focus on selecting compliant accommodations and interpreting assessment data responsibly.

Assignment 1: Develop an ELL Accommodation Plan (TE.1.1)

- Activities (12 Knowledge Hours): Participants review materials on assessment validity, analyze compliant and non-compliant accommodation scenarios, and align specific supports to proficiency descriptors and assessment types. They use a structured planning template to select and justify supports.
- Required Artifacts: An ELL Accommodation Plan and a written justification explaining the rationale for selected supports while ensuring assessment validity is preserved.

Assignment 2: Conduct an Assessment Data Case Study (TE.1.2)

- Activities (13 Knowledge Hours): Participants examine combined language and academic assessment data to identify patterns in student performance. They practice distinguishing between expected stages of language development and potential indicators of learning difficulties.
- Required Artifacts: A Data Analysis Report that presents an interpretation of assessment data and explains the evidence-based instructional implications of the findings.

Standard TE.2: Classroom-Based Assessment for ELLs

These assignments center on the creation and implementation of domain-specific assessment tools and linguistically scaffolded evaluations.

Assignment 3: Develop a Four-Domain Assessment Toolkit (TE.2.1)

- Activities (10 Knowledge Hours): Participants review exemplar assessment tools for listening, speaking, reading, and writing. They align these tools to both content standards and English language proficiency levels and develop an analytic rubric for one selected language domain with measurable criteria.
- Required Artifacts: A Four-Domain Assessment Toolkit and a Domain-Specific Rubric.

Assignment 4: Design and Implement Linguistically Responsive Assessments (TE.2.2)

- Knowledge Acquisition (10 Hours): Participants review research-based strategies for linguistic scaffolding, such as adjusting directions and response formats. They then design or modify one formative and one summative assessment to include these supports while maintaining academic rigor.
- Site Competency Demonstration (15 Hours): Participants implement one of the modified assessments in their actual instructional setting, collect samples of student responses across a range of proficiency levels, and analyze the results to identify instructional adjustments.
- Required Artifacts: The modified assessment instrument (formative or summative), student response samples, and a written assessment analysis reflection (~500 words) documenting data-driven decision-making.

Assessment and Evaluation:

The assessment and evaluation for the ESOL Testing and Evaluation (TE) course are structured to ensure that educators demonstrate 100% mastery of all four performance indicators (TE.1.1 through TE.2.2). This competency-based model requires participants to submit specific instructional artifacts that are evaluated by an instructor using specific rubrics. Participants must revise their responses as needed based on instructor feedback until competency-level performance is verified.

1. Mandatory Portfolios and Artifacts

Evidence of competency is documented through the submission of two major structured portfolios:

- Assessment Analysis Portfolio (Standard TE.1): This portfolio focuses on the factors influencing assessment for English Language Learners (ELLs).
    - ELL Accommodation Plan (TE.1.1): Participants must submit a plan that matches appropriate accommodations to specific proficiency levels and assessment types. Evaluation requires a written justification explaining how these supports preserve assessment validity and comply with policy.
    - Data Analysis Report (TE.1.2): Based on a case study, this report requires participants to accurately interpret combined language and academic data. The evaluation confirms that the participant can distinguish between language acquisition patterns and potential learning difficulties while providing evidence-based instructional recommendations.
- ELL Classroom Assessment Portfolio (Standard TE.2): This portfolio focuses on the design and implementation of assessments in the classroom.
    - Four-Domain Assessment Toolkit (TE.2.1): This artifact includes evidence-based tools for assessing listening, speaking, reading, and writing. It must include at least one analytic rubric with clear, measurable criteria aligned to both content standards and proficiency levels.
    - Linguistically Responsive Assessments (TE.2.2): Participants submit one modified formative assessment and one modified summative assessment. These are evaluated on the appropriate embedding of linguistic supports—such as adjusted directions and visual aids—while maintaining academic rigor and validity.

2. Site-Based Competency Evaluation

A critical component of the evaluation process is the 15-hour site competency demonstration.

- Implementation Evidence: Participants must implement a modified assessment in an actual

instructional setting and collect student response samples representing a range of proficiency levels.

- Written Assessment Analysis Reflection: Educators submit a ~500-word reflection analyzing the results of the implemented assessment to identify necessary instructional adjustments and document data-driven decision-making.
- Qualified Verification: A qualified person designated by the district must verify that the participant successfully performed these skills in the classroom context.

Required Evidence:

Evidence required to ensure attainment of competencies for this course focuses on identifying appropriate accommodations and distinguishing language proficiency from other learning needs.

- ELL Accommodation Plan: Accommodations matched to proficiency levels with a written justification.
- Data Analysis Report: An interpretation of combined language and academic data based on a case study.
- Four-Domain Assessment Toolkit: Selection of evidence-based tools for all four domains, including at least one analytic rubric with measurable criteria.
- Modified Assessment Portfolio: One modified formative and one modified summative assessment, student response samples, and a written assessment analysis reflection documenting data-driven adjustments.

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Curriculum and Materials Development (CM) – Course 4

Identifier Numbers:
PAEC-Provided: **2-703-264**

Maximum Points:

60 General

Objectives:
Educators will demonstrate competency in designing and delivering standards-based instruction that integrates academic content learning with intentional language development.

Specific Objectives:
Standard 1: Planning for Standards-Based Instruction for ELLs
Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

1. CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.
   - Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.
2. CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

Standard 2: Effective Use of Resources and Technologies
Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

3. CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.
4. CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

Activities:
The ESOL Curriculum and Materials Development (CM) course is a 60-hour program designed to help educators integrate academic content with intentional language development. The assignments are organized into two major projects: the Standards-Based Instructional Planning Project and the Materials and Technology Integration Project.

Completion of the matrix requires 100% mastery of all performance indicators, verified through the following comprehensive assignments and instructional artifacts:

Project 1: Standards-Based Instructional Planning (Standard CM.1)

This project focuses on designing lessons that meet the needs of ELLs at varying proficiency levels, including those with limited formal schooling.

Assignment 1: Standards-Aligned Lesson Sequence (CM.1.1): Participants develop their ability to integrate Florida's academic benchmarks with English Language Development (ELD) Standards.

- Activities (10 Knowledge Hours): Educators identify language demands (vocabulary, functions, and discourse) within academic standards and draft measurable content and language objectives. They then design a multi-step lesson sequence incorporating these objectives, scaffolded tasks, and formative assessment opportunities.
- Required Artifacts: Standards alignment chart, lesson sequence draft, and content and language objectives.

Assignment 2: Differentiated Tasks for Interrupted Education (CM.1.2): This assignment focuses on learners with gaps in prior schooling or background knowledge.

- Activities (8 Knowledge Hours): Participants analyze the characteristics of students with interrupted or limited formal education to identify instructional barriers. They then design tasks incorporating foundational literacy, vocabulary pre-teaching, and visual scaffolds.
- Required Artifacts: Differentiated instructional task plan and instructional support template.

Project 2: Materials and Technology Integration (Standard CM.2)
This project requires participants to evaluate, select, and adapt both print and digital resources based on student proficiency data.

Assignment 3: Evaluate and Adapt Instructional Resources (CM.2.1): Participants learn to ensure materials are linguistically accessible and designed to reflect students' backgrounds and experiences.

- Activities (9 Knowledge Hours): Educators evaluate sample materials using a structured rubric and analyze English language proficiency data to select appropriate resources for multiple levels. Finally, they adapt materials by adding vocabulary scaffolds and graphic organizers.
- Required Artifacts: Resource evaluation report and an adapted instructional materials package.

Assignment 4: Technology-Integrated Instruction (CM.2.2): This assignment centers on using digital tools to enhance language acquisition across all four domains.

- Activities (8 Knowledge Hours): Participants review digital tools and language platforms that support listening, speaking, reading, and writing. They then revise their existing lesson sequence to purposefully integrate these tools as digital scaffolds.
- Required Artifacts: Technology-integrated lesson plan and a digital resource integration plan.

Assessment and Evaluation:
Assessment and evaluation for the ESOL Curriculum and Materials Development (CM) course are designed to ensure that educators demonstrate 100% mastery of all performance indicators through the submission of structured instructional artifacts. This 60-hour training component is split into 45 Knowledge hours and 15 Site hours, with evaluation focused on the practical application of curriculum design for English Language Learners (ELLs).

Evaluation Framework and Mastery Standards

Participants are not graded on a traditional scale but must achieve competency-level performance on every required objective.

- Instructor Verification: All submitted artifacts are evaluated using specific instructor rubrics aligned to the 2025 Florida Teacher Standards for ESOL Endorsement.
- Iterative Feedback: If an assignment is found to be insufficient, the instructor provides feedback, and the participant must revise and resubmit the work until mastery is demonstrated.
- Site Competency Verification: The 15 hours of site-based demonstration must be verified by a qualified person designated by the district to ensure the participant can implement these curriculum strategies in an actual instructional setting.

Assessment of Standard CM.1: Standards-Based Planning

Evidence for this standard is compiled into a Standards-Based Instructional Planning Portfolio.

- CM.1.1 (Integrated Lesson Sequence): Participants are evaluated on their ability to align grade-level academic benchmarks with Florida's English Language Development (ELD) Standards. The assessment requires a completed lesson sequence that includes measurable dual objectives (content and language) and clearly defined scaffolding—such as sentence frames and graphic organizers—to support varying proficiency levels.
- CM.1.2 (Interrupted/Limited Education): Educators must submit a differentiated instructional task plan. This evaluation specifically looks for the participant's ability to address gaps in literacy and background knowledge through foundational literacy supports, visual scaffolds, and vocabulary pre-teaching.

Assessment of Standard CM.2: Resources and Technology

Evidence for this standard is documented in an Instructional Materials and Technology Integration Portfolio.

- CM.2.1 (Resource Evaluation and Adaptation): Participants submit a Resource Evaluation Report and an Adapted Instructional Materials Package. Evaluation criteria include the accurate use of student language proficiency data to select resources and the effective modification of those materials to include language scaffolds while maintaining grade-level rigor.
- CM.2.2 (Technology Integration): Assessment involves a technology-integrated lesson plan and an implementation reflection. Participants must demonstrate that digital tools are not just "add-ons" but are used purposefully to support listening, speaking, reading, and writing development. Mastery requires a reflection that explains how these tools enhanced both language acquisition and student engagement.

Required Evidence:
Evidence required to ensure attainment of competencies for this course centers on planning standards-based instruction and integrating technology.

- Standards-Based Instructional Planning Portfolio: This includes a standards alignment chart, a multi-step lesson sequence draft, and measurable dual objectives.
- Differentiated Instructional Task Plan: Specific learning activities designed to meet the needs of ELLs with interrupted or limited formal education.
- Resource Evaluation Report: An evaluation of instructional materials for linguistic accessibility and standards alignment.
- Technology-Integrated Instructional Plan: A plan and implementation reflection showing how digital tools support scaffolded instruction and language acquisition

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Communication and Understanding for English Language Learners (CU) – Course Five

Identifier Numbers:
PAEC-Provided: **2-705-265**

Maximum Points: 60

General Objectives:
Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

Specific Objectives:
Standard 1: Learning of Academic Content and Language for ELLs
Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.

Performance Indicators

1. CU.1.1 Provide instruction and experiences that meet individual student needs.
    - Clarification 1: Instruction includes analyzing folktales, idiomatic expressions (e.g., "raining cats and dogs," "a piece of cake"), or understanding the U.S. customary system alongside the metric system.
2. CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.
    - Clarification 1: Instruction includes, but is not limited to, modeling greetings, taking turns, and levels of formality in academic discussions.
3. CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.
4. C.U.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

Activities:
The ESOL Communication and Understanding for English Language Learners (CU) course is a 60-hour training component focused on designing instructional practices that support academic content learning alongside meaningful language development. This strand, which replaces a previous course, requires participants to complete four primary assignments to demonstrate 100% mastery of the 2026 performance indicators.

The following is a description of the assignments used in the CU matrix:

Assignment 1: Design Differentiated Instruction (CU.1.1)

This assignment develops the educator's ability to design instruction that responds to the specific linguistic and academic needs of ELLs.

- Knowledge Acquisition Activities: Participants review research-based differentiation approaches, including flexible grouping and scaffolded questioning. They then analyze sample student language proficiency profiles to identify instructional implications for both academic and language learning.
- Application: Educators design differentiated instructional tasks that incorporate appropriate supports for multilevel classrooms.
- Required Artifacts: A differentiated instructional plan and a student language profile analysis.

Assignment 2: Develop Academic Communication and Discourse Routines (CU.1.2)

Participants focus on creating instructional routines that model and support effective academic communication practices.

- Knowledge Acquisition Activities: Participants review academic language structures and classroom discourse norms. They analyze instructional models that demonstrate how teachers explicitly model expectations for turn-taking, clarification strategies, and appropriate language use in academic contexts.
- Application: Educators design structured classroom activities that provide students with opportunities to practice formal and informal language use and collaborative discussion.
- Required Artifacts: An academic language routine plan and a communication protocol template.

Assignment 3: Design a Family Engagement Communication Plan (CU.1.3)

This assignment centers on building effective partnerships with the families of ELLs to support student success.

- Knowledge Acquisition Activities: Participants review engagement principles and analyze examples of multilingual school-family communication materials.
- Application: Educators design a comprehensive communication plan that clearly explains academic expectations, English Language Development (ELD) Standards, parental rights, and specific opportunities for family involvement.
- Required Artifacts: A family communication plan and a parent informational resource.

Assignment 4: Design Civic Engagement Instruction (CU.1.4)

This assignment focuses on integrating civic learning with academic language development.

- Knowledge Acquisition Activities: Participants review resources that connect civic education concepts with language instruction and analyze grade-level standards related to civic participation to identify key vocabulary and language demands.

- Application: Educators design a lesson component that integrates civic concepts and vocabulary with structured discussion opportunities and scaffolded instructional tasks.
- Required Artifacts: A civic engagement lesson component and a vocabulary and discussion activity plan.

Assessment and Evaluation:

Assessment and evaluation for the ESOL Communication and Understanding for English Language Learners (CU) course are designed to ensure that participants demonstrate 100% mastery of the required 2026 performance indicators. This 60-hour component is divided into 45 Knowledge acquisition hours and 15 Site competency hours.

Evaluation Standards and Procedures

- Competency-Based Mastery: Participants are assessed through the submission of specific instructional artifacts rather than a traditional grading scale; completion requires "competency-level performance" on every required objective.
- Iterative Feedback Loop: All artifacts are evaluated by an instructor using specific rubrics aligned to the 2026 standards. If a participant's work is insufficient, they are required to revise and resubmit their responses based on feedback until mastery is achieved.
- Verification of Evidence: Documentation of mastery, including rubric scores and artifacts, is maintained for official review.

Required Assessment Artifacts by Performance Indicator

Evidence of attainment for the CU strand is compiled through the following mandated products:

- Individual Student Needs (CU.1.1): Participants must submit a differentiated instructional plan and a student language profile analysis. Evaluation requires evidence of instructional strategies differentiated across proficiency levels, language objectives aligned to proficiency descriptors, and the use of flexible grouping and scaffolded questioning.
- Modeling Language and Behaviors (CU.1.2): Educators submit an academic language routine plan and a communication protocol template. Mastery is demonstrated through explicit modeling of academic language structures, discourse routines, and structured opportunities for student communication aligned with lesson objectives.
- Family and Community Engagement (CU.1.3): This assessment requires a family communication and engagement plan and a parent informational resource. Evidence must include clear explanations of academic benchmarks and English Language Development (ELD) expectations, as well as parental rights and opportunities for involvement.

- Civic Engagement (CU.1.4): Participants submit a civic engagement lesson component and a vocabulary and discussion activity plan. Evaluation focuses on the integration of civic concepts and vocabulary with structured discussion tasks and appropriate language scaffolding.

Knowledge vs. Site-Based Evaluation

- Knowledge Acquisition (45 Hours): Evaluated through the analysis of research, student profiles, and multilingual communication models, as well as the initial design of the instructional plans mentioned above.
- Site Competency (15 Hours): Verification of these hours requires the participant to demonstrate that they can effectively implement these communication and engagement strategies in an actual instructional setting. A qualified person designated by the district must verify that the participant has successfully performed these skills in the classroom.

Required Evidence:

Evidence required to ensure attainment of competencies for this course focuses on meeting individual needs and fostering family/community engagement.

- Differentiated Instructional Plan: Strategies and objectives aligned to student language profile analyses.
- Academic Language Routine Plan: A plan and communication protocol template demonstrating explicit modeling of academic discourse.
- Family Communication and Engagement Plan: Informational resources for parents explaining academic expectations, rights, and involvement opportunities.
- Civic Engagement Lesson Component: A lesson plan and discussion activity plan integrating civic concepts with language development supports.

ADDITIONAL TRAINING OPTIONS

Component Title: ESOL for Category III

Identifier Numbers:
PAEC-Provided: 2-705-266

Maximum Points: 18

This 18-hour extremely condensed course meets the requirements for Category III teachers (All Other Areas) and covers the essentials of all five 2025 strands.

General Objective:
The purpose of this course is to provide Category III personnel with foundational knowledge of the 2025 ESOL standards, focusing on awareness of student backgrounds and experiences, basic second language acquisition principles, and instructional strategies to assist ELLs in support-area classrooms.

Specific Objectives:

1. MT/Legal: Identify the legal triggers of the Home Language Survey and the basic stages of language acquisition.
2. AL/CU: Interpret student behavior in relation to students' backgrounds and experiences and understand cross-linguistic influence.
3. TE: Explore issues affecting the validity of classroom assessments and identify basic accommodations.
4. CM/MT: Adapt instruction and assessments to be comprehensible to ELLs without reducing rigor.

Learner Activities:
Participants complete a series of condensed online modules through a professional learning portal:

- Scenario Analysis: Reviewing short videos or cases of ELLs in various "other" subject areas (e.g., PE, Art, Music) to identify statutory considerations or misinterpretations of student behavior.
- Strategy Matching: Matching evidence-based scaffolding strategies (visuals, modeling) to specific student proficiency levels (WIDA 1–6).
- Resource Review: Evaluating one instructional resource for linguistic accessibility using a simplified rubric.

Assessment, Evaluation, and Evidence of Attainment:
Evaluation is based on the completion of an ESOL Foundational Awareness Portfolio.

- Types of Assessment:
  - Module Comprehension Checks: Objective questions on legal requirements and SLA principles.
  - Adapted Task Product: A single lesson plan or activity from the participant's subject area, modified to include at least two specific scaffolds for an ELL.
- Evidence Required:
  - Completed Student Language Profile Analysis for a hypothetical student.
  - Reflective Narrative: A 300-word statement on how the participant will facilitate ELL

adjustment to their specific classroom environment.

- Post-test: Demonstrating at least 80% mastery of course objectives.

ADDITIONAL TRAINING OPTIONS

Component Title: ESOL for Category II & IV

Identifier Numbers:

PAEC-Provided: 2-702-267

Maximum Points: 60

This 60-hour Master Inservice Plan (MIP) component is designed for Content-Area Teachers (Category II), School-based Administrators (Category IV), and Guidance Counselors (Category IV). It integrates the 2025 standards across all five core strands: Methods (MT), Applied Linguistics (AL), Testing (TE), Curriculum (CM), and Communication (CU).

General Objective:
The purpose of this component is to provide non-ESOL primary instructional and administrative personnel with a comprehensive understanding of the 2026 Florida Teacher Standards for ESOL Endorsement. Participants will develop the skills to ensure legal compliance, apply linguistic principles, and implement standards-based instruction and assessments for English Language Learners (ELLs) within their specific professional roles.

Specific Objectives:

1. MT/Legal: Demonstrate knowledge of Florida's educational statutes regarding identification (Home Language Survey), eligibility, and ELL Committee responsibilities.
2. AL: Analyze the English language as an integrative communicative system (phonology, morphology, syntax, semantics, and pragmatics) to support acquisition.
3. TE: Identify appropriate assessment accommodations and distinguish language proficiency from other learning needs using data analysis.
4. CM: Plan benchmarks-aligned instruction that integrates Florida's English Language Development (ELD) Standards with academic content.
5. CU: Design instructional practices and family engagement plans that meet individual student needs and promote civic engagement.

Learner Activities:
Activities are designed to provide products demonstrating competency across all strands:

- Linguistic & Data Analysis: Participants analyze a mock student case file, interpreting English Language Proficiency (ELP) data and identifying linguistic features of the student's home language versus English.
- Integrated Planning: Participants draft a Week-at-a-Glance lesson plan that embeds dual objectives (content and language), scaffolded supports (sentence frames, graphic organizers), and integrated technology tools.
- Stakeholder Simulation: Participants complete a Simulated ELL Committee Documentation Packet, including a decision form and a parent notification draft explaining academic expectations and parental rights.

Field Clinical Activities:
The 15 site hours require participants to apply knowledge in an actual instructional or administrative setting:

- Instructional Application: Teachers implement a differentiated lesson and collect student work samples across varying proficiency levels.
- Administrative/Counseling Application: Leaders evaluate a school-site ESOL process or conduct a student/family outreach activity, documenting the impact on the educational setting.

Assessment, Evaluation, and Evidence of Attainment:
The instructor certifies mastery based on the successful submission of a Comprehensive ESOL Leadership & Instructional Portfolio.

- Evidence Required:
    - Data Analysis Report: Distinguishing language needs from learning disabilities.
    - Standards-Aligned Lesson Sequence: Integrating ELD Standards and academic benchmarks.
    - Family Communication Plan: Detailing ESOL supports and parental rights.
    - Post-test: Achieving at least 80% accuracy on foundational statutory and linguistic knowledge.

C. Matrix

The ESOL Add-On Endorsement matrix is a visual presentation of the components, showing how the competencies are addressed and the methods used to demonstrate them. **Table 4** indicates the component(s)/courses(s) and the component-specific objective(s) or expected learner outcomes that address each competency identified in Section III, and the method used to verify the competency demonstration.

Table 4
District Add-On Program Florida ESOL Endorsement Matrix

ESOL: Methods of Teaching English to Speakers of Other Languages (MT) - Course One (60 hours) **Strand**: Methods of Teaching ESOL (MT) **Standard**: MT.1: ESOL Requirements and Practices **Performance Indicator**: MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.		
Strand: Methods of Teaching ESOL (MT)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
MT.1: Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.	To demonstrate knowledge of Florida's educational statutes and ESOL requirements, participants will review the Home Language Survey process, English Language Proficiency (ELP) assessment procedures, and ELL Committee responsibilities. Participants will analyze a mock student case file that includes Home Language Survey responses, ELP data, and academic records to determine eligibility for ESOL services and appropriate instructional supports. Participants will participate in a simulated ELL Committee meeting and develop a standards-aligned instructional action plan that incorporates Florida's English Language Development (ELD)	Participants will be assessed through a written case analysis, completion of ELL Committee documentation, and development of a compliant instructional plan. Evaluation will be based on the accuracy of identification procedures, alignment of instruction to ELD Standards, appropriate use of proficiency data, and progress monitoring tools. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **Objective 1 Assessment:** Participants submit a written eligibility determination summary based on mock HLS cases. **Evidence Required:**

	Standards, differentiation strategies, and progress monitoring procedures. To demonstrate knowledge of Florida's educational statutes and ESOL requirements, participants will... 1. Identify Florida statutory requirements to analyze Home Language Survey results. 2. Interpret English Language Proficiency (ELP) assessment data to determine instructional placement. 3. Participate in a simulated ELL Committee review using compliant documentation. 4. Develop an instructional action plan aligned to English Language Development (ELD) Standards. 5. Design a compliant progress monitoring system aligned to proficiency descriptors. 6. Apply AI prompts to support instructional planning. This multi-part assessment framework evaluates educators' understanding of Florida ESOL statutes and their ability to apply legal requirements in real classroom contexts. It ensures mastery of both foundational knowledge and practical implementation. **Objective Component – Statute Knowledge** Educators complete multiple-choice questions covering key sections of the Florida Administrative Code (FAC): • 6A-6.0902 – ELL Identification • 6A-6.0903 – Exit Procedures • 6A-1.09432 – Assessment Accommodations	• Accurate identification of statutory triggers • Correct procedural sequencing • Accurate timeline documentation Mastery requires accuracy in statutory application. **Objective 2 Assessment:** Participants complete an ELP Interpretation Chart and submit a written placement justification. **Evidence Required:** • Accurate identification of proficiency levels • Correct interpretation of domain scores • Instructional recommendations aligned to proficiency descriptors Mastery requires accurate interpretation and a defensible placement rationale. **Objective 3 Assessment:** Participants complete a simulated ELL Committee documentation packet based on a mock student file. **Evidence Required:** • Completed ELL Committee decision form • Instructional recommendation summary • Parent notification draft Mastery requires accurate, compliant documentation aligned to statutory requirements. **Objective 4 Assessment:** Participants submit a standards-aligned instructional action plan. **Evidence Required:** • Measurable content and language objectives • Accurate citation of ELD Standards • Differentiation aligned to proficiency levels • Assessment alignment Mastery requires clear alignment between objectives, standards, and instructional supports. **Objective 5Assessment:**

	• 6A-6.09021 – Annual Proficiency Assessment **Reflective Component – Policy Interpretation** Short-answer prompts guide educators to: 1. Explain the implementation of identification procedures 2. Describe documentation of accommodations 3. Reflect on strategies for monitoring ELL progress **Application Component – Scenario-Based Practice** Educators engage in real-world case analysis involving: 1. Enrollment challenges 2. Testing accommodations 3. Exit decisions Tasks include: 1. Identifying relevant statutes 2. Outlining compliance actions 3. Designing practical solutions (e.g., compliance checklists, progress monitoring plans, instructional action plans aligned to English Language Development (ELD) Standards) **Resources:** MT.1: ESOL Requirements and Practices https://www.fldoe.org/academics/eng-language-learners/rules-legislation.stml • Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners • 6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Languages	Participants submit a progress monitoring toolkit including a rubric, tracking template, and written alignment explanation. **Evidence Required:** • Monitoring criteria aligned to proficiency descriptors • Clear documentation procedures • Measurable indicators of language growth Mastery requires monitoring tools that are both proficiency-aligned and statutorily compliant.

	Program. • 6A-1.09432 Assessment of English Language Learners. • 6A-6.09021 Annual English Language Proficiency Assessment for English Language Learners (ELLs). • September 2003 Modification to the Consent Decree • Rule 6A-4.02451, F.A.C., Florida Teacher Standards for ESOL Endorsement • Rule 6A-6.0908, F.A.C., Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)	

Performance Indicator	**Description of Assignment(s)**
MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs. Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to	These assignments develop participants' understanding of Florida's statutory requirements for identifying, placing, and monitoring English Language Learners (ELLs) and their ability to apply those requirements to instructional decision-making. The sequence progresses from understanding legal identification procedures, to interpreting language proficiency data, to applying compliant documentation practices, and finally to designing instruction and progress monitoring systems aligned to English Language Development (ELD) Standards. Participants first examine Florida's ESOL statutory requirements and procedures for identifying English Language Learners through the Home Language Survey (HLS). By analyzing sample cases and completing eligibility determination forms, participants learn to apply legal guidelines and timelines for identification and documentation. Next, participants interpret English Language Proficiency (ELP) assessment data to determine instructional placement. Through analysis of proficiency reports and reflection on placement decisions, participants develop the ability to connect language proficiency data to appropriate instructional supports. Participants then analyze ELL Committee procedures and complete a simulated committee review using compliant documentation. This activity builds understanding of the collaborative decision-making process used to monitor ELL progress and determine instructional recommendations. Following identification and placement activities, participants design an instructional action plan aligned to Florida's English Language Development (ELD) Standards. This step emphasizes the integration of

monitor ELLs′ academic and linguistic progress; and other procedures of the ESOL program.	language objectives, proficiency-level scaffolds, and assessment strategies to support English language development within academic instruction. Finally, participants design a progress monitoring system aligned to proficiency descriptors and required monitoring procedures. This activity ensures participants understand how to document student progress and adjust instruction based on language development data. Together, these assignments build participants′ ability to apply statutory procedures, interpret assessment data, plan standards-based instruction, and implement compliant monitoring systems. The scope and sequence move from legal compliance and data interpretation to instructional planning and progress monitoring, ensuring that participants develop both the procedural knowledge and instructional skills necessary to support English Language Learners effectively. **Assignment 1: Apply Florida statutory requirements to analyze Home Language Survey results** **Knowledge Acquisition Activities (5 Hours)** • **Statutory Overview (1.5 Hours)** Participants view materials covering: o Florida ESOL identification statutes o Required timelines o HLS triggers for further screening o Documentation requirements • **Guided Statute Matching (1.5 Hours)** Participants match statutory excerpts to ESOL program procedures: o Required procedural steps o Mandatory timelines o Responsible personnel • **Home Language Survey Case Analysis (2 Hours)** Participants analyze a sample HLS case to: o Complete an eligibility determination form o Report next-step identification o Compose a timeline compliance chart **Artifacts Submitted** • Matching Activity: Florida ESOL identification statutes • Completed HLS case analysis forms **Instructor Verification** Instructor evaluates using a rubric to verify:

	• Accurate statutory application • Correct procedural sequencing **Assignment 2: Interpret English Language Proficiency (ELP) assessment data to determine instructional placement.** **Knowledge Acquisition Activities (4 Hours)** 1. **Modeling of ELP Interpretation (1 Hour)** Participants view an example of how to read composite and domain scores and connect to proficiency descriptors. 2. **ELP Score Analysis Practice (2 Hours)** Participants analyze ELP reports (see WIDA ELP Proficiency Levels 1-6), identifying: o Overall proficiency level o Domain strengths/needs o Instructional implications 3. **Placement Justification Reflection (1 Hour)** Participants submit a written explanation justifying placement decisions using statutory and proficiency language. **Artifacts Submitted** • Completed ELP Interpretation Charts • Placement justification reflection **Instructor Verification** Rubric confirms: • Accurate proficiency identification • Correct instructional alignment • Compliance with statutory requirements **Assignment 3: Participate in a simulated ELL Committee review using compliant documentation.** **Knowledge Acquisition (3 Hours)** 4. **Analysis of ELL Committee Review (1 Hour)** o Required committee members o Documentation requirements o Monitoring procedures 5. **Documentation Analysis Activity (1 Hour)** Participants review:

	○ One compliant example ○ One non-compliant example Identify documentation errors using a structured checklist. 6. **Case File Review (1 Hour)** Participants review a complete mock student file (HLS, ELP, academic data). **Site Competency Demonstration (2 Hours)** 4. **Independent Committee Documentation Simulation** Participants independently complete: ○ ELL Committee decision form ○ Instructional recommendation summary ○ Parent communication template **Artifacts Submitted** • Completed ELL Committee documentation • Written instructional recommendation • Parent notification draft **Instructor Verification** Instructor rubric verifies: • Accurate procedural documentation • Alignment with student data • Compliance with statutory requirements **Assignment 4: Develop an instructional action plan aligned to English Language Development (ELD) Standards.** **Knowledge Acquisition Activities (4 Hours)** 1. **ELD Standards Review (1.5 Hours)** Participants analyze ELD Standards and proficiency descriptors. 2. **Dual Objective Writing Lab (1.5 Hours)** Participants independently draft: ○ Content objective ○ Language objective aligned to ELD standard 3. **Instructor Feedback Revision Cycle (1 Hour)** Participants submit draft objectives. Instructor provides written feedback.

Participants revise and resubmit.

Artifacts Submitted

- Finalized instructional action plan including:
  - Content objective
  - Language objective
  - Proficiency-level scaffolds
  - Assessment alignment

Instructor Verification

Rubric confirms:

- Accurate ELD citation
- Measurable objectives
- Appropriate differentiation
- Alignment between objectives and assessments

Assignment 5: Design a compliant progress monitoring system aligned to proficiency descriptors.

Knowledge Acquisition Activities (3 Hours)

1. **Monitoring Requirements Module (1 Hour)**
   Participants analyze:
   - Required monitoring frequency
   - Documentation procedures
   - Alignment to proficiency descriptors
2. **Progress Monitoring Tool Design (1.5 Hours)**
   Participants design:
   - Domain-specific rubric
   - Monitoring calendar
   - Data tracking sheet
3. **Alignment Justification (0.5 Hour)**
   Participants submit a short explanation connecting the monitoring tool to specific proficiency descriptors.

Site Competency Demonstration (1 Hour)

Participants complete a mock data-entry scenario using sample student data and demonstrate how the monitoring tool would document growth.

	Artifacts Submitted • Monitoring toolkit • Completed mock data-entry example • Alignment justification paragraph **Instructor Verification** Rubric verifies: • Alignment to proficiency level descriptors • Measurable criteria • Compliance with monitoring expectations

Strand: Methods of Teaching ESOL (MT)
Standard: MT.2: English Language Acquisition and Development
Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.
Performance Indicator:
MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.
MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

Strand: Methods of Teaching ESOL (MT)

Standard	Description of Assignment(s)	Description of Assessment(s)
MT.2: English Language Acquisition and Development Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.	To demonstrate evidence-based practices in English language acquisition, participants will design a standards-aligned lesson sequence that integrates Florida's ELD Standards with grade-level academic benchmarks. The lesson plan will include clearly defined content and language objectives, differentiated scaffolds for varying English proficiency levels, structured listening and speaking activities, guided reading supports, and scaffolded writing tasks. Participants will implement the lesson in a classroom or simulated setting and collect student work samples for analysis. Participants will: 1. Design a standards-aligned lesson plan including measurable content and language objectives.	Participants must demonstrate mastery of MT.2.1 and MT.2.2 through submission of structured instructional artifacts and documented implementation evidence. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **MT.2.1: Assessment** Participants complete multiple-choice questions covering: 8. Stages of second language

	2. Differentiate instructional supports for Emerging, Developing, and Expanding ELLs. 3. Integrate listening, speaking, reading, and writing activities aligned to second language acquisition theory. 4. Design scaffolded supports appropriate to proficiency levels (e.g., academic vocabulary, sentence frames, and graphic organizers). 5. Create strategy maps linking cognitive principles (e.g., spaced repetition, metacognition) to classroom practices. 6. Implement the lesson and analyze student language development data. 7. Apply AI prompts to support instructional planning and student feedback. **Resources**: MT.2: English Language Acquisition and Development • Differentiation resources • Multi-level planning resources • Integrated skills planning resources • Scaffolded support strategies • Cognitive principles strategies • Literacy Instruction Practice Profiles https://www.fldoe.org/academics/standards/just-read-fl/lit-instruct-pp.stml • Lesson planning templates • Student analysis and feedback strategies • AI prompt templates for lesson planning, alignment of instructional objectives to standards, multi-level lesson planning, differentiation, and student feedback • NCELA – Implementing Evidence-Based Instructional Practices for English Learners Implementing Evidence-based Instructional Practices for English Learners: Using Research to Guide	acquisition 9. Evidence-based strategies (e.g., retrieval practice, scaffolding, dual coding) 10. Integration of listening, speaking, reading, and writing activities Participants submit a differentiated lesson plan that includes: • Measurable content objective • Measurable language objective aligned to ELD Standards • Evidence-based instructional strategies • Differentiation for Emerging, Developing, and Expanding ELLs • Formative assessment aligned to language objective **Evidence Required** • Explicit integration of second language acquisition principles • Proficiency-aligned scaffolds • Alignment between objectives, instruction, and assessment Mastery requires demonstration of accurate alignment and appropriate differentiation across proficiency levels. **MT.2.2: Assessment** Participants submit an instructional implementation portfolio including: • A Week-at-a-Glance lesson plan integrating all four language domains

	Practice (NCELA, 2025)	• Differentiation of instruction for Emerging, Developing, and Expanding ELLs • Embed evidence-based strategies, academic vocabulary, sentence frames, and formative assessments • Adapt activities for a sample ELL profile using WIDA Can Do Descriptors • Written instructional reflection analyzing language development and student feedback **Evidence Required** • Integration of all four language domains • Structured academic language practice • Appropriate scaffolding aligned to proficiency descriptors Mastery requires documented implementation and analysis demonstrating effective use of evidence-based language acquisition strategies. **Overall Competency Demonstration Requirement** Participants must successfully demonstrate acquisition of all MT.2 competencies through artifact submission and instructor evaluation.
Performance Indicator	**Description of Assignment(s)**	
MT.2.1 Demonstrate the	These assignments develop participants' ability to design standards-aligned instruction that supports	

use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.	English language development through differentiated, evidence-based teaching strategies. The sequence progresses from understanding principles of second language acquisition and objective-based lesson design to differentiating instructional supports across English Language Proficiency levels, and finally to connecting cognitive science principles with practical classroom strategies that enhance language learning. Participants first review resources explaining key principles of second language acquisition and the dual-objective planning framework used in ESOL instruction. Through analysis of an annotated exemplar lesson and guided objective-writing activities, participants learn to design lesson plans that include measurable content and language objectives aligned to English Language Development (ELD) Standards. Participants then revise their lesson plans to incorporate differentiated instructional supports for learners at the Emerging, Developing, and Expanding proficiency levels. This step emphasizes the use of modeling, guided practice, visual supports, vocabulary development, sentence frames, and graphic organizers to ensure that instruction remains accessible while maintaining academic rigor. Finally, participants complete a **Strategy Mapping activity** in which they connect cognitive science principles—such as spaced repetition and metacognition—to classroom practices that support language learning. This activity reinforces the relationship between research on learning and practical instructional strategies that promote comprehension, participation, and language development. Together, these assignments ensure that participants develop both the conceptual understanding of language acquisition and the practical skills needed to design differentiated instruction for multilingual learners. The scope and sequence moves from instructional planning and objective development to proficiency-based differentiation and research-informed instructional strategies, enabling educators to design lessons that effectively support language development and academic achievement for English Language Learners. **Assignment 1: Design a standards-aligned lesson plan including measurable content and language objectives.** **Knowledge Acquisition (4 Hours)** • Participants view resources to identify: o Principles of second language acquisition o Content vs. language objectives o Dual-objective planning framework • Participants complete an embedded comprehension check. • Participants analyze an annotated exemplar ESOL lesson plan. • Participants complete a structured objective-writing template. **Artifact Submitted**

	• Draft lesson plan including: o Content objective o Language objective aligned to ELD Standards o Evidence-based instructional strategies **Instructor Verification** Rubric confirms: • Measurable objectives • Alignment to proficiency descriptors • Use of evidence-based strategies **Assignment 2: Differentiate instructional supports for three proficiency levels (Emerging, Developing, and Expanding ELLs)** **Knowledge Acquisition (3 Hours)** • Resources on differentiation aligned to proficiency descriptors. • Participants complete a proficiency-level analysis activity using sample student profiles. • Participants revise a lesson plan to include differentiated supports for three ELL proficiency levels: o Emerging o Developing o Expanding **Artifact Submitted** • Differentiation matrix embedded within the lesson plan. **Instructor Verification** Rubric confirms: • Clear differentiation by proficiency • Appropriate scaffolds (visuals, sentence frames, modeling, guided practice) • Alignment to language demands
MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at	These assignments develop participants' ability to design and implement evidence-based instructional strategies that support English language development across listening, speaking, reading, and writing. The sequence progresses from understanding second language acquisition (SLA) principles, to designing domain-specific instructional supports, and finally to implementing and analyzing instruction using student language development data. Participants first explore key concepts from second language acquisition research, including the interaction hypothesis, output hypothesis, and academic discourse routines. Using these principles, participants design

varying English proficiency levels.	structured listening and speaking tasks that promote meaningful academic interaction and provide opportunities for students to practice language production. Participants then examine evidence-based approaches to reading instruction, including the role of word recognition, reading comprehension, and the Simple View of Reading. Using these concepts, participants adapt grade-level texts to include scaffolded supports that maintain academic rigor while improving linguistic accessibility for learners at different proficiency levels. Next, participants develop scaffolded writing tasks using strategies such as gradual release of responsibility, sentence frames, and paragraph organizers. These activities support students in progressing from guided language production to more independent writing aligned to academic expectations. The final assignment focuses on **instructional implementation and analysis**. Participants teach the developed lesson in their classroom or a simulated instructional setting, document a segment of instruction, and collect student work samples representing different proficiency levels. Participants then analyze student performance and language development using a structured reflection process. This sequence ensures participants develop both the **theoretical understanding of SLA principles and the practical skills required to design, implement, and evaluate instruction across all four language domains**. The progression from research-informed instructional design to classroom implementation and reflection supports teachers in developing effective practices that promote language development and academic achievement for English Language Learners. **Assignment 3: Integrate structured listening and speaking tasks aligned to SLA research.** **Knowledge Acquisition (3 Hours)** • Participants identify key aspects of SLA research to support structured listening and speaking instruction (e.g., through a matching activity): o Interaction hypothesis o Output hypothesis o Academic discourse routines o Key cognitive concepts (e.g., Affective Filter, Brain-Based Learning, The Forgetting Curve, Contrastive Analysis) o Principles of Effective Instruction • Participants design: o Structured listening task using an activity template. o Structured speaking protocol using an activity template. • Participants provide a written rationale linking tasks to SLA theory.

Artifact Submitted

- Listening and speaking task plans with a written rationale.

Instructor Verification

Rubric confirms:

- Structured academic language practice
- Clear connection to SLA principles
- Alignment to lesson objectives

Assignment 4: Design scaffolded reading supports appropriate to proficiency levels.

Knowledge Acquisition (2.5 Hours)

- Participants review resources modeling structured reading instruction.
- Participants identify key aspects of SLA research to support structured reading instruction (e.g., through a matching activity).
  - Reading comprehension
  - Word recognition
  - The Simple View of Reading
  - Principles of Effective Reading Instruction

- Participants modify a grade-level text for three proficiency levels.

Artifact Submitted

- Scaffolded reading materials (annotated text and supports)

Instructor Verification

Rubric confirms:

- Appropriate linguistic scaffolding
- Maintenance of grade-level rigor
- Alignment to proficiency descriptors

Assignment 5: Develop scaffolded writing tasks using evidence-based supports.

Knowledge Acquisition (2.5 Hours)

- Participants analyze resources on:
  - Gradual release / guided instruction
  - Sentence frames
  - Paragraph organizers

	• Participants design: o Writing prompt o Scaffolded writing supports for gradual release / guided instruction **Artifact Submitted** • Scaffolded writing task package **Instructor Verification** Rubric confirms: • Structured progression from supported to independent writing • Alignment to proficiency levels • Clear modeling and guided practice **Assignment 6: Implement the lesson and analyze student language development data.** **Site Competency Demonstration (5 Hours)** Participants independently: 1. Teach the developed lesson in their classroom or simulated setting. 2. Document a 20-minute instructional segment. 3. Collect at least three student work samples representing varying proficiency levels. 4. Analyze student performance using a structured reflection template. **Artifacts Submitted** • Lesson implementation review document • Student work samples • Formative assessment data • Written instructional reflection **Instructor Verification** Instructor evaluates: • Fidelity of implementation • Evidence of listening, speaking, reading, and writing integration • Appropriate differentiation • Evidence of language growth Mastery requires demonstration of competency across all required MT.2 indicators.
Strand: Methods of Teaching ESOL (MT) **Standard**: MT.3: Standards-Based ESOL and Content Instruction Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying	

English proficiency levels.
Performance Indicator:
MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.
MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.
MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.
MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Strand: Methods of Teaching ESOL (MT)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
MT.3: Standards-Based ESOL and Content Instruction Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.	To demonstrate standards-based ESOL instruction, candidates will develop a unit plan aligned to grade-level academic standards and Florida's ELD Standards. The unit will include integrated content and language objectives, academic vocabulary development, scaffolded reading and writing instruction, differentiated strategies for multilevel classrooms, and formative assessment tools to monitor progress. Participants will: 1. Align academic benchmarks with corresponding English Language Development (ELD) Standards (see WIDA ACCESS). 2. Design standards-based instructional objectives integrating content and language demands. 3. Select and apply evidence-based strategies that maintain grade-level rigor while supporting language development. 4. Develop scaffolded academic tasks that promote both content mastery and language growth. 5. Analyze student work to determine the effectiveness of language supports. 6. Apply AI prompts to support instructional planning	Participants must demonstrate mastery of MT.3.1–MT.3.4 through submission of a structured Standards-Based ESOL Instruction Portfolio. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **MT.3.1 Assessment** Participants submit a lesson plan section identifying and integrating evidence-based instructional strategies with a written rationale explaining how each strategy supports both academic rigor and language development. **Evidence Required** • Explicit connection to second language acquisition principles • Clear integration within the lesson structure • Alignment between strategy and learning objectives

	and learner feedback. **Resources**: MT.3: Standards-Based ESOL and Content Instruction • Academic benchmarks with corresponding English Language Development (ELD) Standards (see WIDA ACCESS) • Instructional objectives examples • Differentiation resources • Multi-level planning resources • Integrated skills planning resources • Scaffolded support strategies • Evidence-based cognitive principles • Literacy Instruction Practice Profiles https://www.fldoe.org/academics/standards/just-read-fl/lit-instruct-pp.stml • Lesson planning templates • Student analysis and feedback strategies • AI prompt templates for lesson planning, alignment of instructional objectives to standards, multi-level lesson planning, differentiation, and student feedback	**MT.3.2 Assessment** Participants submit structured listening and speaking task designs differentiated for three proficiency levels, along with a written explanation describing how oral language activities support literacy development. **Evidence Required** • Proficiency-aligned oral language supports • Clear progression from oral rehearsal to literacy tasks • Alignment to lesson objectives **MT.3.3 Assessment** Participants submit scaffolded reading materials and a scaffolded writing task aligned to proficiency descriptors. **Evidence Required** • Appropriate linguistic scaffolding • Maintenance of grade-level content expectations • Clear alignment to proficiency-level needs **MT.3.4 Assessment** Participants submit an academic and ELD standards alignment chart and measurable content and language objectives embedded within the final lesson plan. **Evidence Required** • Accurate citation of ELD Standards • Explicit alignment between content and language objectives • Measurable outcomes

		Site Competency Demonstration (Application Across MT.3.1–MT.3.4) Participants implement the developed lesson, collect student work samples representing multiple proficiency levels, and submit a written instructional analysis evaluating both academic achievement and language growth. **Evidence Required** • Evidence of content mastery • Evidence of language development • Reflection identifying instructional adjustments **Overall Competency Requirement** Participants must demonstrate competency across all MT.3 performance indicators through successful artifact submission and instructor evaluation.
Performance Indicator	**Description of Assignment(s)**	
MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.	This assignment develops participants' ability to apply second language acquisition (SLA) research to instructional planning that supports both language development and academic achievement. The sequence progresses from understanding research-based instructional strategies, to analyzing their instructional impact, to integrating them into lesson design. Participants first review instructional resources describing evidence-based strategies informed by second language acquisition research. This step builds foundational understanding of how instructional practices can support both language learning and access to academic content. Participants then complete a structured strategy analysis template in which they examine selected strategies and identify how each supports specific language and academic outcomes. This activity helps participants connect theoretical principles of language acquisition with practical instructional decisions. Finally, participants embed selected strategies within a lesson plan and provide a written rationale explaining how the strategies support language development and academic learning. This progression ensures participants develop both the conceptual understanding of SLA-informed instruction and the	

	practical ability to apply these strategies within standards-based lesson planning. Submitted artifacts—the evidence-based strategy plan and written rationale—provide evidence that participants can identify and apply research-based strategies that promote language acquisition and academic success for English Language Learners. Instructor verification through a rubric confirms alignment between selected strategies, lesson objectives, and intended language outcomes. **Assignment 1 (Knowledge Acquisition – 4 Hours)** • View resources on SLA-informed instructional strategies to support language acquisition and academic achievement. • Complete strategy analysis template linking strategy to language and academic outcomes. • Embed selected strategies in a lesson plan. • Submit a written rationale. **Artifact** • Evidence-based strategy plan • Written rationale
MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.	This assignment develops participants' ability to design instruction that uses oral language development to support literacy growth for English Language Learners. The sequence progresses from understanding research on oral language development and literacy transfer, to analyzing instructional models, to applying strategies within a structured lesson plan. Participants first review resources describing how listening and speaking development support reading and writing acquisition. This step builds foundational understanding of the relationship between oral language practice, vocabulary development, and literacy outcomes for multilingual learners. Participants then analyze exemplar listening and speaking routines that demonstrate how structured oral interaction supports comprehension, academic vocabulary development, and preparation for reading and writing tasks. Finally, participants apply these principles by completing a structured lesson plan template that incorporates strategies for listening and speaking across varying English proficiency levels. Participants also submit a written explanation describing how the designed oral language activities support literacy development. This progression ensures participants develop both the **conceptual understanding of the relationship between oral language and literacy development and the practical skills needed to design instruction that integrates these domains**. Submitted artifacts—the structured lesson plan template, proficiency-level differentiation chart, and literacy-connection rationale—provide evidence that participants can design instruction that supports listening, speaking, reading, and writing development for English Language Learners. Instructor verification through a rubric confirms alignment between oral language strategies, proficiency-level differentiation, and literacy learning outcomes.

	Assignment 2 (Knowledge Acquisition – 4 Hours) • View resources on oral language development and literacy transfer • Analyze exemplar listening/speaking routines • Complete a structured lesson plan template incorporating strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English • Submit a written explanation connecting oral practice to reading/writing outcomes **Artifact** • Structured lesson plan template • Proficiency-level differentiation chart • Written literacy-connection rationale
MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.	This assignment develops participants' ability to design and implement scaffolded reading and writing instruction that supports English Language Learners across varying proficiency levels. The sequence progresses from understanding instructional supports for literacy development, to designing scaffolded reading and writing tasks, to implementing instruction and analyzing student learning outcomes. Participants first review resources describing evidence-based strategies for scaffolding reading and writing instruction. Using a structured template, participants modify grade-level texts to include linguistic supports such as vocabulary scaffolds, visual cues, and comprehension supports that improve accessibility while maintaining academic rigor. Participants then design a scaffolded writing progression plan using a gradual release framework that moves students from guided practice to more independent language production. Participants also provide a written explanation describing how the designed reading and writing supports align with proficiency descriptors and language development goals. In the site competency component, participants implement the developed standards-based lesson and collect student work samples representing different proficiency levels. Participants analyze these samples to evaluate the effectiveness of the instructional scaffolds in supporting both language development and content understanding. Using a structured instructional analysis template, participants identify strengths, gaps, and next instructional steps based on student performance data. This progression ensures participants develop both the **instructional design skills needed to scaffold literacy instruction and the analytical skills required to evaluate and refine language supports based on student evidence**. Submitted artifacts—including scaffolded reading materials, the scaffolded writing task package, student work samples, and a written instructional analysis—provide evidence that participants can design, implement, and evaluate literacy instruction that supports language development and academic achievement for English Language Learners. Instructor verification through a rubric confirms appropriate linguistic scaffolding, alignment to proficiency levels, and evidence-based

	instructional adjustments. **Assignment 3 (Knowledge Acquisition – 4 Hours)** • View resources on scaffolded reading and writing supports. • Complete text-modification template. • Design writing progression plan (gradual release). • Submit proficiency-alignment explanation. **Artifact** • Scaffolded reading materials • Scaffolded writing task package • Proficiency-aligned support explanation Participants will analyze samples of student work to evaluate the effectiveness of implemented language supports, using evidence from student responses to determine whether scaffolds are promoting both content understanding and language development. Through this analysis, they will identify strengths, gaps, and next instructional steps, ensuring that language supports are purposeful, responsive, and aligned to proficiency goals. Participants will: 1. Implement the developed standards-based lesson. 2. Collect at least three student work samples representing varying proficiency levels. 3. Analyze evidence of both language development and content mastery. 4. Identify instructional adjustments based on data. **Site Demonstration (4 Hours)** • Lesson implementation • Student work collection • Completion of structured instructional analysis template (750 words) **Artifacts** • Student work samples • Formative assessment data • Written instructional analysis
MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic	This assignment develops participants' ability to align academic instruction with Florida's English Language Development (ELD) Standards to support integrated language and content learning. The sequence progresses from understanding the structure and purpose of the ELD Standards, to aligning academic benchmarks with language development goals, to revising lesson objectives to reflect integrated instructional planning.

content with language objectives.	Participants first review resources explaining the organization and application of the ELD Standards and how they support English Language Learners' academic language development. Participants then complete a structured standards-alignment template to identify connections between academic benchmarks and relevant ELD Standards. Finally, participants revise their lesson objectives based on instructor feedback to ensure that both **content and language objectives are clearly defined and aligned with standards-based instruction**. This progression helps participants develop the ability to intentionally integrate language development within academic lessons. Submitted artifacts—the academic and ELD alignment chart, dual content and language objectives, and standards-integrated lesson plan—provide evidence that participants can align academic benchmarks with ELD Standards and design instruction that supports both language acquisition and academic achievement. Instructor verification through a rubric confirms accurate standards alignment and the integration of measurable content and language objectives. **Assignment 4 (Knowledge Acquisition – 2 Hours)** • View resources on ELD Standards. • Complete standards-alignment template. • Revise lesson objectives based on instructor feedback. **Artifact** • Academic and ELD alignment chart • Dual content and language objectives • Standards-integrated lesson plan

ESOL: Applied Linguistics (AL) - Course Two (60 hours)

Strand: Applied Linguistics (AL)
Standard: AL.1: Language as a System
Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.
Performance Indicators:
AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.

AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).
AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.
AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.

Strand: Applied Linguistics (AL)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
AL.1: Language as a System Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.	To demonstrate an understanding of language as an integrative communicative system, participants will analyze the five major components of English (phonology, morphology, syntax, semantics, and pragmatics) and examine how these elements interact to support effective communication. Participants will apply knowledge of English language proficiency levels across the four language domains of listening, speaking, reading, and writing, considering how learners develop and use language in varied academic contexts. Participants will also model both oral and written communication that is appropriately adjusted for audience and purpose, demonstrating an awareness of register, clarity, and communicative intent. In addition, they will conduct a contrastive analysis between English and another language in order to identify potential areas of transfer or difficulty, using these insights to inform thoughtful and responsive instructional decisions. To demonstrate understanding of language as an integrative communicative system, participants will: 1. Analyze the five components of English (phonology, morphology, syntax,	Participants must demonstrate mastery of AL.1.1–AL.1.4 through submission of a structured **Applied Linguistics Portfolio**. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **AL.1.1 Assessment** Participants submit an **Applied Linguistic Analysis Report** analyzing phonology, morphology, syntax, semantics, and pragmatics within an authentic language sample. **Evidence Required:** • Accurate identification of linguistic components • Explanation of how components function as an integrated system • Instructional implications for ELL support Mastery requires accurate linguistic analysis and integrative explanation. **AL.1.2 Assessment** Participants submit a **Four-Domain Proficiency Support Plan** demonstrating differentiated instructional supports across listening, speaking,

	semantics, pragmatics). 2. Apply proficiency-level knowledge across the four language domains (listening, speaking, reading, and writing). 3. Model oral and written communication adjusted for audience and purpose. 4. Conduct contrastive analysis between English and another language to inform instructional decisions.	reading, and writing. **Evidence Required:** • Alignment to proficiency descriptors • Domain-specific instructional modifications • Clear connection to language acquisition theory Mastery requires accurate proficiency alignment across all four domains. **AL.1.3 Assessment** Participants submit: • Written academic language samples adjusted for proficiency levels • Reflective analysis of language adjustment **Evidence Required:** • Appropriate register and audience adjustment • Clear modeling of academic language • Reflection demonstrating intentional language modification Mastery requires effective modeling of proficient oral and written communication. **AL.1.4 Assessment** Participants submit a **Contrastive Analysis Report** and an **Instructional Application Reflection** demonstrating how cross-linguistic knowledge informs instruction. **Evidence Required:** • Accurate identification of linguistic similarities and differences • Identification of potential transfer issues • Instructionally sound adjustments Mastery requires accurate contrastive analysis and application to instructional practice.

		Overall Competency Requirement Participants must demonstrate competency across all AL.1 performance indicators through successful artifact submission and instructor evaluation.
Performance Indicators	**Description of Assignment(s)**	
AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.	Assignment 1 is structured to help participants develop a deep and practical understanding of the English language as an integrated communicative system. Participants explore the five major components of English—phonology, morphology, syntax, semantics, and pragmatics—and examine how these subsystems work together to create meaning in authentic communication. The sequence begins with foundational learning activities in which participants review instructional materials and complete guided linguistic analysis templates to build familiarity with key terminology and concepts. As their understanding develops, participants apply these concepts by analyzing authentic spoken and written language samples, identifying linguistic features and explaining how they interact within communication. Through these activities, participants also identify common learner errors associated with each linguistic subsystem and consider how linguistic knowledge can inform instructional decisions for English learners. The assignments culminate in an Applied Linguistic Analysis Report in which participants synthesize their learning by analyzing language data and connecting their findings to instructional implications. This progression—from foundational knowledge to applied analysis—ensures that participants move beyond theoretical understanding to practical insight, strengthening their ability to recognize language patterns, anticipate learner challenges, and design instruction that supports both language development and academic learning. **Assignment 1: Analyze the English language system** Participants will: • Identify phonological, morphological, syntactic, semantic, and pragmatic features in authentic language samples. • Explain how these components interact within communication. • Identify common learner errors related to each subsystem. **Knowledge Acquisition Activities (12 Hours)**	

	Participants: • Review instructional materials on each linguistic subsystem. • Complete guided linguistic analysis templates. • Analyze authentic language transcripts. • Complete terminology comprehension checks. **Artifacts Submitted** • Applied Linguistic Analysis Report **Instructor Verification** Rubric confirms: • Accurate identification of linguistic components • An integrative explanation of how these components interact within communication • Appropriate instructional implications to address common learner errors **Resources:** • The Five Language Domains: https://relay.libguides.com/science-of-teaching-reading-resource-guide/five-language-domains
AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).	Assignment 2 is structured to help participants develop a practical understanding of how English language proficiency develops across the four language domains: listening, speaking, reading, and writing. Participants begin by examining proficiency-level descriptors and exploring how language demands vary depending on a learner's stage of language development. Through guided review of language development resources, participants build awareness of how expectations for comprehension, expression, and academic language increase as learners move from emerging to more advanced levels of proficiency. As their understanding grows, participants analyze the linguistic and cognitive demands present within each language domain and complete a domain-analysis template to identify how instruction can be adjusted to support learners at different proficiency levels. These activities help participants recognize that effective instruction requires intentional adjustments to the complexity of language, task expectations, and available supports. Participants then apply this knowledge by designing differentiated instructional supports that align with specific proficiency descriptors and address the unique demands of listening, speaking, reading, and writing. The assignment culminates in the development of a **Four-Domain Proficiency Support Plan**, in which participants demonstrate their ability to align instructional supports to proficiency-level expectations and domain-specific language demands. Through this process, participants translate their understanding of language development into concrete instructional strategies that make rigorous

	academic content accessible to English learners. This progression—from understanding proficiency descriptors to designing domain-specific supports—ensures that participants can thoughtfully adjust instruction to meet learners where they are while supporting continued language growth. **Assignment 2: Apply proficiency-level knowledge across listening, speaking, reading, and writing** Participants will: • Analyze proficiency descriptors across four domains. • Modify instructional language demands according to proficiency levels. • Design domain-specific supports aligned to descriptors. **Knowledge Acquisition Activities (10 Hours)** Participants: • Review proficiency-level language development materials. • Complete domain-analysis template. • Design differentiated instructional supports. **Artifacts Submitted** • Four-Domain Proficiency Support Plan **Instructor Verification** Rubric confirms: • Alignment to proficiency descriptors • Appropriate domain differentiation • Clear instructional application **Resources** • WIDA ELD Standards Framework (2020) https://wida.wisc.edu/resources/wida-english-language-development-standards-framework-2020-edition • Language acquisition: An Overview: https://www.colorincolorado.org/article/language-acquisition-overview
AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and	Assignment 3 is structured to help participants develop the ability to intentionally adjust language for learners at different levels of English proficiency. Participants begin by examining how register, audience, and purpose influence language use in instructional settings. Through the review of materials on pragmatic language and academic register, participants explore how teachers modify explanations, directions, and modeled language to make academic content accessible

purpose.	while maintaining rigor. As their understanding develops, participants analyze examples of teacher language modification and examine how vocabulary, sentence structure, and discourse patterns are adjusted to support learners at different proficiency levels. They then apply these insights by rewriting academic explanations for varied audiences, practicing how to simplify or expand language while preserving the core academic meaning. These activities help participants recognize how purposeful language modeling can scaffold comprehension and support students' development of academic English. To demonstrate their learning in practice, participants complete a site competency demonstration in which they produce a written model text that is intentionally adjusted for multiple English language proficiency levels, drawing on the WIDA ELP Proficiency Levels 1–6 as a reference. This task requires participants to consider how linguistic complexity, vocabulary, and sentence structure should change to meet learners' language development needs. The assignment culminates in the submission of a **revised written model text** accompanied by a **reflective analysis of language adjustments**. In this reflection, participants explain how and why they modified language across proficiency levels and how these adjustments support comprehension and language development. Instructor verification confirms that the submitted work demonstrates appropriate register adjustment, clarity of modeled language, and alignment to learner proficiency levels, ensuring that participants can effectively model academic language in ways that support English learners' progress. **Assignment 3: Demonstrate modeled language adjustment** Participants will: • Revise instructional explanations for multiple proficiency levels. • Produce written academic language samples adjusted for the audience. **Knowledge Acquisition Activities (8 Hours)** Participants: • Review materials on register and pragmatic language use. • Analyze examples of teacher language modification. • Rewrite academic explanations for varied audiences. **Site Competency Demonstration (5 Hours)** Participants: • Submit written model text adjusted for multiple ELP proficiency levels (see WIDA ELP Proficiency Levels 1-6). **Artifacts Submitted** • Revised written model text

	• Reflective analysis of language adjustments **Instructor Verification** Rubric confirms: • Appropriate register adjustment • Clarity of modeled language • Alignment to learner proficiency levels
AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.	Assignment 4 is structured to help participants understand how differences between English and students' home languages can influence language learning and classroom instruction. Participants begin by reviewing materials on contrastive analysis and cross-linguistic influence to build awareness of how phonological, morphological, and syntactic patterns vary across languages. These foundational activities help participants recognize how prior language knowledge can support language learning through positive transfer or contribute to predictable areas of difficulty. As their understanding develops, participants apply these concepts by completing a structured language comparison template that guides them in examining English alongside another language represented in their instructional setting. Through this analysis, participants identify key linguistic differences—such as variations in sound systems, word formation, or sentence structure—and consider how these differences may influence learners' pronunciation, grammar usage, and comprehension. Participants extend this analysis through research-supported linguistic comparison, drawing on credible resources to deepen their understanding of the selected language and its relationship to English. This process encourages participants to move beyond surface-level observations and develop a more informed understanding of how language structures shape learner performance. The assignment culminates in a **Contrastive Analysis Report**, in which participants synthesize their findings and propose instructional adjustments that address potential transfer issues. These recommendations focus on practical instructional responses that support English learners while building on the linguistic knowledge students already possess. Instructor verification confirms that the report demonstrates accurate linguistic comparison, identifies likely areas of cross-linguistic influence, and provides instructionally sound recommendations that can inform classroom practice. **Assignment 4: Conduct contrastive analysis** Participants will: • Compare English to one other language represented in their instructional setting. • Identify phonological, syntactic or morphological differences. • Propose instructional adjustments based on identified differences. **Knowledge Acquisition Activities (10 Hours)** Participants:

	• Review materials on contrastive analysis and cross-linguistic influence. • Complete structured language comparison template. • Conduct research-supported linguistic comparison. **Artifacts Submitted** • Contrastive Analysis Report **Instructor Verification** Rubric confirms: • Accurate linguistic comparison • Identification of likely transfer issues • Instructionally sound recommendations **Resources** • Contrastive Analysis Resources: https://www.thereadingleague.org/wp-content/uploads/2025/02/TRL-Contrastive-Analysis-Resources.pdf • World Language Library: https://bilinguistics.com/language/

ESOL: Testing and Evaluation (TE) - Course 3 (60 hours)

Strand: Testing and Evaluation (TE)
Standard: TE.1: Key Factors and Considerations in Assessment for ELLs
Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.
Performance Indicators:
TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.

Strand: Testing and Evaluation (TE)

Standard	Description of Assignment(s)	Description of Assessment(s)

TE.1: Key Factors and Considerations in Assessment for ELLs Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.	To demonstrate competency in assessment considerations for English language learners, participants will examine how language proficiency influences students' ability to access and demonstrate knowledge on academic assessments. They will identify appropriate assessment accommodations that align with students' English language proficiency levels, ensuring that supports provide access to assessment tasks while maintaining academic expectations. Participants will also analyze assessment data and student work to determine whether performance patterns are related to language development or to other academic or learning needs. Based on this analysis, they will develop a structured accommodation and monitoring plan that outlines appropriate supports and describes how student progress will be tracked over time to inform instructional decisions and promote continued language growth. To demonstrate competency in assessment considerations for ELLs, participants will… 1. Identify appropriate accommodations aligned to proficiency levels. 2. Analyze assessment data to distinguish language proficiency from other learning needs. 3. Develop an accommodation and monitoring plan.	Participants must demonstrate mastery of TE.1.1 and TE.1.2 through submission of a structured **Assessment Analysis Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the 2025 ESOL Competencies. After receiving feedback, participants will revise their responses as needed. **TE.1.1 Assessment** **Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.** Participants submit an **ELL Accommodation Plan** aligned to proficiency levels and assessment type. **Evidence Required:** • Appropriate accommodations matched to proficiency descriptors • Alignment between accommodation and assessment purpose • Preservation of assessment validity • Written justification of accommodation decisions Mastery requires accurate selection of accommodations that support ELL access without altering assessment constructs. **TE.1.2 Assessment** **Use assessment data to distinguish language proficiency from other learning needs.** Participants submit a **Data Analysis Report** based on a structured case study. **Evidence Required:** • Accurate interpretation of language and academic assessment data

		• Clear distinction between language acquisition patterns and potential learning difficulties • Evidence-based instructional recommendations Mastery requires accurate analysis and defensible instructional conclusions.
Performance Indicators	**Description of Assignment(s)**	
TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.	The course assignments are structured to help participants develop the knowledge and practical skills necessary to design appropriate and compliant assessment accommodations for English language learners. Participants begin by building a foundational understanding through the review of instructional materials that address assessment validity, the purpose of accommodations, and the importance of maintaining the integrity of academic assessments while providing meaningful access for multilingual learners. As participants deepen their understanding, they analyze examples of both compliant and non-compliant accommodation scenarios. These activities help participants recognize how accommodations can either support or unintentionally compromise the validity of an assessment. Through guided analysis, participants examine how accommodations must be carefully aligned to students' English language proficiency levels and to the type of assessment being administered. Participants then apply this knowledge by completing a structured accommodation planning template that requires them to select and justify appropriate supports based on proficiency descriptors and assessment demands. The assignment culminates in the development of an **ELL Accommodation Plan**, accompanied by a written justification explaining the rationale for the selected accommodations. In this artifact, participants demonstrate their	

	ability to align accommodations with language proficiency levels while ensuring that assessment validity and policy requirements are preserved. Instructor verification confirms that the submitted plan reflects appropriate alignment to proficiency levels, maintains the integrity of the assessment, and complies with established assessment policies. The **scope and sequence** of this assignment is intentionally designed to move from conceptual understanding to applied decision-making. Participants first develop awareness of the principles that guide appropriate accommodations before analyzing real scenarios and ultimately designing their own accommodation plans. This progression ensures that participants not only understand accommodation policies but can also apply them thoughtfully and responsibly in authentic instructional and assessment contexts. **Assignment 1: Develop an ELL Accommodation Plan** ***Knowledge Acquisition (12 Hours)*** Participants will: • Review instructional materials on assessment accommodations and validity. • Analyze compliant and non-compliant accommodation scenarios. • Align accommodations to proficiency descriptors and assessment type. • Complete structured accommodation planning template. ***Artifacts Submitted*** • ELL Accommodation Plan • Written justification ***Instructor Verification*** Rubric confirms: • Alignment to proficiency level • Preservation of assessment validity • Compliance with assessment policy
TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.	The course assignments are structured to help participants develop the ability to interpret assessment data for English language learners in a way that accurately reflects both language development and academic learning. Participants begin by examining how language proficiency interacts with academic performance and reviewing guidance on interpreting multiple sources of assessment information. These foundational activities help participants recognize that assessment results must be analyzed carefully to determine whether performance patterns are related to language development, content knowledge, or other learning factors. As their understanding develops, participants analyze combined language and academic assessment data through guided activities that focus on identifying patterns within student performance. They examine how language proficiency levels may influence comprehension, response patterns, and overall academic outcomes. Through this

process, participants practice distinguishing between expected stages of language development and potential indicators of learning difficulties that may require additional support or investigation.
Participants then apply their analysis by recommending appropriate instructional next steps that respond to the patterns identified in the data. These recommendations emphasize evidence-based instructional adjustments that support language development while maintaining access to rigorous academic content.
The assignment culminates in the submission of a **Data Analysis Report**, in which participants present their interpretation of the assessment data and explain the instructional implications of their findings. Instructor verification confirms that the report demonstrates accurate interpretation of assessment data, clearly distinguishes between language proficiency and other learning needs, and provides evidence-based instructional recommendations.
The **scope and sequence** of this assignment is designed to move participants from understanding the relationship between language development and assessment performance to applying that understanding in authentic data analysis. By first building conceptual awareness and then engaging in structured analysis tasks, participants develop the ability to interpret assessment results responsibly and to use data to guide effective instructional decisions for English language learners.

Assignment 2: Conduct an Assessment Data Case Study

Knowledge Acquisition (13 Hours)

Participants will:

- Analyze combined language and academic assessment data.
- Identify patterns of language development vs. potential learning difficulties.
- Recommend instructional next steps.
- Submit a written analysis.

Artifacts Submitted

- Data Analysis Report

Instructor Verification

Rubric confirms:

- Accurate interpretation of assessment data
- Clear distinction between language proficiency and other needs
- Evidence-based instructional recommendations

Resources

- IRIS Center – *Addressing the Needs of English Language Learners* https://iris.peabody.vanderbilt.edu/module/ell/

Strand: Testing and Evaluation (TE)

Standard: TE.2: Classroom-Based Assessment for ELLs
Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.
Performance Indicators:
TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.
TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Strand: Testing and Evaluation (TE)

Standard	Description of Assignment(s)	Description of Assessment(s)
TE.2: Classroom-Based Assessment for ELLs Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.	To demonstrate competency in classroom-based assessment for English language learners, participants will select evidence-based tools that effectively assess student performance across the four language domains of listening, speaking, reading, and writing. They will design domain-specific rubrics that clearly define expectations for language use and academic performance, ensuring that assessment criteria reflect both content understanding and language development. Participants will also develop linguistically responsive formative and summative assessments that are accessible to learners at varying levels of English proficiency while maintaining appropriate academic rigor. Finally, participants will implement one modified assessment in their instructional setting and analyze the resulting student performance data to evaluate the effectiveness of the assessment design and identify implications for future instruction. To demonstrate competency in classroom-based assessment, participants will: 1. Select evidence-based tools for assessing the four language domains.	Participants must demonstrate mastery of TE.2.1 and TE.2.2 through submission of a structured **ELL Classroom Assessment Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the 2025 ESOL Competencies. After receiving feedback, participants will revise their responses as needed. **TE.2.1 Assessment** Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas. Participants submit a **Four-Domain Assessment Toolkit,** including domain-specific assessment tools and at least one analytic rubric. **Evidence Required:** • Evidence-based tool selection • Alignment to content standards • Alignment to proficiency levels • Clear, measurable rubric criteria Mastery requires appropriate selection and alignment of assessment tools across all four language domains. **TE.2.2 Assessment**

	2. Develop domain-specific rubrics. 3. Design linguistically responsive formative and summative assessments. 4. Implement one modified assessment and analyze student results.	Implement linguistic strategies for formative and summative assessments to support ELLs' language development. Participants submit: • Modified formative assessment • Modified summative assessment • Student response samples • Written assessment analysis reflection **Evidence Required:** • Appropriate linguistic supports embedded within assessments • Maintenance of academic rigor • Evidence of language-informed instructional adjustments • Reflection demonstrating data-driven decision making Mastery requires documented implementation and analysis demonstrating effective integration of linguistic supports in assessment practice.
		Overall Competency Requirement Participants must demonstrate competency across all TE.1 and TE.2 performance indicators through successful artifact submission and instructor evaluation. Completion requires competency-level performance on 100% of required objectives.
Performance Indicators	**Description of Assignment(s)**	
TE.2.1 Select evidence-based tools and techniques to assess listening,	The course assignments are structured to help participants design classroom assessments that effectively measure English language learners' development across the four language domains: listening, speaking, reading, and writing. Participants begin by reviewing exemplar assessment tools that demonstrate how language performance can be measured in each domain while maintaining alignment to academic content standards. Through these foundational	

speaking, reading, and writing in the content areas.	activities, participants develop an understanding of how effective assessment tools capture both language development and content understanding. As their understanding deepens, participants analyze how assessment tasks must be aligned not only to content standards but also to students' language proficiency levels. They examine how linguistic demands vary across tasks and how assessments can be structured to provide meaningful evidence of learning for students at different stages of English language development. Participants then apply this knowledge by selecting and organizing appropriate assessment tools for each language domain and aligning them with specific instructional objectives. Participants further extend their work by developing an **analytic rubric** for one selected language domain. This task requires them to define clear and measurable criteria that describe levels of student performance, ensuring that expectations for language use and academic content are transparent and consistent. The assignment culminates in the submission of a **Four-Domain Assessment Toolkit**, which includes the selected assessment tools and the domain-specific rubric. Instructor verification confirms that the toolkit demonstrates evidence-based tool selection, alignment to both content standards and language proficiency expectations, and the integration of clear, measurable assessment criteria. The **scope and sequence** of this assignment is intentionally designed to move from analysis to application. Participants first examine strong examples of domain-specific assessments before aligning those tools to instructional standards and proficiency expectations. They then apply their understanding by constructing their own assessment toolkit and rubric. This progression ensures that participants not only understand the principles of effective language assessment but can also design practical tools that support meaningful evaluation of English learners' language and academic development. **Assignment 3: Develop a Four-Domain Assessment Toolkit** ***Knowledge Acquisition (10 Hours)*** Participants will: • Review exemplar assessment tools across listening, speaking, reading, and writing. • Align tools to content standards and proficiency levels. • Develop an analytic rubric for one selected domain. ***Artifacts Submitted*** • Four-Domain Assessment Toolkit • Domain-Specific Rubric ***Instructor Verification*** Rubric confirms: • Evidence-based tool selection • Alignment to content and proficiency

	• Clear measurable criteria **Resources** • Preparing the Way: Teaching English Learners in the P-12 Classroom (2025) (5th Edition) • CEEDAR Center – *Evidence-Based Practices for English Learners* https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf • WIDA – *RtI² for English Language Learners* https://wida.wisc.edu/sites/default/files/resource/RtI2-for-ELLs.pdf • Edutopia – *10 Strategies to Support English Language Learners* https://www.edutopia.org/article/10-strategies-support-english-language-learners-across-all-subjects
TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.	The course assignments are structured to help participants design and implement assessments that are both academically rigorous and linguistically responsive to the needs of English language learners. Participants begin by reviewing research-based strategies for incorporating linguistic scaffolding into assessment tasks. These activities focus on how teachers can adjust language demands, directions, and response formats in ways that support comprehension without lowering academic expectations. As their understanding develops, participants apply these principles by designing or modifying one formative and one summative assessment to include appropriate linguistic supports. In doing so, they consider how vocabulary, sentence complexity, visual supports, and task structure can be adapted to align with learners' English language proficiency levels while still measuring the intended academic outcomes. Participants then submit the modified assessment instruments to demonstrate their ability to design assessments that are accessible and instructionally meaningful. To extend learning from design to classroom practice, participants complete a **site competency demonstration** in which they implement one of the modified assessments in their instructional setting. During this process, they collect samples of student responses representing a range of English language proficiency levels. Participants then analyze these responses using a structured reflection template to determine how effectively the assessment supported students' ability to demonstrate their knowledge and language use. Based on this analysis, they identify instructional adjustments and consider how assessment design can inform future teaching decisions. The assignment culminates in the submission of a set of artifacts that includes the **modified formative assessment**, **modified summative assessment**, **student response samples**, and a **written assessment analysis reflection** of approximately 500 words. Instructor verification confirms that the assessments incorporate appropriate linguistic supports while maintaining the rigor and validity of the academic task. The **scope and sequence** of this assignment intentionally move from conceptual understanding to instructional design and then to classroom implementation. Participants first learn how linguistic scaffolding can be applied to assessments, then practice designing responsive assessment tools, and finally implement and analyze those tools in a real instructional context. This progression ensures that participants develop not only theoretical knowledge but also the

	practical skills necessary to create and evaluate assessments that accurately measure the learning of English language learners. **Assignment 4: Design and Implement Linguistically Responsive Assessments** ***Knowledge Acquisition (10 Hours)*** Participants will: • Review linguistic scaffolding strategies for assessments. • Design or modify one formative and one summative assessment to include appropriate supports. • Submit assessment instruments. ***Site Competency Demonstration (15 Hours)*** Participants will: • Implement one modified assessment. • Collect student responses representing varying proficiency levels. • Analyze results using a structured reflection template. • Identify instructional adjustments. ***Artifacts Submitted*** • Modified assessment (formative or summative) • Student response samples • Written assessment analysis reflection ***Instructor Verification*** Rubric confirms: • Appropriate linguistic supports • Maintenance of assessment rigor • Data-informed instructional decisions **Resources** • Video assessments for ELS in the classroom: Assessment for ELLs in the Classroom | Colorín Colorado

ESOL Curriculum and Materials Development (CM) – Course Four (60 hours)

Strand: ESOL Curriculum and Materials Development (CM)
Standard: CM.1: Planning for Standards-Based Instruction for ELLs

Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators:

CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.
CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

Strand: ESOL Curriculum and Materials Development (CM)

Standard	Description of Assignment(s)	Description of Assessment(s)
CM.1: Planning for Standards-Based Instruction for ELLs Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.	**Assignment(s):** To demonstrate competency in curriculum planning for English Language Learners (ELLs), participants will complete a **Standards-Based Instructional Planning Project** that focuses on designing instruction that integrates academic content learning with intentional language development. Through this project, participants will apply Florida's academic benchmarks and English Language Development (ELD) Standards to create a comprehensive lesson sequence that supports ELLs at varying proficiency levels. Participants will develop measurable content and language objectives, incorporate differentiated instructional strategies and scaffolding supports, integrate formative assessments and progress monitoring tools, and design responsive instructional adjustments based on student performance data. The instructional plan will reflect a **student-centered learning environment** that values responsive teaching practices, activates students' prior knowledge, and addresses the needs of multilingual learners in multilevel classrooms.	**Assessment(s):** Participants will be assessed through the submission of the completed lesson sequence, standards alignment chart, differentiation plan, and formative assessment tools. Evaluation will be based on alignment to academic benchmarks and ELD Standards, clarity of content and language objectives, appropriate scaffolding across proficiency levels, integration of assessment within instruction of strategies to promote measurable academic progress. After receiving feedback, participants will revise their responses as needed. Rubric scores and instructional artifacts will be maintained for documentation and review. **Standard: CM.1** Planning for Standards-Based Instruction for ELLs Participants must demonstrate mastery of CM.1.1 and CM.1.2 through submission of a structured **Standards-Based Instructional Planning Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the 2025 Florida Teacher Standards for ESOL Endorsement.

	To demonstrate competency in curriculum planning for ELLs, participants will… 1. Align grade-level academic benchmarks with Florida's English Language Development (ELD) Standards to support integrated content and language instruction. 2. Develop measurable content objectives and language objectives that clearly define expected academic and linguistic outcomes. 3. Design a comprehensive lesson sequence that integrates standards-aligned content instruction with structured opportunities for English language development. 4. Differentiate instructional strategies to address the needs of ELLs at varying English proficiency levels. 5. Incorporate instructional scaffolding strategies such as modeling, sentence frames, graphic organizers, visual supports, and structured academic interaction. 6. Integrate formative assessments and progress monitoring tools to evaluate student understanding and language development. 7. Design instructional responses, including re-teaching strategies and supports based on student performance data. 8. Develop a student-centered learning environment that incorporates responsive teaching practices, students' prior knowledge, and differentiation strategies appropriate for multilevel classrooms.	**CM.1.1 Assessment** **Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.** Participants submit a **standards-aligned lesson sequence** that integrates academic benchmarks with Florida's English Language Development (ELD) Standards. **Evidence Required** • Alignment between academic benchmarks and ELD Standards • Measurable content and language objectives • Differentiated instructional strategies for varying proficiency levels • Incorporation of scaffolded language supports, such as modeling, sentence frames, graphic organizers, and structured interaction • Integration of formative assessment within the lesson sequence Mastery requires clear alignment between standards, objectives, instructional strategies, and assessments that support both language development and academic achievement. **CM.1.2 Assessment** **Plan learning tasks to meet the needs of ELLs with interrupted or limited education.** Participants submit a **differentiated instructional task plan** demonstrating how learning activities will address gaps in literacy, background knowledge, and academic skills. **Evidence Required**

		• Instructional tasks adapted for learners with interrupted or limited formal education • Use of foundational literacy supports and vocabulary development strategies • Integration of visual scaffolds, guided practice, and structured language supports • Alignment of instructional supports to English proficiency levels Mastery requires demonstration of instructional planning that addresses the linguistic and academic needs of students with varied educational backgrounds.
		Overall Competency Requirement Participants must demonstrate competency across all **CM.1 performance indicators** through successful artifact submission and instructor evaluation.
Performance Indicators	**Description of Assignment(s)**	
CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.	Assignment 1 develops participants' ability to design standards-aligned instruction that integrates academic benchmarks with Florida's English Language Development (ELD) Standards. The sequence of activities progresses from understanding the relationship between academic standards and language demands, to developing measurable objectives, to designing an integrated lesson sequence that supports both language development and academic learning. Participants first review instructional resources explaining how academic benchmarks and ELD Standards work together to support English Language Learners. Using a structured template, participants analyze academic standards to identify embedded language demands, including vocabulary, language functions, and discourse expectations.	

	Participants then draft measurable content and language objectives aligned to both academic benchmarks and ELD Standards. This step emphasizes the importance of clearly defining both academic and linguistic outcomes for instruction. Finally, participants design a multi-step lesson sequence that integrates explicit language objectives, scaffolded instructional tasks, structured academic interaction, and formative assessment opportunities. Instructor feedback on draft lesson sequences allows participants to refine their instructional plans prior to final submission. This progression ensures participants develop both the analytical skills required to interpret standards and the practical skills needed to design integrated instruction for multilingual learners. Submitted artifacts—including the standards alignment chart, lesson sequence draft, and content and language objectives—provide evidence that participants can align academic benchmarks with ELD Standards and develop student-centered instruction that supports both language development and academic achievement. Instructor verification through a rubric confirms alignment of standards, clarity of measurable objectives, and effective instructional design. **Assignment 1: Develop a standards-aligned lesson sequence integrating academic benchmarks and ELD Standards.** ***Knowledge Acquisition Activities (10 Hours)*** • Participants review instructional materials explaining the relationship between academic benchmarks and Florida's English Language Development (ELD) Standards. Participants complete a structured template identifying language demands embedded within academic standards. • Participants draft measurable content and language objectives aligned to both academic benchmarks and ELD Standards using a guided objective-writing template that supports identification of language functions, vocabulary expectations, and proficiency-level considerations. • Participants design a multi-step lesson sequence that incorporates explicit language objectives, scaffolded learning tasks, structured academic interaction, and formative assessment opportunities that support both language development and academic learning. Instructor provides written feedback on draft lesson sequences, and participants revise their instructional plans prior to final submission. ***Artifacts Submitted***

	• Standards alignment chart • Lesson sequence draft • Content and language objectives ***Instructor Verification*** Instructor rubric verifies: • Alignment between benchmarks and ELD Standards • Clarity of measurable objectives • Evidence of student-centered instructional design
CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.	Assignment 2 develops participants' ability to design instructional tasks that address the needs of English Language Learners with interrupted or limited formal education. The sequence of activities progresses from understanding the characteristics of learners with limited educational backgrounds, to identifying instructional barriers, to designing intentional instructional supports that promote language and literacy development. Participants first review instructional resources describing the educational characteristics and instructional needs of students with interrupted or limited formal education. This step builds foundational understanding of how gaps in prior schooling, literacy development, and background knowledge may affect students' ability to access academic instruction. Participants then complete a structured analysis activity to identify potential barriers to language and literacy development and determine instructional strategies that address these barriers. This analysis reinforces the importance of planning instruction that responds to students' prior educational experiences and current language proficiency levels. Finally, participants design differentiated instructional tasks that incorporate foundational literacy development, vocabulary pre-teaching, visual scaffolds, and guided practice strategies. Participants revise their existing lesson sequence to include intentional supports that facilitate comprehension and participation for learners with limited academic background. This progression ensures that participants develop both the analytical skills required to identify instructional barriers and the practical skills needed to design responsive instruction for all levels of learners. Submitted

	artifacts—the differentiated instructional task plan and instructional support template—provide evidence that participants can implement appropriate scaffolding strategies and align instruction to students' literacy and language needs. Instructor verification through a rubric confirms that instructional planning reflects effective differentiation and appropriate supports aligned to proficiency levels. **Assignment 2: Design differentiated instructional tasks addressing gaps in literacy and background knowledge.** ***Knowledge Acquisition Activities (8 Hours)*** • Participants review instructional resources describing the educational characteristics and instructional needs of students with interrupted or limited formal education. • Participants complete a structured analysis activity, identifying potential barriers to language and literacy development and identifying instructional strategies that address those barriers. • Participants design instructional tasks that incorporate foundational literacy development, vocabulary pre-teaching, visual scaffolds, and guided practice strategies that support learners with limited academic background. • Participants revise their lesson sequence to incorporate appropriate supports for students with interrupted or limited education. ***Artifacts Submitted*** • Differentiated instructional task plan • Instructional support template ***Instructor Verification*** Rubric confirms: • Appropriate scaffolding strategies • Alignment to literacy and language needs • Differentiation aligned to proficiency levels **Resources** • WIDA Collaboration: Working Together to Serve Multilingual Learners bulletin

Strand: ESOL Curriculum and Materials Development (CM)
Standard: CM.2: Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.
Performance Indicators:
CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.
CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

Strand: ESOL Curriculum and Materials Development (CM)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
CM.2: Effective Use of Resources and Technologies Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.	To demonstrate effective use of instructional resources and technologies for English Language Learners, participants will complete a **Materials and Technology Integration Project**. Participants will evaluate instructional materials for learner appropriateness, linguistic accessibility, and alignment with academic benchmarks and Florida's English Language Development (ELD) Standards. Using English Language Proficiency data, participants will analyze student language needs to determine appropriate instructional resources for varying proficiency levels. Participants will then select and adapt instructional materials—including print resources, digital tools, multimedia content, and language development software—to support instruction across listening, speaking, reading, and writing. The instructional design will demonstrate how selected materials and technologies enhance language acquisition while maintaining alignment with academic learning goals. Participants will also develop a technology-integrated instructional plan that illustrates how digital tools support scaffolded instruction and student engagement. The final project will include a written justification explaining how selected materials and technologies align with student proficiency data, instructional objectives, and standards-based learning outcomes.	Participants will be assessed through submission of a resource evaluation report, adapted instructional materials, and a lesson plan demonstrating integration of selected technologies. Evaluation will focus on alignment to standards, appropriateness for proficiency levels, differentiation strategies, and effective integration of technological tools to support language development and academic achievement. Rubric scores and project artifacts will be retained for review. **Standard: CM.2** **Effective Use of Resources and Technologies** Participants must demonstrate mastery of **CM.2.1 and CM.2.2** through submission of a structured **Instructional Materials and Technology Integration Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the **2025 ESOL Competencies**. **CM.2.1 Assessment** **Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.** Participants submit a **Resource Evaluation Report and Adapted Instructional Materials Package** demonstrating selection and modification of instructional resources aligned to standards and proficiency levels.

	Participants will: 1. Evaluate instructional materials for learner appropriateness, linguistic accessibility, and alignment with academic benchmarks and Florida's English Language Development (ELD) Standards. 2. Analyze student English Language Proficiency data to determine appropriate instructional resources for varying proficiency levels. 3. Select instructional materials, including print resources, digital tools, multimedia content, and language development software, that support instruction across listening, speaking, reading, and writing. 4. Adapt selected instructional materials to improve linguistic accessibility and support language development for English Language Learners. 5. Design instruction that integrates technology tools to enhance language acquisition and academic content learning. 6. Justify instructional material and technology selections based on student language proficiency data and instructional objectives.	**Evidence Required** • Evaluation of instructional materials for linguistic accessibility and standards alignment • Selection of resources based on English proficiency data • Adaptation of materials to include language scaffolds and supports • Documentation of differentiation across proficiency levels Mastery requires accurate alignment between instructional resources, academic benchmarks, and language development needs. **CM.2.2 Assessment** **Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.** Participants submit a **technology-integrated lesson plan and implementation reflection** demonstrating how digital tools support language acquisition and content learning. **Evidence Required** • Integration of technology tools supporting listening, speaking, reading, and writing • Alignment of technology use with lesson objectives and ELD Standards • Evidence of scaffolded instruction supported by digital resources • Reflection describing how technology supports language development and student engagement Mastery requires demonstration that technology integration enhances both language acquisition and academic learning.

		Overall Competency Requirement Participants must demonstrate competency across all **CM.2 performance indicators** through successful artifact submission and instructor evaluation.
Performance Indicators	**Description of Assignment(s)**	
CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.	Assignment 3 develops participants' ability to evaluate, select, and adapt instructional materials to support both academic learning and English language development for ELLs. The sequence follows a logical progression from analysis, to data-informed selection, to instructional adaptation. Participants first evaluate sample instructional materials using a structured rubric addressing linguistic accessibility, alignment to academic benchmarks and Florida's English Language Development (ELD) Standards, and relevance to students' backgrounds and experiences. This step builds participants' ability to identify characteristics of effective, standards-aligned materials and recognize potential barriers for ELLs. Participants then analyze English language proficiency data to select instructional resources appropriate for different proficiency levels. This step emphasizes the importance of using student language data to guide instructional decisions. Finally, participants adapt selected materials by incorporating scaffolding supports such as vocabulary strategies, graphic organizers, and language supports to maintain grade-level rigor while improving accessibility. This sequence ensures participants develop both the analytical skills to evaluate materials and the practical skills to adapt them to support ELLs' language development and academic achievement. Submitted artifacts provide evidence that participants can align materials to standards, differentiate instruction based on proficiency levels, and incorporate effective scaffolding strategies. **Assignment 3: Evaluate and adapt instructional resources aligned to proficiency data.** ***Knowledge Acquisition Activities (9 Hours)***	

	• Participants review sample instructional materials and evaluate them using a structured rubric addressing linguistic accessibility, standards alignment, and relevance to students' backgrounds and experiences. • Participants analyze English proficiency data and select instructional resources appropriate for multiple proficiency levels. • Participants adapt selected instructional materials by incorporating vocabulary scaffolds, graphic organizers, and language supports that facilitate comprehension and participation. ***Artifacts Submitted*** • Resource evaluation report • Adapted instructional materials ***Instructor Verification*** Rubric confirms: • Alignment to academic benchmarks and ELD Standards • Appropriateness for proficiency levels • Effective scaffolding supports

CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.	Assignment 4 develops participants' ability to integrate technology tools that support both language development and academic learning for ELLs. The sequence progresses from understanding effective technology use, to instructional planning, to intentional integration within a lesson. Participants first review instructional resources that model how digital tools, multimedia supports, and language development platforms can enhance listening, speaking, reading, and writing instruction. This step builds awareness of how technology can support scaffolded instruction and increase student engagement. Participants then revise their lesson sequence to incorporate digital tools that support language development across the four language domains. This ensures that technology integration is aligned to instructional objectives rather than used as an add-on. Finally, participants develop a technology integration plan explaining how selected tools support scaffolded instruction, language acquisition, and measurable learning outcomes aligned to academic benchmarks and ELD Standards. This sequence ensures participants learn to **select and apply technology purposefully to support language development and content learning**. Submitted artifacts demonstrate alignment between technology tools and instructional objectives and provide evidence of effective integration of digital scaffolds within standards-based instruction. **Assignment 4: Design and implement technology-integrated instruction.** ***Knowledge Acquisition Activities (8 Hours)*** • Participants review instructional resources demonstrating effective use of technology tools that support language development and academic learning. • Participants revise their lesson sequence to incorporate digital tools that support listening, speaking, reading, and writing instruction. • Participants develop a technology integration plan explaining how selected tools support scaffolded instruction and language acquisition.

Artifacts Submitted

- Technology-integrated lesson plan
- Digital resource integration plan

Instructor Verification

Rubric confirms:

- Alignment between technology and learning objectives
- Effective support of language development
- Appropriate integration of digital scaffolds

Resources

- Common Sense Education – *How to Use Technology to Support ELLs* https://www.commonsense.org/education/articles/how-to-use-technology-to-support-ells-in-your-classroom
- Teaching Academic Content and Literacy to English Learners IES/WWC Practice Guide (2020)

ESOL: Communication and Understanding for English Language Learners (ELLs) (CU) - Course Five (60 hours)

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)
Standard: CU.1: Learning of Academic Content and Language for ELLs.
Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.
Performance Indicators:
CU.1.1 Provide instruction and experiences that meet individual student needs.
CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.
CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.
CU.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
CU.1: Learning of Academic Content and Language for ELLs. Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.	To demonstrate competency in communication and understanding for English Language Learners, participants will design instructional practices that support both academic content learning and meaningful language development. Through a structured instructional planning process, participants will apply Florida's academic benchmarks and English Language Development (ELD) Standards to create learning experiences that promote communication, engagement, and access to instruction for all students. The activities emphasize differentiated instruction, academic language development, family engagement, and civic participation to ensure that ELLs are supported not only in their academic growth but	Participants will be assessed through the submission of the completed lesson or mini-unit plan, standards alignment documentation, differentiation plan and family engagement artifact. Evaluation will focus on alignment to academic benchmarks and ELD Standards, appropriateness of scaffolds across proficiency levels, integration of academic language supports and the application of strategies that promote measurable academic progress. After receiving feedback, participants will revise their responses as needed. Rubric scores and instructional artifacts will be maintained for documentation and review. **CU.1.1 Assessment**

	also in their ability to communicate effectively and participate fully in school and community contexts. Participants will: 1. Align academic benchmarks with Florida's English Language Development (ELD) Standards to support integrated language and content instruction. 2. Design differentiated instructional strategies that address individual student needs using English Language Proficiency data. 3. Model appropriate academic language and communication practices expected in U.S. classrooms and workplaces. 4. Develop instructional routines that promote meaningful academic interaction across listening, speaking, reading and writing. 5. Design instructional experiences that build on students' background knowledge and lived experiences. 6. Develop a family engagement plan that communicates academic expectations, parental rights and opportunities for involvement. 7. Integrate civic knowledge and responsibilities into instruction while supporting academic language development.	**Provide instruction and experiences that meet individual student needs.** Participants submit a **differentiated instructional plan** aligned to English Language Proficiency data. **Evidence Required** • Instructional strategies differentiated across proficiency levels • Alignment of language objectives to proficiency descriptors • Use of flexible grouping, scaffolded questioning, and intentional instructional supports Mastery requires demonstration of instructional planning that responds to individual linguistic and academic needs. **CU.1.2 Assessment** **Model appropriate language and behaviors expected in U.S. school settings and workplaces.** Participants submit an **academic language routine plan** demonstrating how instructional activities model academic communication practices. **Evidence Required** • Explicit modeling of academic language structures and discourse routines • Structured opportunities for student communication and interaction • Alignment between communication practices and lesson objectives Mastery requires clear integration of modeled communication practices that support academic language development.

		CU.1.3 Assessment **Collaborate with families, schools, and larger communities to engage ELL families in supporting their children's education.** Participants submit a **family communication and engagement plan** including informational resources explaining academic expectations and ESOL supports. **Evidence Required** • Clear explanation of academic benchmarks and ELD expectations • Recognition of parental rights and opportunities for family engagement • Strategies supporting collaboration between families, schools, and communities Mastery requires communication materials that support family understanding and participation in students' education.
		CU.1.4 Assessment **Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.** Participants submit a **civic engagement lesson component** aligned to academic standards and ELD objectives. **Evidence Required** • Integration of civic concepts and vocabulary • Structured discussion or interaction tasks supporting civic understanding • Alignment between civic learning objectives and language development supports

		Mastery requires instructional planning that integrates civic concepts while supporting academic language development.
Performance Indicators	**Description of Assignment(s)**	
CU.1.1 Provide instruction and experiences that meet individual student needs.	Assignment 1 develops participants' ability to design differentiated instruction that responds to the linguistic and academic needs of English Language Learners. The sequence of activities moves from understanding differentiation strategies, to analyzing student language proficiency data, to applying this knowledge in instructional design. Participants first review instructional resources describing research-based approaches for differentiating instruction for multilingual learners. This step builds foundational understanding of how instructional strategies such as flexible grouping, scaffolded questioning, and proficiency-aligned language supports promote access to academic content. Participants then analyze sample student language proficiency profiles to identify the linguistic demands of instruction and determine appropriate instructional supports. This step reinforces the importance of using **English Language Proficiency data to guide instructional decision-making**. Finally, participants apply their learning by designing differentiated instructional tasks that incorporate supports for multilevel classrooms. This progression ensures that participants develop both the **analytical skills needed to interpret student language data and the practical skills required to design responsive instruction**. Submitted artifacts (the differentiated instructional plan and student language profile analysis) provide evidence that participants can align instructional strategies to proficiency descriptors and implement differentiation practices that support access to learning for all students. Instructor verification through a rubric confirms that instructional planning reflects appropriate differentiation and responsiveness to individual student needs. **Assignment 1: Design differentiated instruction aligned to proficiency data.**	

	Knowledge Acquisition Activities (12 Hours) • Participants review instructional resources describing strategies for differentiating instruction for English Language Learners. • Participants analyze sample student language proficiency profiles and identify instructional implications for academic and language instruction. • Participants design differentiated instructional tasks incorporating flexible grouping, scaffolded questioning and proficiency-aligned language supports. ***Artifacts Submitted*** • Differentiated instructional plan • Student language profile analysis ***Instructor Verification*** Rubric confirms: • Alignment to proficiency descriptors • Appropriate differentiation strategies • Responsiveness to individual student needs **Resources** • Cambly Tutors. (n.d.) How to Teach Idioms to ELL Students | Cambly Tutor Tips. YouTube. [7:55] • Linkedin. (2025). How can ESL teachers help students master idiomatic expressions in English? • LitByLearning. (2025). How can we teach idioms meaning effectively in our ELL classrooms? • Communication and Understanding for ELLs https://esolinhighered.org/strands/communications/ • Can Descriptors https://wida.wisc.edu/teach/can-do/descriptors
CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.	Assignment 2 develops participants' ability to design instructional routines that model and support effective academic communication for English Language Learners. The sequence of activities progresses from understanding academic language expectations, to analyzing instructional models, to designing structured communication routines that can be implemented in classroom instruction. Participants first review instructional resources describing academic language structures, classroom discourse norms, and collaborative communication practices. This step builds foundational understanding of how academic communication supports language development and participation in classroom learning. Participants then analyze examples of instructional routines that demonstrate how teachers explicitly model communication expectations, including turn-taking, clarification strategies, and appropriate language use in academic contexts. This analysis helps participants recognize effective practices that support student interaction and language development.

	Finally, participants design structured classroom activities that provide opportunities for students to practice formal and informal language use, collaborative discussion, and academic discourse routines. This progression ensures that participants develop both the conceptual understanding of academic language practices and the practical ability to design structured communication opportunities for learners. Submitted artifacts (the academic language routine plan and communication protocol template) provide evidence that participants can design instructional routines that explicitly model academic communication and create structured opportunities for language practice. Instructor verification through a rubric confirms that the routines support academic language development and align with instructional objectives. **Assignment 2: Develop academic communication and discourse routines.** ***Knowledge Acquisition Activities (10 Hours)*** • Participants review resources describing academic language structures and classroom discourse practices. • Participants analyze examples of instructional routines that model communication expectations. • Participants design structured classroom activities that support formal and informal language use, clarification strategies, collaborative communication and turn-taking. ***Artifacts Submitted*** • Academic language routine plan • Communication protocol template ***Instructor Verification*** Rubric confirms: • Explicit modeling of academic language • Opportunities for structured communication practice • Alignment to academic learning objectives **Resources** • Classroom management for ELLs: https://www.continentalpress.com/blog/classroom-management-ells/#:~:text=Be%20consistent.,or%20provide%20assistance%20too%20quickly. • Effective Classroom Management for ESL Teachers: Practical Tips and Procedures: https://www.eslteachersjob.com/blog/effective-classroom-management-for-esl-teachers-practical-tips-and-procedures/
CU.1.3 Collaborate with families, schools, and larger	Assignment 3 develops participants' ability to design effective communication strategies that engage families of English Language Learners in supporting their children's academic and language development.

communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.	The sequence of activities progresses from understanding family engagement principles to analyzing effective communication models, to designing practical communication resources for families. Participants first review research and resources describing effective family engagement practices and the role of schools in building partnerships with multilingual families. This step builds foundational understanding of how communication with families supports student learning and encourages meaningful parental involvement. Participants then analyze examples of multilingual school-family communication materials to identify strategies that make academic expectations, English Language Development standards, and school supports accessible to families. Finally, participants apply this understanding by designing a family communication plan that explains academic expectations, ELD standards, parental rights, and opportunities for involvement. This progression ensures participants develop both the conceptual understanding of family engagement practices and the practical ability to design communication tools that support collaboration between families and schools. Submitted artifacts (the family communication plan and parent informational resource) provide evidence that participants can develop clear, accessible communication materials that support family engagement and promote student success. Instructor verification through a rubric confirms that the materials clearly communicate academic expectations, include opportunities for family involvement, and align with academic and language development goals. **Assignment 3: Design a family engagement communication plan.** ***Knowledge Acquisition Activities (11 Hours)*** • Participants review research and resources describing effective family engagement practices. • Participants analyze examples of multilingual school-family communication materials. • Participants design a communication plan that explains academic expectations, ELD standards and opportunities for family involvement. ***Artifacts Submitted*** • Family communication plan • Parent informational resource ***Instructor Verification*** Rubric confirms: • Clear communication with families • Recognition of parental rights and involvement opportunities • Alignment to academic and language development expectations **Resources**

	• Back-to-School Tips: 8 Tips for Partnering with ELL Families: https://www.colorincolorado.org/article/back-school-tips-8-tips-partnering-ell-families • Community Schools: A Strategy for Success: https://www.colorincolorado.org/community-schools
CU.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.	Assignment 4 develops participants' ability to design instruction that integrates civic learning with academic language development for English Language Learners. The sequence of activities progresses from understanding the connection between civic education and language development, to analyzing relevant standards, to designing instruction that supports both civic understanding and academic communication. Participants first review instructional resources that illustrate how civic education concepts can be integrated into language development and content instruction. This step builds a foundational understanding of how civic topics can provide meaningful contexts for academic language use and student engagement. Participants then analyze grade-level standards related to civic participation to identify key concepts, vocabulary, and language demands associated with civic learning. Finally, participants design a lesson component that incorporates civic vocabulary, structured discussion opportunities, and scaffolded instructional tasks. This progression ensures participants develop both the conceptual understanding of civic education goals and the practical ability to design language-supported instruction that promotes civic awareness and academic language growth. Submitted artifacts (the civic engagement lesson component and vocabulary and discussion activity plan) provide evidence that participants can integrate civic content with language development strategies. Instructor verification through a rubric confirms that the lesson aligns with civic standards and ELD Standards, provides structured opportunities for academic discussion, and incorporates appropriate language scaffolding. **Assignment 4: Design civic engagement instruction supporting language development.** ***Knowledge Acquisition Activities (12 Hours)*** • Participants review instructional resources connecting civic education and language development. • Participants analyze grade-level standards related to civic participation. • Participants design a lesson component incorporating civic vocabulary, structured discussion and scaffolded tasks supporting civic understanding and academic language development. ***Artifacts Submitted*** • Civic engagement lesson component • Vocabulary and discussion activity plan ***Instructor Verification***

	Rubric confirms: • Alignment to civic standards and ELD Standards • Structured opportunities for academic discussion • Appropriate language scaffolding **Resources** • FLDOE Civics Literacy Excellence https://civicsliteracy.org/home

D. Instructors

Instructors selected for program options covered under the PAEC ESOL Add-On Endorsement will be given priority based on the credentials and experience listed below:

1. a master's degree in TESOL, ESOL, applied linguistics, bilingual education, or allied language field, and successful experience with English Language Learners in the K-12 school system; knowledge of, and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
2. the five ESOL endorsement courses or ESOL certification and successful experience with ELLs in the K-12 school system; knowledge of and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
3. a master's degree in ESOL or applied linguistics and knowledge of and experience in research- evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
4. a master's degree in an educational field other than language-related and successful experience in language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.
5. minimum of five years of successful experience with ELLs in the K-12 school system, and knowledge of and experience in research-evidenced and content-based ESOL instruction and/or language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.

The responsibilities of the instructor:

1. Artifact-Based Evaluation: Instructors are now the "gatekeepers" for specific mandated instructional artifacts. They must be qualified to evaluate complex products such as the *Applied Linguistic Analysis Report*, the *ELL Accommodation Plan*, and *Contrastive Analysis Reports*.
2. Use of Specific Rubrics: The program requires instructors to use specific instructor rubrics for every assignment to ensure objective alignment with the performance indicators.
3. 100% Mastery Verification: Instructors must certify that participants have achieved competency-level performance on 100% of the required objectives. This is an update from previous programs that may have utilized an 80% mastery threshold.
4. Feedback and Revision Cycle: Instructors must manage a "Meaningful Dialogue" process where faulty or insufficient responses are returned for elaboration or revision until mastery is demonstrated.
5. Verification of "Site" vs. "Knowledge" Hours: The instructor's role in management must now account for the 45 Knowledge / 15 Site hour split required for each 60-hour strand.

5. COMPLETION REQUIREMENTS

A. Program Completion

Candidates endeavoring to add the ESOL Endorsement to the Florida Educator's Certificate must earn a minimum of three hundred (300) in-service points by successfully completing the prescribed set of in-service components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement. Competency demonstration of the performance indicators outlined in **Table 4.**

Satisfactory completion of individual components for add-on purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies and instructional artificats within that component of the approved add-on program.
2. Verification of successful demonstration of all applicable competencies within a component of another district's ESOL add-on program shall be conducted by personnel from the district's professional development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,
3. Successful completion with a grade of "B" or better, of a college or university course documented by an official transcript, where reasonable equivalence can be established between the component and the course through a review of the course catalog description and course materials. This review shall be conducted by authorized personnel from the district's professional development office. PAEC ESOL personnel will also provide technical assistance with interpretation upon request; however, final authority for approval is the district professional development and/or ESOL director.

B. Competency Demonstration

Candidates must satisfy all add-on program requirements for the approved option, as determined by appropriate district personnel, including demonstrating knowledge of each competency required for the endorsement (see **Table 4**).

Participants must provide evidence of attainment through a variety of methods. This evidence is primarily documented through mandated instructional artifacts including:

- Portfolios: Comprehensive collections of work, such as the *Applied Linguistics Portfolio* or the *Standards-Based Instructional Planning Portfolio*.
- Specific Products: Required artifacts like the *Applied Linguistic Analysis Report*, *ELL Accommodation Plan*, and *Family Communication and Engagement Plan*.
- Performance Observations: Site competency must be verified by a qualified person designated by the district to ensure the participant can perform the skills in a real-world context.

C. COMPETENCY VERIFICATION

In rare instances, a district may allow participants to verify competencies in lieu of

completing some of the required training. If this occurs, the district must develop a competency verification system that includes the following parts:

- Competencies - general statements of what teachers are expected to be able to do because of specific training, prior training, practice, and experience.
- Assessment Criteria - measurable indicators related to identified competencies.
- Appropriate Data Collection Instruments and Procedures - methods for collecting sufficient evidence of the teacher's ability to demonstrate the unique set of competencies.
- Well-Defined Implementation Policies and Procedures - written documents designed to ensure fair and consistent application of the competency verification system.

6. PROGRAM EVALUATION

The Program Evaluation for the ESOL Add-on Certification is a multi-layered process designed to measure the impact of training on both educators and student achievement.

To align with the new standards and matrices, the evaluation plan must now address the following four core areas:

1. Effect of Inservice Training in the Educational Setting
   Evaluation must determine the "carry-over effects" of the training—specifically how the acquired skills translate into classroom practice.
   - Data Sources: Educators must use summative and formative data from standardized student achievement measures, district achievement tests, progress monitoring, and portfolios of student work to assess the impact of their professional learning.
   - 2025 Update (Site Competency): With the new requirement of 75 total site-based hours, evaluation must now include the formal verification of site competency demonstrations by a qualified person. For example, in the Testing and Evaluation strand, participants must submit a written assessment analysis reflection that evaluates how their modified assessments actually impacted student performance in a real-world setting.
2. Effectiveness in Competency Acquisition
   This section evaluates whether the program effectively allowed participants to master the required ESOL standards.
   - Participant Feedback: Program effectiveness is partially determined by the Professional Learning Design Survey, which participants must complete before receiving credit.
   - 2025 Update (The 100% Rule): Evaluation procedures must be updated to reflect that "competency-level performance" is now required for 100% of the required performance indicators (MT.1.1 through CU.1.4). Mastery is no longer verified through simple tests but through the successful evaluation of 13 mandated instructional artifacts (e.g., Contrastive Analysis Reports, Four-Domain Proficiency Support Plans) using specific instructor rubrics.
3. Efficiency of Management, Operation, and Delivery
   The district must ensure the program is run efficiently and meets the needs of its participants.
   - Advisory Review: Efficiency is tracked through permanent agenda items in Professional Learning Advisory Council meetings, where curriculum coordinators and directors review programmatic adjustments and enrollment data.
   - 2025 Update (Dual-Category Tracking): Evaluation of operations must now include tracking the mandated 45 Knowledge / 15 Site hour split for every 60-hour component to ensure compliance with the 2026 Hour Verification Summary Chart.
4. Annual and Summative Review Processes
   The program evaluation is a continuous cycle used for program improvement and state compliance.
   - Annual Review: An annual determination of program performance and carry-over effects is required to refine professional learning goals for the following year.
   - Summative Five-Year Review: To maintain continued program approval beyond 2031, the district must provide a summative review to the Florida Department of Education. This report must include:
     - The total number of program graduates.

    - A synthesis of five years of program evaluations.
    - Documentation showing the program reflects the most current edition of state-adopted competencies.
- Cost-Effectiveness: The evaluation plan must describe how the district determines if the program is cost-effective.

7. MANAGEMENT

Overall management of this add-on program is the responsibility of each district's assigned staff development/add-on program coordinator or designee. This individual will be responsible for ensuring that professional learning opportunities related to ESOL are included in the District's Professional Learning System and for overseeing program compliance with State Standards for the operation of add-on certification programs. This responsibility will be carried out in coordination with appropriate district certification personnel, ESOL administrative and supervisory personnel, and program instructors.

The Panhandle Area Education Consortium will be responsible for:

- Notifying districts when an applicant has successfully completed a component of the add-on program
- Updating and reviewing course content (face-to-face, blended, and workshop)
- Advertising the availability of the courses to the individual districts
- Providing qualified instructors/facilitators (see part IV, Instructors)

A. CANDIDATE APPLICATION AND ADMISSION

Candidates are expected to receive approval from their district's professional development director before pursuing the Add-On Program. It is the responsibility of the professional development office to review the participant's information to ensure the applicant currently holds a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher in any ESOL Category I area as identified by FDOE. Any district educator is eligible and encouraged to enroll in the program.

The district professional development director or designee will advise the candidate and may use the PAEC-provided forms listed below to provide programmatic guidance and track educator participation.

Participants will submit the Panhandle Area Educational Consortium Online Application Form.

Participation in professional learning for earning an add-on endorsement is limited to individuals who hold a valid Florida Temporary or Professional Educator's Certificate, issued on the basis of a bachelor's degree or higher degree in an academic area.

Any applicant who begins the program based on a temporary certificate must complete the

requirements for a professional certificate prior to the district's verification of program completion.

Admission to the program will be given to individuals currently teaching who meet one or more of the criteria listed below:

- currently assigned out-of-field in ESOL, assigned to teach English/language arts or intensive reading in a school where ESOL students are currently enrolled and are likely to be assigned as their English/language arts or intensive reading instructor in the future;
- assigned to teach English/language arts or intensive reading in a school where ESOL students could be in attendance and could be assigned as their English/language arts instructor in the future;
- seeking renewal of certification; or,
- seeking further professional learning opportunities to better meet the needs of students who are English Language Learners and students in general.

Individuals participating in this program will have access to their professional learning transcript through the ePDC, which tracks educators' professional learning and serves as official documentation of successful course completion. This transcript is also accessible to appropriate consortium personnel and the district Professional development directors of PAEC member districts.

B. ADVISEMENT

As part of the application process, applicants may be advised of the following:

- Requirements for continued employment in an out-of-field status;
- Requirements for adding the ESOL endorsement to the existing certificate (appropriate area of certification, specific courses, and timelines required for completion of the add-on program, etc.);
- Availability of university or college courses to meet the requirements of the add-on program;
- The requirement that, for individuals holding a temporary certificate, a valid Florida Professional Educator's Certificate must be obtained prior to completion of this program; and/or,
- Continuing advisement will be provided by the appropriate district office and PAEC ESOL contacts on matters related to certification, add-on offerings, and progress toward completion of program requirements.

C. ATTENDANCE REQUIREMENTS FOR INSERVICE POINTS

PAEC-provided online ESOL courses are self-paced, and completion is not based on attendance. Instead, participants interact with course content and compile an electronic portfolio of responses to assignments, products, and reflections based on classroom implementation. All content in the electronic portfolio must be reviewed and approved by the course facilitator before course credit is granted. For face-to-face workshops,

attendance is mandatory unless the instructor excuses the absence for a serious or extreme emergency. Excused absences and missed assignments must be satisfied through a "make-up" schedule approved by the instructor(s).

For PAEC-provided ESOL online courses, completion of individual components of the add-on program will be reported to the district professional development office and to the participant through the electronic Professional Learning Connections. It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel.

D. TRANSFER AND UTILIZATION OF CREDIT (COLLEGE OR INSERVICE)

Professional development records for each participant are maintained as an electronic transcript in the ePDC of the Panhandle Area Educational Consortium. Each district's Professional Development Director has access to the electronic transcripts of teachers in his/her district and verification for certification endorsement or for conversion from college credit will be issued from that office, in consultation with the district Certification Office.

Credit earned in college courses (see Options B and C) from an accredited institution of higher education may be considered for transfer of credit to this add-on endorsement program. College courses are converted to in-service points, with each semester credit hour equivalent to 20 in-service points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer.

In-service credit earned for ESOL courses while employed in another district or prior to the district's adoption of this add-on program may be applied to the add-on program, provided the component is of equivalent or higher content rigor. Participants must request an official In-Service Transfer Record from the previous employer. The Professional Development Director of the district in which the participant is employed will determine the appropriateness of the completed components and transfer applicable credit.

E. CERTIFICATION OF COMPLETION

For those utilizing Option A, when the student transcript in the electronic Professional Learning Connections indicates successful completion of all add-on endorsement requirements, the district staff development office will prepare the District Verification Form for Completion of an Approved Add-On Program (CT-115) and submit it to the Florida Department of Education.

For those utilizing Option B, upon completion of all program requirements, each participant must submit the following to the district professional development office:

- A completed Request for Verification of Completion form
- The approved and completed Individual Plan of Study form

Upon completion of all program requirements, each participant must submit the following to the district professional development office if Option B or C is utilized:

- A completed Request for Verification of Completion form.
- The approved and completed Panhandle Area Educational Consortium Online Application Form (if PAEC-provided online courses are used).
- Official university transcript for all completed university courses as specified in Options B and C, if applicable.

8. SCHOOL BOARD APPROVAL

In order for the ESOL Add-On Endorsement Program to receive state approval, it must include a statement signed by the district superintendent or his/her designee from each participating member district stating that it has been approved locally and requesting the continued approval of the ESOL Add-On Endorsement Program

Panhandle Area Educational Consortium Online Course Participation Form ESOL Courses

Name of Online Student: _____

District: _____ **School:** _____

Please check a course from the following list:

- o ESOL Methods of Teaching (MT) – Course One (60 hours)
- o ESOL Applied Linguistics (AL) – Course Two (60 hours)
- o ESOL Testing and Evaluation – Course Three (60 hours)
- o ESOL Curriculum and Materials Development – Course Four (60 hours)
- o ESOL Communication and Understanding for ELLs – Course Five (60 hours)
- o ESOL for Category II and IV (60 hours)
- o ESOL for Category III (18 hours)

I understand I have one year from the registration date to complete the ESOL course. If I do not complete the assignments within the one-year timeframe, I forfeit the course fee and the coursework.

_____ _____

Student Signature Date

The student named above is registering for the identified ESOL course with my full knowledge.

_____ _____

District ESOL Coordinator/Professional Development Director Date

If paying by check or cash, please send this completed form, along with payment to: Attention: Accounts Payable - PDC Panhandle Area Educational Consortium 753 West Blvd., Chipley, FL 32428	If paying by credit card, please fax a copy of this form to: Attention: PDC 850-638-6109

PAEC
Panhandle Area Educational Consortium

Advancing Schools and Communities for Student Success
Every Student, Every Day!

Part B: ESOL Add-On Endorsement Plan
for Category I Teachers

Maintain a copy of this the district Professional Development Office.

Required Components	PAEC Online Courses	Completion Date	In-Service Points	Courses (other than PAEC online courses)	Completion Date	In-Service Points
Methods of Teaching ESOL	*ESOL Methods of Teaching (MT) – Course One*					
Applied Linguistics	*ESOL Applied Linguistics (AL) – Course Two*					
Testing and Evaluation	*ESOL Testing and Evaluation (TE) – Course Three*					
Curriculum Materials and Development	*ESOL Curriculum Materials and Development (CM) – Course Four*					
Communication and Understanding for ELLs	*ESOL Communication and Understanding for ELLs (CU) – Course Five*					
			TOTAL In-service Points Completed			

Required Total Components: 5 **Required Total In-service Points: 300**

NOTE: Indicate acceptable transfer credit from an institution of higher education and in-service participation by placing course/component name and number, in-service points, and completion date in the appropriate blanks. Attach copies of documentation, e.g., official transcript or In-Service Transfer Record.

Part C: Signatures

I **understand** that, to obtain an add-on endorsement in ESOL I must:

- Hold a valid Florida Professional Educator's Certificate, issued on the basis of a bachelor's degree or higher, and
- Successfully complete the approved add-on program outlined in the Individual Plan of Study. I **have been counseled** and understand the following:
- Requirements for ESOL Professional Learning based on current teaching assignment.
- Requirements for adding an endorsement to an existing certificate.
- Availability of university or college courses that meet certification requirements.

I understand that the district will maintain documentation of my performance and completion. The district will provide, upon request, continuing advisement on matters related to this program

Applicant Signature Date

Principal Date

Professional Development Director Date

Verification of Completion of ESOL Endorsement Program

Participant Name: _____
Date of admission to ESOL Endorsement Program: _____

REQUEST FOR VERIFICATION OF COMPLETION
I request that the district verify my completion of the program for Add-On Endorsement in ESOL. Attached are: (Place a check by each item attached. Write N/A by items not applicable)

_____ Completed PAEC Online Application Form

_____ In-service Transfer Record for components completed as part of an Approved Add-on Program (This refers to any relevant components approved and completed prior to employment in the current district.)

_____ Official university transcripts for all completed college/university courses relevant to this program

_____
Signature of Candidate Date

DISTRICT VERIFICATION OF COMPLETION
This candidate has successfully completed the Plan of Study outlined on the attached Individual Plan of Study form for the ESOL Add-On Endorsement.

_____ _____
Signature of Professional Development Director Date

Notes/Comments (optional)

_____
_____
_____
_____

Copy: participant, principal, staff development office

District Add-On Program
FLORIDA ESOL ENDORSEMENT MATRIX

District	**Gadsden**
Preparer's name	**Kysha Washington-Hopkins**
Email	**hopkinsk@gcpsmail.com**
Phone number	**850-627-9651 ext. 1570**

Overview

The Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement Matrix provides a means for school districts, institutions of higher education and other entities that provide ESOL endorsement courses to document the alignment of their coursework to the strands, standards and performance indicators adopted by the State Board of Education in August 2025 pursuant to Rule 6A-4.02451, Florida Administrative Code.

Guidelines for Submissions

- Matrix is submitted in a Word document.
- Formatting of the template has not been altered (e.g., performance indicators moved or combined, page numbers removed).
- If readings are included, include the text title, author, and chapter title(s), as applicable.
- Resources identified in the matrix must be current (within the past 5 years).
- Include hyperlinks for all resources being used.
- Any links included in the matrix are active and accessible.

Directions

1. Submit the completed matrix as a Word document. Include contact information for the preparer: Name, Position, Email, Phone, District.
2. Each assignment or assessment must include a concise description demonstrating how it measures the 9 ESOL Standards.

District Add-On Program
FLORIDA ESOL ENDORSEMENT MATRIX

3. All 23 performance indicators must be addressed at least once. For each performance indicator, provide a description of how it will be addressed (e.g., course reading, activity, discussion, quiz).

District Add-On Program
FLORIDA ESOL ENDORSEMENT MATRIX

ESOL: Methods of Teaching English to Speakers of Other Languages (Course 1) (60 hours)

Strand: Methods of Teaching ESOL (MT)

Standard: MT.1: ESOL Requirements and Practices

Performance Indicator:

MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.

Strand: Methods of Teaching ESOL (MT)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
MT.1: Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.	To demonstrate knowledge of Florida's educational statutes and ESOL requirements, participants will review the Home Language Survey process, English Language Proficiency (ELP) assessment procedures, and ELL Committee responsibilities. Participants will analyze a mock student case file that includes Home Language Survey responses, ELP data, and academic records to determine eligibility for ESOL services and appropriate instructional supports. Participants will participate in a simulated ELL Committee meeting and develop a standards-aligned instructional action plan that incorporates Florida's English Language Development (ELD) Standards, differentiation strategies, and progress monitoring procedures.	Participants will be assessed through a written case analysis, completion of ELL Committee documentation, and development of a compliant instructional plan. Evaluation will be based on the accuracy of identification procedures, alignment of instruction to ELD Standards, appropriate use of proficiency data, and progress monitoring tools. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **Objective 1 Assessment:** Participants submit a written eligibility determination summary based on mock HLS cases.

	To demonstrate knowledge of Florida's educational statutes and ESOL requirements, participants will... 1. Identify Florida statutory requirements to analyze Home Language Survey results. 2. Interpret English Language Proficiency (ELP) assessment data to determine instructional placement. 3. Participate in a simulated ELL Committee review using compliant documentation. 4. Develop an instructional action plan aligned to English Language Development (ELD) Standards. 5. Design a compliant progress monitoring system aligned to proficiency descriptors. 6. Apply AI prompts to support instructional planning. This multi-part assessment framework evaluates educators' understanding of Florida ESOL statutes and their ability to apply legal requirements in real classroom contexts. It ensures mastery of both foundational knowledge and practical implementation.	**Evidence Required:** • Accurate identification of statutory triggers • Correct procedural sequencing • Accurate timeline documentation Mastery requires accuracy in statutory application. **Objective 2 Assessment:** Participants complete an ELP Interpretation Chart and submit a written placement justification. **Evidence Required:** • Accurate identification of proficiency levels • Correct interpretation of domain scores • Instructional recommendations aligned to proficiency descriptors Mastery requires accurate interpretation and a defensible placement rationale. **Objective 3 Assessment:** Participants complete a simulated ELL Committee documentation packet based on a mock student file. **Evidence Required:** • Completed ELL Committee decision form • Instructional recommendation summary

	Objective Component – Statute Knowledge Educators complete multiple-choice questions covering key sections of the Florida Administrative Code (FAC): • 6A-6.0902 – ELL Identification • 6A-6.0903 – Exit Procedures • 6A-1.09432 – Assessment Accommodations • 6A-6.09021 – Annual Proficiency Assessment **Reflective Component – Policy Interpretation** Short-answer prompts guide educators to: 1. Explain the implementation of identification procedures 2. Describe documentation of accommodations 3. Reflect on strategies for monitoring ELL progress **Application Component – Scenario-Based Practice** Educators engage in real-world case analysis involving: 1. Enrollment challenges	• Parent notification draft Mastery requires accurate, compliant documentation aligned to statutory requirements. **Objective 4 Assessment:** Participants submit a standards-aligned instructional action plan. **Evidence Required:** • Measurable content and language objectives • Accurate citation of ELD Standards • Differentiation aligned to proficiency levels • Assessment alignment Mastery requires clear alignment between objectives, standards, and instructional supports. **Objective 5Assessment:** Participants submit a progress monitoring toolkit including a rubric, tracking template, and written alignment explanation. **Evidence Required:** • Monitoring criteria aligned to proficiency descriptors • Clear documentation procedures • Measurable indicators of language growth

	2. Testing accommodations 3. Exit decisions Tasks include: 1. Identifying relevant statutes 2. Outlining compliance actions 3. Designing practical solutions (e.g., compliance checklists, progress monitoring plans, instructional action plans aligned to English Language Development (ELD) Standards) **Resources:** MT.1: ESOL Requirements and Practices https://www.fldoe.org/academics/eng-language-learners/rules-legislation.stml • Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners • 6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program. • 6A-1.09432 Assessment of English Language Learners. • 6A-6.09021 Annual English Language Proficiency Assessment for English	Mastery requires monitoring tools that are both proficiency-aligned and statutorily compliant.

	Language Learners (ELLs). • September 2003 Modification to the Consent Decree • Rule 6A-4.02451, F.A.C., Florida Teacher Standards for ESOL Endorsement • Rule 6A-6.0908, F.A.C., Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)	
Performance Indicator	**Description of Assignment(s)**	
MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs. *Clarification 1*: Instruction includes knowledge of the home language	These assignments develop participants' understanding of Florida's statutory requirements for identifying, placing, and monitoring English Language Learners (ELLs) and their ability to apply those requirements to instructional decision-making. The sequence progresses from understanding legal identification procedures, to interpreting language proficiency data, to applying compliant documentation practices, and finally to designing instruction and progress monitoring systems aligned to English Language Development (ELD) Standards. Participants first examine Florida's ESOL statutory requirements and procedures for identifying English Language Learners through the Home Language Survey (HLS). By analyzing sample cases and completing eligibility determination forms, participants learn to apply legal guidelines and timelines for identification and documentation. Next, participants interpret English Language Proficiency (ELP) assessment data to determine instructional placement. Through analysis of proficiency reports and reflection on placement decisions, participants develop the ability to connect language proficiency data to appropriate instructional supports.	

survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs' academic and linguistic progress; and other procedures of the ESOL program.	Participants then analyze ELL Committee procedures and complete a simulated committee review using compliant documentation. This activity builds understanding of the collaborative decision-making process used to monitor ELL progress and determine instructional recommendations. Following identification and placement activities, participants design an instructional action plan aligned to Florida's English Language Development (ELD) Standards. This step emphasizes the integration of language objectives, proficiency-level scaffolds, and assessment strategies to support English language development within academic instruction. Finally, participants design a progress monitoring system aligned to proficiency descriptors and required monitoring procedures. This activity ensures participants understand how to document student progress and adjust instruction based on language development data. Together, these assignments build participants' ability to apply statutory procedures, interpret assessment data, plan standards-based instruction, and implement compliant monitoring systems. The scope and sequence move from legal compliance and data interpretation to instructional planning and progress monitoring, ensuring that participants develop both the procedural knowledge and instructional skills necessary to support English Language Learners effectively. **Assignment 1: Apply Florida statutory requirements to analyze Home Language Survey results** **Knowledge Acquisition Activities (5 Hours)** • **Statutory Overview (1.5 Hours)** Participants view materials covering: o Florida ESOL identification statutes o Required timelines o HLS triggers for further screening

	○ Documentation requirements • **Guided Statute Matching (1.5 Hours)** Participants match statutory excerpts to ESOL program procedures: ○ Required procedural steps ○ Mandatory timelines ○ Responsible personnel • **Home Language Survey Case Analysis (2 Hours)** Participants analyze a sample HLS case to: ○ Complete an eligibility determination form ○ Report next-step identification ○ Compose a timeline compliance chart **Artifacts Submitted** • Matching Activity: Florida ESOL identification statutes • Completed HLS case analysis forms **Instructor Verification** Instructor evaluates using a rubric to verify: • Accurate statutory application • Correct procedural sequencing

	Assignment 2: Interpret English Language Proficiency (ELP) assessment data to determine instructional placement. **Knowledge Acquisition Activities (4 Hours)** 1. **Modeling of ELP Interpretation (1 Hour)** Participants view an example of how to read composite and domain scores and connect to proficiency descriptors. 2. **ELP Score Analysis Practice (2 Hours)** Participants analyze ELP reports (see WIDA ELP Proficiency Levels 1-6), identifying: o Overall proficiency level o Domain strengths/needs o Instructional implications 3. **Placement Justification Reflection (1 Hour)** Participants submit a written explanation justifying placement decisions using statutory and proficiency language. **Artifacts Submitted** • Completed ELP Interpretation Charts • Placement justification reflection **Instructor Verification** Rubric confirms: • Accurate proficiency identification • Correct instructional alignment

- Compliance with statutory requirements

Assignment 3: Participate in a simulated ELL Committee review using compliant documentation.

Knowledge Acquisition (3 Hours)

4. **Analysis of ELL Committee Review (1 Hour)**
   - Required committee members
   - Documentation requirements
   - Monitoring procedures
5. **Documentation Analysis Activity (1 Hour)**
   Participants review:
   - One compliant example
   - One non-compliant example
     Identify documentation errors using a structured checklist.
6. **Case File Review (1 Hour)**
   Participants review a complete mock student file (HLS, ELP, academic data).

Site Competency Demonstration (2 Hours)

4. **Independent Committee Documentation Simulation**
   Participants independently complete:
   - ELL Committee decision form

	○ Instructional recommendation summary ○ Parent communication template **Artifacts Submitted** • Completed ELL Committee documentation • Written instructional recommendation • Parent notification draft **Instructor Verification** Instructor rubric verifies: • Accurate procedural documentation • Alignment with student data • Compliance with statutory requirements **Assignment 4: Develop an instructional action plan aligned to English Language Development (ELD) Standards.** **Knowledge Acquisition Activities (4 Hours)** 1. **ELD Standards Review (1.5 Hours)** Participants analyze ELD Standards and proficiency descriptors. 2. **Dual Objective Writing Lab (1.5 Hours)** Participants independently draft: ○ Content objective

	○ Language objective aligned to ELD standard 3. **Instructor Feedback Revision Cycle (1 Hour)** Participants submit draft objectives. Instructor provides written feedback. Participants revise and resubmit. **Artifacts Submitted** ● Finalized instructional action plan including: ○ Content objective ○ Language objective ○ Proficiency-level scaffolds ○ Assessment alignment **Instructor Verification** Rubric confirms: ● Accurate ELD citation ● Measurable objectives ● Appropriate differentiation ● Alignment between objectives and assessments **Assignment 5: Design a compliant progress monitoring system aligned to proficiency descriptors.** **Knowledge Acquisition Activities (3 Hours)**

	1. **Monitoring Requirements Module (1 Hour)** Participants analyze: o Required monitoring frequency o Documentation procedures o Alignment to proficiency descriptors 2. **Progress Monitoring Tool Design (1.5 Hours)** Participants design: o Domain-specific rubric o Monitoring calendar o Data tracking sheet 3. **Alignment Justification (0.5 Hour)** Participants submit a short explanation connecting the monitoring tool to specific proficiency descriptors. **Site Competency Demonstration (1 Hour)** Participants complete a mock data-entry scenario using sample student data and demonstrate how the monitoring tool would document growth. **Artifacts Submitted** • Monitoring toolkit • Completed mock data-entry example

	• Alignment justification paragraph **Instructor Verification** Rubric verifies: • Alignment to proficiency level descriptors • Measurable criteria • Compliance with monitoring expectations

Strand: Methods of Teaching ESOL (MT)

Standard: MT.2: English Language Acquisition and Development

Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

Performance Indicator:

MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.

MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

Strand: Methods of Teaching ESOL (MT)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
MT.2: English Language		

Acquisition and Development Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.	To demonstrate evidence-based practices in English language acquisition, participants will design a standards-aligned lesson sequence that integrates Florida's ELD Standards with grade-level academic benchmarks. The lesson plan will include clearly defined content and language objectives, differentiated scaffolds for varying English proficiency levels, structured listening and speaking activities, guided reading supports, and scaffolded writing tasks. Participants will implement the lesson in a classroom or simulated setting and collect student work samples for analysis. Participants will: 1. Design a standards-aligned lesson plan including measurable content and language objectives. 2. Differentiate instructional supports for Emerging, Developing, and Expanding ELLs. 3. Integrate listening, speaking, reading, and writing activities aligned to second language acquisition theory. 4. Design scaffolded supports appropriate to proficiency levels (e.g., academic	Participants must demonstrate mastery of MT.2.1 and MT.2.2 through submission of structured instructional artifacts and documented implementation evidence. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **MT.2.1: Assessment** Participants complete multiple-choice questions covering: 8. Stages of second language acquisition 9. Evidence-based strategies (e.g., retrieval practice, scaffolding, dual coding) 10. Integration of listening, speaking, reading, and writing activities Participants submit a differentiated lesson plan that includes: • Measurable content objective • Measurable language objective aligned to ELD Standards • Evidence-based instructional strategies

	vocabulary, sentence frames, and graphic organizers). 5. Create strategy maps linking cognitive principles (e.g., spaced repetition, metacognition) to classroom practices. 6. Implement the lesson and analyze student language development data. 7. Apply AI prompts to support instructional planning and student feedback. **Resources**: MT.2: English Language Acquisition and Development • Differentiation resources • Multi-level planning resources • Integrated skills planning resources • Scaffolded support strategies • Cognitive principles strategies • Literacy Instruction Practice Profiles https://www.fldoe.org/academics/standards/just-read-fl/lit-instruct-pp.stml • Lesson planning templates • Student analysis and feedback strategies	• Differentiation for Emerging, Developing, and Expanding ELLs • Formative assessment aligned to language objective **Evidence Required** • Explicit integration of second language acquisition principles • Proficiency-aligned scaffolds • Alignment between objectives, instruction, and assessment Mastery requires demonstration of accurate alignment and appropriate differentiation across proficiency levels. **MT.2.2: Assessment** Participants submit an instructional implementation portfolio including: • A Week-at-a-Glance lesson plan integrating all four language domains • Differentiation of instruction for Emerging, Developing, and Expanding ELLs • Embed evidence-based strategies, academic

	• AI prompt templates for lesson planning, alignment of instructional objectives to standards, multi-level lesson planning, differentiation, and student feedback • NCELA – Implementing Evidence-Based Instructional Practices for English Learners • Implementing Evidence-based Instructional Practices for English Learners: Using Research to Guide Practice (NCELA, 2025)	vocabulary, sentence frames, and formative assessments • Adapt activities for a sample ELL profile using WIDA Can Do Descriptors • Written instructional reflection analyzing language development and student feedback **Evidence Required** • Integration of all four language domains • Structured academic language practice • Appropriate scaffolding aligned to proficiency descriptors Mastery requires documented implementation and analysis demonstrating effective use of evidence-based language acquisition strategies. **Overall Competency Demonstration Requirement** Participants must successfully demonstrate acquisition of all MT.2 competencies through artifact submission and instructor evaluation.
Performance Indicator	**Description of Assignment(s)**	

MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.	These assignments develop participants' ability to design standards-aligned instruction that supports English language development through differentiated, evidence-based teaching strategies. The sequence progresses from understanding principles of second language acquisition and objective-based lesson design to differentiating instructional supports across English Language Proficiency levels, and finally to connecting cognitive science principles with practical classroom strategies that enhance language learning. Participants first review resources explaining key principles of second language acquisition and the dual-objective planning framework used in ESOL instruction. Through analysis of an annotated exemplar lesson and guided objective-writing activities, participants learn to design lesson plans that include measurable content and language objectives aligned to English Language Development (ELD) Standards. Participants then revise their lesson plans to incorporate differentiated instructional supports for learners at the Emerging, Developing, and Expanding proficiency levels. This step emphasizes the use of modeling, guided practice, visual supports, vocabulary development, sentence frames, and graphic organizers to ensure that instruction remains accessible while maintaining academic rigor. Finally, participants complete a **Strategy Mapping activity** in which they connect cognitive science principles—such as spaced repetition and metacognition—to classroom practices that support language learning. This activity reinforces the relationship between research on learning and practical instructional strategies that promote comprehension, participation, and language development. Together, these assignments ensure that participants develop both the conceptual understanding of language acquisition and the practical skills needed to design differentiated instruction for multilingual learners. The scope and sequence moves from instructional planning and objective development to proficiency-based differentiation and research-informed instructional strategies, enabling educators to design lessons that effectively support language development and academic achievement for English Language Learners. **Assignment 1: Design a standards-aligned lesson plan including measurable content and language**

	objectives. **Knowledge Acquisition (4 Hours)** • Participants view resources to identify: ○ Principles of second language acquisition ○ Content vs. language objectives ○ Dual-objective planning framework • Participants complete an embedded comprehension check. • Participants analyze an annotated exemplar ESOL lesson plan. • Participants complete a structured objective-writing template. **Artifact Submitted** • Draft lesson plan including: ○ Content objective ○ Language objective aligned to ELD Standards ○ Evidence-based instructional strategies **Instructor Verification** Rubric confirms: • Measurable objectives • Alignment to proficiency descriptors • Use of evidence-based strategies

	Assignment 2: Differentiate instructional supports for three proficiency levels (Emerging, Developing, and Expanding ELLs) **Knowledge Acquisition (3 Hours)** • Resources on differentiation aligned to proficiency descriptors. • Participants complete a proficiency-level analysis activity using sample student profiles. • Participants revise a lesson plan to include differentiated supports for three ELL proficiency levels: o Emerging o Developing o Expanding **Artifact Submitted** • Differentiation matrix embedded within the lesson plan. **Instructor Verification** Rubric confirms: • Clear differentiation by proficiency • Appropriate scaffolds (visuals, sentence frames, modeling, guided practice) • Alignment to language demands
MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to	These assignments develop participants' ability to design and implement evidence-based instructional strategies that support English language development across listening, speaking, reading, and writing. The sequence progresses from understanding second language acquisition (SLA) principles, to designing domain-specific instructional supports, and finally to implementing and analyzing instruction using student

evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.	language development data. Participants first explore key concepts from second language acquisition research, including the interaction hypothesis, output hypothesis, and academic discourse routines. Using these principles, participants design structured listening and speaking tasks that promote meaningful academic interaction and provide opportunities for students to practice language production. Participants then examine evidence-based approaches to reading instruction, including the role of word recognition, reading comprehension, and the Simple View of Reading. Using these concepts, participants adapt grade-level texts to include scaffolded supports that maintain academic rigor while improving linguistic accessibility for learners at different proficiency levels. Next, participants develop scaffolded writing tasks using strategies such as gradual release of responsibility, sentence frames, and paragraph organizers. These activities support students in progressing from guided language production to more independent writing aligned to academic expectations. The final assignment focuses on **instructional implementation and analysis**. Participants teach the developed lesson in their classroom or a simulated instructional setting, document a segment of instruction, and collect student work samples representing different proficiency levels. Participants then analyze student performance and language development using a structured reflection process. This sequence ensures participants develop both the **theoretical understanding of SLA principles and the practical skills required to design, implement, and evaluate instruction across all four language domains**. The progression from research-informed instructional design to classroom implementation and reflection supports teachers in developing effective practices that promote language development and academic achievement for English Language Learners. **Assignment 3: Integrate structured listening and speaking tasks aligned to SLA research.** **Knowledge Acquisition (3 Hours)**

	• Participants identify key aspects of SLA research to support structured listening and speaking instruction (e.g., through a matching activity): ○ Interaction hypothesis ○ Output hypothesis ○ Academic discourse routines ○ Key cognitive concepts (e.g., Affective Filter, Brain-Based Learning, The Forgetting Curve, Contrastive Analysis) ○ Principles of Effective Instruction • Participants design: ○ Structured listening task using an activity template. ○ Structured speaking protocol using an activity template. • Participants provide a written rationale linking tasks to SLA theory. **Artifact Submitted** • Listening and speaking task plans with a written rationale. **Instructor Verification** Rubric confirms: • Structured academic language practice • Clear connection to SLA principles • Alignment to lesson objectives

Assignment 4: Design scaffolded reading supports appropriate to proficiency levels.

Knowledge Acquisition (2.5 Hours)

- Participants review resources modeling structured reading instruction.
- Participants identify key aspects of SLA research to support structured reading instruction (e.g., through a matching activity).
    - Reading comprehension
    - Word recognition
    - The Simple View of Reading
    - Principles of Effective Reading Instruction
- Participants modify a grade-level text for three proficiency levels.

Artifact Submitted

- Scaffolded reading materials (annotated text and supports)

Instructor Verification

Rubric confirms:

- Appropriate linguistic scaffolding
- Maintenance of grade-level rigor
- Alignment to proficiency descriptors

	Assignment 5: Develop scaffolded writing tasks using evidence-based supports. **Knowledge Acquisition (2.5 Hours)** • Participants analyze resources on: ○ Gradual release / guided instruction ○ Sentence frames ○ Paragraph organizers • Participants design: ○ Writing prompt ○ Scaffolded writing supports for gradual release / guided instruction **Artifact Submitted** • Scaffolded writing task package **Instructor Verification** Rubric confirms: • Structured progression from supported to independent writing • Alignment to proficiency levels • Clear modeling and guided practice **Assignment 6: Implement the lesson and analyze student language development data.**

	Site Competency Demonstration (5 Hours) Participants independently: 1. Teach the developed lesson in their classroom or simulated setting. 2. Document a 20-minute instructional segment. 3. Collect at least three student work samples representing varying proficiency levels. 4. Analyze student performance using a structured reflection template. **Artifacts Submitted** • Lesson implementation review document • Student work samples • Formative assessment data • Written instructional reflection **Instructor Verification** Instructor evaluates: • Fidelity of implementation • Evidence of listening, speaking, reading, and writing integration • Appropriate differentiation • Evidence of language growth Mastery requires demonstration of competency across all required MT.2 indicators.

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FLORIDA ESOL ENDORSEMENT MATRIX

Strand: Methods of Teaching ESOL (MT)

Standard: MT.3: Standards-Based ESOL and Content Instruction

Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

Performance Indicator:

MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.

MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.

MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.

MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Strand: Methods of Teaching ESOL (MT)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
MT.3: Standards-Based ESOL and Content Instruction Teachers will ensure ELLs have access to	To demonstrate standards-based ESOL instruction, candidates will develop a unit plan aligned to grade-level academic standards and Florida's ELD Standards. The unit will include integrated content	Participants must demonstrate mastery of MT.3.1–MT.3.4 through submission of a structured Standards-Based ESOL Instruction Portfolio. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their

benchmarks-aligned academic content to provide language support at varying English proficiency levels.	and language objectives, academic vocabulary development, scaffolded reading and writing instruction, differentiated strategies for multilevel classrooms, and formative assessment tools to monitor progress. Participants will: 1. Align academic benchmarks with corresponding English Language Development (ELD) Standards (see WIDA ACCESS). 2. Design standards-based instructional objectives integrating content and language demands. 3. Select and apply evidence-based strategies that maintain grade-level rigor while supporting language development. 4. Develop scaffolded academic tasks that promote both content mastery and language growth. 5. Analyze student work to determine the effectiveness of language supports. 6. Apply AI prompts to support instructional planning and learner feedback.	responses as needed. **MT.3.1 Assessment** Participants submit a lesson plan section identifying and integrating evidence-based instructional strategies with a written rationale explaining how each strategy supports both academic rigor and language development. **Evidence Required** • Explicit connection to second language acquisition principles • Clear integration within the lesson structure • Alignment between strategy and learning objectives **MT.3.2 Assessment** Participants submit structured listening and speaking task designs differentiated for three proficiency levels, along with a written explanation describing how oral language activities support literacy development. **Evidence Required**

	Resources: MT.3: Standards-Based ESOL and Content Instruction • Academic benchmarks with corresponding English Language Development (ELD) Standards (see WIDA ACCESS) • Instructional objectives examples • Differentiation resources • Multi-level planning resources • Integrated skills planning resources • Scaffolded support strategies • Evidence-based cognitive principles • Literacy Instruction Practice Profiles https://www.fldoe.org/academics/standards/just-read-fl/lit-instruct-pp.stml • Lesson planning templates • Student analysis and feedback strategies • AI prompt templates for lesson planning, alignment of instructional objectives to standards, multi-level lesson planning, differentiation, and student feedback	• Proficiency-aligned oral language supports • Clear progression from oral rehearsal to literacy tasks • Alignment to lesson objectives **MT.3.3 Assessment** Participants submit scaffolded reading materials and a scaffolded writing task aligned to proficiency descriptors. **Evidence Required** • Appropriate linguistic scaffolding • Maintenance of grade-level content expectations • Clear alignment to proficiency-level needs **MT.3.4 Assessment** Participants submit an academic and ELD standards alignment chart and measurable content and language objectives embedded within the final lesson plan. **Evidence Required**

		• Accurate citation of ELD Standards • Explicit alignment between content and language objectives • Measurable outcomes **Site Competency Demonstration (Application Across MT.3.1–MT.3.4)** Participants implement the developed lesson, collect student work samples representing multiple proficiency levels, and submit a written instructional analysis evaluating both academic achievement and language growth. **Evidence Required** • Evidence of content mastery • Evidence of language development • Reflection identifying instructional adjustments **Overall Competency Requirement** Participants must demonstrate competency across all MT.3 performance indicators through successful artifact submission and instructor evaluation.

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Performance Indicator	Description of Assignment(s)
MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.	This assignment develops participants' ability to apply second language acquisition (SLA) research to instructional planning that supports both language development and academic achievement. The sequence progresses from understanding research-based instructional strategies, to analyzing their instructional impact, to integrating them into lesson design. Participants first review instructional resources describing evidence-based strategies informed by second language acquisition research. This step builds foundational understanding of how instructional practices can support both language learning and access to academic content. Participants then complete a structured strategy analysis template in which they examine selected strategies and identify how each supports specific language and academic outcomes. This activity helps participants connect theoretical principles of language acquisition with practical instructional decisions. Finally, participants embed selected strategies within a lesson plan and provide a written rationale explaining how the strategies support language development and academic learning. This progression ensures participants develop both the conceptual understanding of SLA-informed instruction and the practical ability to apply these strategies within standards-based lesson planning. Submitted artifacts—the evidence-based strategy plan and written rationale—provide evidence that participants can identify and apply research-based strategies that promote language acquisition and academic success for English Language Learners. Instructor verification through a rubric confirms alignment between selected strategies, lesson objectives, and intended language outcomes. **Assignment 1 (Knowledge Acquisition – 4 Hours)** • View resources on SLA-informed instructional strategies to support language acquisition and academic achievement. • Complete strategy analysis template linking strategy to language and academic outcomes.

	• Embed selected strategies in a lesson plan. • Submit a written rationale. **Artifact** • Evidence-based strategy plan • Written rationale
MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.	This assignment develops participants' ability to design instruction that uses oral language development to support literacy growth for English Language Learners. The sequence progresses from understanding research on oral language development and literacy transfer, to analyzing instructional models, to applying strategies within a structured lesson plan. Participants first review resources describing how listening and speaking development support reading and writing acquisition. This step builds foundational understanding of the relationship between oral language practice, vocabulary development, and literacy outcomes for multilingual learners. Participants then analyze exemplar listening and speaking routines that demonstrate how structured oral interaction supports comprehension, academic vocabulary development, and preparation for reading and writing tasks. Finally, participants apply these principles by completing a structured lesson plan template that incorporates strategies for listening and speaking across varying English proficiency levels. Participants also submit a written explanation describing how the designed oral language activities support literacy development. This progression ensures participants develop both the **conceptual understanding of the relationship between oral language and literacy development and the practical skills needed to design instruction that integrates these domains**. Submitted artifacts—the structured lesson plan template, proficiency-level differentiation chart, and literacy-connection rationale—provide evidence that participants can design instruction that supports listening, speaking, reading, and writing development for English Language

	Learners. Instructor verification through a rubric confirms alignment between oral language strategies, proficiency-level differentiation, and literacy learning outcomes. **Assignment 2 (Knowledge Acquisition – 4 Hours)** • View resources on oral language development and literacy transfer • Analyze exemplar listening/speaking routines • Complete a structured lesson plan template incorporating strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English • Submit a written explanation connecting oral practice to reading/writing outcomes **Artifact** • Structured lesson plan template • Proficiency-level differentiation chart • Written literacy-connection rationale
MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.	This assignment develops participants' ability to design and implement scaffolded reading and writing instruction that supports English Language Learners across varying proficiency levels. The sequence progresses from understanding instructional supports for literacy development, to designing scaffolded reading and writing tasks, to implementing instruction and analyzing student learning outcomes. Participants first review resources describing evidence-based strategies for scaffolding reading and writing instruction. Using a structured template, participants modify grade-level texts to include linguistic supports such as vocabulary scaffolds, visual cues, and comprehension supports that improve accessibility while maintaining academic rigor. Participants then design a scaffolded writing progression plan using a gradual release framework that moves students from guided practice to more independent language production. Participants also provide a written explanation describing how the designed reading and writing supports

	align with proficiency descriptors and language development goals. In the site competency component, participants implement the developed standards-based lesson and collect student work samples representing different proficiency levels. Participants analyze these samples to evaluate the effectiveness of the instructional scaffolds in supporting both language development and content understanding. Using a structured instructional analysis template, participants identify strengths, gaps, and next instructional steps based on student performance data. This progression ensures participants develop both the **instructional design skills needed to scaffold literacy instruction and the analytical skills required to evaluate and refine language supports based on student evidence**. Submitted artifacts—including scaffolded reading materials, the scaffolded writing task package, student work samples, and a written instructional analysis—provide evidence that participants can design, implement, and evaluate literacy instruction that supports language development and academic achievement for English Language Learners. Instructor verification through a rubric confirms appropriate linguistic scaffolding, alignment to proficiency levels, and evidence-based instructional adjustments. **Assignment 3 (Knowledge Acquisition – 4 Hours)** • View resources on scaffolded reading and writing supports. • Complete text-modification template. • Design writing progression plan (gradual release). • Submit proficiency-alignment explanation. **Artifact** • Scaffolded reading materials • Scaffolded writing task package • Proficiency-aligned support explanation

	Participants will analyze samples of student work to evaluate the effectiveness of implemented language supports, using evidence from student responses to determine whether scaffolds are promoting both content understanding and language development. Through this analysis, they will identify strengths, gaps, and next instructional steps, ensuring that language supports are purposeful, responsive, and aligned to proficiency goals. Participants will: 1. Implement the developed standards-based lesson. 2. Collect at least three student work samples representing varying proficiency levels. 3. Analyze evidence of both language development and content mastery. 4. Identify instructional adjustments based on data. **Site Demonstration (4 Hours)** • Lesson implementation • Student work collection • Completion of structured instructional analysis template (750 words) **Artifacts** • Student work samples • Formative assessment data • Written instructional analysis
MT.3.4 Use Florida's English Language	This assignment develops participants' ability to align academic instruction with Florida's English Language Development (ELD) Standards to support integrated language and content learning. The sequence

Development (ELD) Standards to plan lessons that combine academic content with language objectives.	progresses from understanding the structure and purpose of the ELD Standards, to aligning academic benchmarks with language development goals, to revising lesson objectives to reflect integrated instructional planning. Participants first review resources explaining the organization and application of the ELD Standards and how they support English Language Learners' academic language development. Participants then complete a structured standards-alignment template to identify connections between academic benchmarks and relevant ELD Standards. Finally, participants revise their lesson objectives based on instructor feedback to ensure that both **content and language objectives are clearly defined and aligned with standards-based instruction**. This progression helps participants develop the ability to intentionally integrate language development within academic lessons. Submitted artifacts—the academic and ELD alignment chart, dual content and language objectives, and standards-integrated lesson plan—provide evidence that participants can align academic benchmarks with ELD Standards and design instruction that supports both language acquisition and academic achievement. Instructor verification through a rubric confirms accurate standards alignment and the integration of measurable content and language objectives. **Assignment 4 (Knowledge Acquisition – 2 Hours)** • View resources on ELD Standards. • Complete standards-alignment template. • Revise lesson objectives based on instructor feedback. **Artifact** • Academic and ELD alignment chart • Dual content and language objectives

	• Standards-integrated lesson plan

ESOL: Applied Linguistics (AL) (Course 2) (60 hours)

Strand: Applied Linguistics (AL)

Standard: AL.1: Language as a System

Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.

Performance Indicators:

AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.

AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).

AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.

AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.

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FLORIDA ESOL ENDORSEMENT MATRIX

Strand: Applied Linguistics (AL)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
AL.1: Language as a System Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.	To demonstrate an understanding of language as an integrative communicative system, participants will analyze the five major components of English (phonology, morphology, syntax, semantics, and pragmatics) and examine how these elements interact to support effective communication. Participants will apply knowledge of English language proficiency levels across the four language domains of listening, speaking, reading, and writing, considering how learners develop and use language in varied academic contexts. Participants will also model both oral and written communication that is appropriately adjusted for audience and purpose, demonstrating an awareness of register, clarity, and communicative intent. In addition, they will conduct a contrastive analysis between English and another language in order to identify potential areas of transfer or difficulty, using these insights to inform thoughtful and responsive instructional decisions. To demonstrate understanding of language as an integrative communicative system, participants will: 1. Analyze the five components of English	Participants must demonstrate mastery of AL.1.1–AL.1.4 through submission of a structured **Applied Linguistics Portfolio**. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **AL.1.1 Assessment** Participants submit an **Applied Linguistic Analysis Report** analyzing phonology, morphology, syntax, semantics, and pragmatics within an authentic language sample. **Evidence Required:** • Accurate identification of linguistic components • Explanation of how components function as an integrated system • Instructional implications for ELL support

	(phonology, morphology, syntax, semantics, pragmatics). 2. Apply proficiency-level knowledge across the four language domains (listening, speaking, reading, and writing). 3. Model oral and written communication adjusted for audience and purpose. 4. Conduct contrastive analysis between English and another language to inform instructional decisions.	Mastery requires accurate linguistic analysis and integrative explanation. **AL.1.2 Assessment** Participants submit a **Four-Domain Proficiency Support Plan** demonstrating differentiated instructional supports across listening, speaking, reading, and writing. **Evidence Required:** • Alignment to proficiency descriptors • Domain-specific instructional modifications • Clear connection to language acquisition theory Mastery requires accurate proficiency alignment across all four domains. **AL.1.3 Assessment** Participants submit: • Written academic language samples adjusted for proficiency levels • Reflective analysis of language adjustment

		Evidence Required: • Appropriate register and audience adjustment • Clear modeling of academic language • Reflection demonstrating intentional language modification Mastery requires effective modeling of proficient oral and written communication. **AL.1.4 Assessment** Participants submit a **Contrastive Analysis Report** and an **Instructional Application Reflection** demonstrating how cross-linguistic knowledge informs instruction. **Evidence Required:** • Accurate identification of linguistic similarities and differences • Identification of potential transfer issues • Instructionally sound adjustments Mastery requires accurate contrastive analysis and application to instructional practice.

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		Overall Competency Requirement Participants must demonstrate competency across all AL.1 performance indicators through successful artifact submission and instructor evaluation.
Performance Indicators	**Description of Assignment(s)**	
AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.	Assignment 1 is structured to help participants develop a deep and practical understanding of the English language as an integrated communicative system. Participants explore the five major components of English—phonology, morphology, syntax, semantics, and pragmatics—and examine how these subsystems work together to create meaning in authentic communication. The sequence begins with foundational learning activities in which participants review instructional materials and complete guided linguistic analysis templates to build familiarity with key terminology and concepts. As their understanding develops, participants apply these concepts by analyzing authentic spoken and written language samples, identifying linguistic features and explaining how they interact within communication. Through these activities, participants also identify common learner errors associated with each linguistic subsystem and consider how linguistic knowledge can inform instructional decisions for English learners. The assignments culminate in an Applied Linguistic Analysis Report in which participants synthesize their learning by analyzing language data and connecting their findings to instructional implications. This progression—from foundational knowledge to applied analysis—ensures that participants move beyond theoretical understanding to practical insight, strengthening their ability to recognize language patterns, anticipate learner challenges, and design instruction that supports both language development and academic learning.	

	Assignment 1: Analyze the English language system Participants will: • Identify phonological, morphological, syntactic, semantic, and pragmatic features in authentic language samples. • Explain how these components interact within communication. • Identify common learner errors related to each subsystem. **Knowledge Acquisition Activities (12 Hours)** Participants: • Review instructional materials on each linguistic subsystem. • Complete guided linguistic analysis templates. • Analyze authentic language transcripts. • Complete terminology comprehension checks. **Artifacts Submitted** • Applied Linguistic Analysis Report **Instructor Verification** Rubric confirms: • Accurate identification of linguistic components • An integrative explanation of how these components interact within communication • Appropriate instructional implications to address common learner errors

	Resources: • The Five Language Domains: https://relay.libguides.com/science-of-teaching-reading-resource-guide/five-language-domains
AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).	Assignment 2 is structured to help participants develop a practical understanding of how English language proficiency develops across the four language domains: listening, speaking, reading, and writing. Participants begin by examining proficiency-level descriptors and exploring how language demands vary depending on a learner's stage of language development. Through guided review of language development resources, participants build awareness of how expectations for comprehension, expression, and academic language increase as learners move from emerging to more advanced levels of proficiency. As their understanding grows, participants analyze the linguistic and cognitive demands present within each language domain and complete a domain-analysis template to identify how instruction can be adjusted to support learners at different proficiency levels. These activities help participants recognize that effective instruction requires intentional adjustments to the complexity of language, task expectations, and available supports. Participants then apply this knowledge by designing differentiated instructional supports that align with specific proficiency descriptors and address the unique demands of listening, speaking, reading, and writing. The assignment culminates in the development of a **Four-Domain Proficiency Support Plan**, in which participants demonstrate their ability to align instructional supports to proficiency-level expectations and domain-specific language demands. Through this process, participants translate their understanding of language development into concrete instructional strategies that make rigorous academic content accessible to English learners. This progression—from understanding proficiency descriptors to designing domain-specific supports—ensures that participants can thoughtfully adjust instruction to meet learners where they are while supporting continued language growth. **Assignment 2: Apply proficiency-level knowledge across listening, speaking, reading, and writing**

	Participants will: • Analyze proficiency descriptors across four domains. • Modify instructional language demands according to proficiency levels. • Design domain-specific supports aligned to descriptors. **Knowledge Acquisition Activities (10 Hours)** Participants: • Review proficiency-level language development materials. • Complete domain-analysis template. • Design differentiated instructional supports. **Artifacts Submitted** • Four-Domain Proficiency Support Plan **Instructor Verification** Rubric confirms: • Alignment to proficiency descriptors • Appropriate domain differentiation • Clear instructional application **Resources** • WIDA ELD Standards Framework (2020) https://wida.wisc.edu/resources/wida-english-language-development-standards-framework-2020-edition

	• Language acquisition: An Overview: https://www.colorincolorado.org/article/language-acquisition-overview
AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.	Assignment 3 is structured to help participants develop the ability to intentionally adjust language for learners at different levels of English proficiency. Participants begin by examining how register, audience, and purpose influence language use in instructional settings. Through the review of materials on pragmatic language and academic register, participants explore how teachers modify explanations, directions, and modeled language to make academic content accessible while maintaining rigor. As their understanding develops, participants analyze examples of teacher language modification and examine how vocabulary, sentence structure, and discourse patterns are adjusted to support learners at different proficiency levels. They then apply these insights by rewriting academic explanations for varied audiences, practicing how to simplify or expand language while preserving the core academic meaning. These activities help participants recognize how purposeful language modeling can scaffold comprehension and support students' development of academic English. To demonstrate their learning in practice, participants complete a site competency demonstration in which they produce a written model text that is intentionally adjusted for multiple English language proficiency levels, drawing on the WIDA ELP Proficiency Levels 1–6 as a reference. This task requires participants to consider how linguistic complexity, vocabulary, and sentence structure should change to meet learners' language development needs. The assignment culminates in the submission of a **revised written model text** accompanied by a **reflective analysis of language adjustments**. In this reflection, participants explain how and why they modified language across proficiency levels and how these adjustments support comprehension and language development. Instructor verification confirms that the submitted work demonstrates appropriate register adjustment, clarity of modeled language, and alignment to learner proficiency levels, ensuring that participants can effectively model academic language in ways that support English learners' progress.

	Assignment 3: Demonstrate modeled language adjustment Participants will: • Revise instructional explanations for multiple proficiency levels. • Produce written academic language samples adjusted for the audience. **Knowledge Acquisition Activities (8 Hours)** Participants: • Review materials on register and pragmatic language use. • Analyze examples of teacher language modification. • Rewrite academic explanations for varied audiences. **Site Competency Demonstration (5 Hours)** Participants: • Submit written model text adjusted for multiple ELP proficiency levels (see WIDA ELP Proficiency Levels 1-6). **Artifacts Submitted** • Revised written model text • Reflective analysis of language adjustments **Instructor Verification** Rubric confirms: • Appropriate register adjustment

	• Clarity of modeled language • Alignment to learner proficiency levels
AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.	Assignment 4 is structured to help participants understand how differences between English and students' home languages can influence language learning and classroom instruction. Participants begin by reviewing materials on contrastive analysis and cross-linguistic influence to build awareness of how phonological, morphological, and syntactic patterns vary across languages. These foundational activities help participants recognize how prior language knowledge can support language learning through positive transfer or contribute to predictable areas of difficulty. As their understanding develops, participants apply these concepts by completing a structured language comparison template that guides them in examining English alongside another language represented in their instructional setting. Through this analysis, participants identify key linguistic differences—such as variations in sound systems, word formation, or sentence structure—and consider how these differences may influence learners' pronunciation, grammar usage, and comprehension. Participants extend this analysis through research-supported linguistic comparison, drawing on credible resources to deepen their understanding of the selected language and its relationship to English. This process encourages participants to move beyond surface-level observations and develop a more informed understanding of how language structures shape learner performance. The assignment culminates in a **Contrastive Analysis Report**, in which participants synthesize their findings and propose instructional adjustments that address potential transfer issues. These recommendations focus on practical instructional responses that support English learners while building on the linguistic knowledge students already possess. Instructor verification confirms that the report demonstrates accurate linguistic comparison, identifies likely areas of cross-linguistic influence, and provides instructionally sound recommendations that can inform classroom practice. **Assignment 4: Conduct contrastive analysis** Participants will:

	• Compare English to one other language represented in their instructional setting. • Identify phonological, syntactic or morphological differences. • Propose instructional adjustments based on identified differences. **Knowledge Acquisition Activities (10 Hours)** Participants: • Review materials on contrastive analysis and cross-linguistic influence. • Complete structured language comparison template. • Conduct research-supported linguistic comparison. **Artifacts Submitted** • Contrastive Analysis Report **Instructor Verification** Rubric confirms: • Accurate linguistic comparison • Identification of likely transfer issues • Instructionally sound recommendations **Resources** • Contrastive Analysis Resources: https://www.thereadingleague.org/wp-content/uploads/2025/02/TRL-Contrastive-Analysis-Resources.pdf • World Language Library: https://bilinguistics.com/language/

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ESOL: Testing and Evaluation (TE) (Course 3) (60 hours)

Strand: Testing and Evaluation (TE)

Standard: TE.1: Key Factors and Considerations in Assessment for ELLs

Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.

Performance Indicators:

TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.

TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.

Standard: TE.2: Classroom-Based Assessment for ELLs

Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Performance Indicators:

TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.

TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

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Strand: Testing and Evaluation (TE)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
TE.1: Key Factors and Considerations in Assessment for ELLs Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.	To demonstrate competency in assessment considerations for English language learners, participants will examine how language proficiency influences students' ability to access and demonstrate knowledge on academic assessments. They will identify appropriate assessment accommodations that align with students' English language proficiency levels, ensuring that supports provide access to assessment tasks while maintaining academic expectations. Participants will also analyze assessment data and student work to determine whether performance patterns are related to language development or to other academic or learning needs. Based on this analysis, they will develop a structured accommodation and monitoring plan that outlines appropriate supports and describes how student progress will be tracked over time to inform instructional decisions and promote continued language growth. To demonstrate competency in assessment considerations for ELLs, participants will... 1. Identify appropriate accommodations aligned to proficiency levels.	Participants must demonstrate mastery of TE.1.1 and TE.1.2 through submission of a structured **Assessment Analysis Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the 2025 ESOL Competencies. After receiving feedback, participants will revise their responses as needed. **TE.1.1 Assessment** **Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.** Participants submit an **ELL Accommodation Plan** aligned to proficiency levels and assessment type. **Evidence Required:** • Appropriate accommodations matched to proficiency descriptors • Alignment between accommodation and assessment purpose • Preservation of assessment validity • Written justification of accommodation decisions

	2. Analyze assessment data to distinguish language proficiency from other learning needs. 3. Develop an accommodation and monitoring plan.	Mastery requires accurate selection of accommodations that support ELL access without altering assessment constructs. **TE.1.2 Assessment** **Use assessment data to distinguish language proficiency from other learning needs.** Participants submit a **Data Analysis Report** based on a structured case study. **Evidence Required:** • Accurate interpretation of language and academic assessment data • Clear distinction between language acquisition patterns and potential learning difficulties • Evidence-based instructional recommendations Mastery requires accurate analysis and defensible instructional conclusions.
Performance Indicators	**Description of Assignment(s)**	

TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.	The course assignments are structured to help participants develop the knowledge and practical skills necessary to design appropriate and compliant assessment accommodations for English language learners. Participants begin by building a foundational understanding through the review of instructional materials that address assessment validity, the purpose of accommodations, and the importance of maintaining the integrity of academic assessments while providing meaningful access for multilingual learners. As participants deepen their understanding, they analyze examples of both compliant and non-compliant accommodation scenarios. These activities help participants recognize how accommodations can either support or unintentionally compromise the validity of an assessment. Through guided analysis, participants examine how accommodations must be carefully aligned to students' English language proficiency levels and to the type of assessment being administered. Participants then apply this knowledge by completing a structured accommodation planning template that requires them to select and justify appropriate supports based on proficiency descriptors and assessment demands. The assignment culminates in the development of an **ELL Accommodation Plan**, accompanied by a written justification explaining the rationale for the selected accommodations. In this artifact, participants demonstrate their ability to align accommodations with language proficiency levels while ensuring that assessment validity and policy requirements are preserved. Instructor verification confirms that the submitted plan reflects appropriate alignment to proficiency levels, maintains the integrity of the assessment, and complies with established assessment policies. The **scope and sequence** of this assignment is intentionally designed to move from conceptual understanding to applied decision-making. Participants first develop awareness of the principles that guide appropriate accommodations before analyzing real scenarios and ultimately designing their own accommodation plans. This progression ensures that participants not only understand accommodation policies but can also apply them thoughtfully and responsibly in authentic instructional and assessment contexts. **Assignment 1: Develop an ELL Accommodation Plan** **Knowledge Acquisition (12 Hours)**

	Participants will: • Review instructional materials on assessment accommodations and validity. • Analyze compliant and non-compliant accommodation scenarios. • Align accommodations to proficiency descriptors and assessment type. • Complete structured accommodation planning template. **Artifacts Submitted** • ELL Accommodation Plan • Written justification **Instructor Verification** Rubric confirms: • Alignment to proficiency level • Preservation of assessment validity • Compliance with assessment policy
TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.	The course assignments are structured to help participants develop the ability to interpret assessment data for English language learners in a way that accurately reflects both language development and academic learning. Participants begin by examining how language proficiency interacts with academic performance and reviewing guidance on interpreting multiple sources of assessment information. These foundational activities help participants recognize that assessment results must be analyzed carefully to determine whether performance patterns are related to language development, content knowledge, or other learning factors. As their understanding develops, participants analyze combined language and academic assessment data

	through guided activities that focus on identifying patterns within student performance. They examine how language proficiency levels may influence comprehension, response patterns, and overall academic outcomes. Through this process, participants practice distinguishing between expected stages of language development and potential indicators of learning difficulties that may require additional support or investigation. Participants then apply their analysis by recommending appropriate instructional next steps that respond to the patterns identified in the data. These recommendations emphasize evidence-based instructional adjustments that support language development while maintaining access to rigorous academic content. The assignment culminates in the submission of a **Data Analysis Report**, in which participants present their interpretation of the assessment data and explain the instructional implications of their findings. Instructor verification confirms that the report demonstrates accurate interpretation of assessment data, clearly distinguishes between language proficiency and other learning needs, and provides evidence-based instructional recommendations. The **scope and sequence** of this assignment is designed to move participants from understanding the relationship between language development and assessment performance to applying that understanding in authentic data analysis. By first building conceptual awareness and then engaging in structured analysis tasks, participants develop the ability to interpret assessment results responsibly and to use data to guide effective instructional decisions for English language learners. **Assignment 2: Conduct an Assessment Data Case Study** **Knowledge Acquisition (13 Hours)** Participants will: • Analyze combined language and academic assessment data. • Identify patterns of language development vs. potential learning difficulties. • Recommend instructional next steps.

	• Submit a written analysis. **Artifacts Submitted** • Data Analysis Report **Instructor Verification** Rubric confirms: • Accurate interpretation of assessment data • Clear distinction between language proficiency and other needs • Evidence-based instructional recommendations **Resources** • IRIS Center – *Addressing the Needs of English Language Learners* https://iris.peabody.vanderbilt.edu/module/ell/	
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
TE.2: Classroom-Based Assessment for ELLs Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.	To demonstrate competency in classroom-based assessment for English language learners, participants will select evidence-based tools that effectively assess student performance across the four language domains of listening, speaking, reading, and writing. They will design domain-specific rubrics that clearly define expectations for language use and academic performance, ensuring that assessment criteria reflect both content	Participants must demonstrate mastery of TE.2.1 and TE.2.2 through submission of a structured **ELL Classroom Assessment Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the 2025 ESOL Competencies. After receiving feedback, participants will revise their responses as needed. **TE.2.1 Assessment**

	understanding and language development. Participants will also develop linguistically responsive formative and summative assessments that are accessible to learners at varying levels of English proficiency while maintaining appropriate academic rigor. Finally, participants will implement one modified assessment in their instructional setting and analyze the resulting student performance data to evaluate the effectiveness of the assessment design and identify implications for future instruction. To demonstrate competency in classroom-based assessment, participants will: 1. Select evidence-based tools for assessing the four language domains. 2. Develop domain-specific rubrics. 3. Design linguistically responsive formative and summative assessments. 4. Implement one modified assessment and analyze student results.	Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas. Participants submit a **Four-Domain Assessment Toolkit,** including domain-specific assessment tools and at least one analytic rubric. **Evidence Required:** • Evidence-based tool selection • Alignment to content standards • Alignment to proficiency levels • Clear, measurable rubric criteria Mastery requires appropriate selection and alignment of assessment tools across all four language domains. **TE.2.2 Assessment** Implement linguistic strategies for formative and summative assessments to support ELLs' language development. Participants submit: • Modified formative assessment • Modified summative assessment

		• Student response samples • Written assessment analysis reflection **Evidence Required:** • Appropriate linguistic supports embedded within assessments • Maintenance of academic rigor • Evidence of language-informed instructional adjustments • Reflection demonstrating data-driven decision making Mastery requires documented implementation and analysis demonstrating effective integration of linguistic supports in assessment practice. **Overall Competency Requirement** Participants must demonstrate competency across all TE.1 and TE.2 performance indicators through successful artifact submission and instructor evaluation. Completion requires competency-level performance on 100% of required objectives.
Performance	**Description of Assignment(s)**	

Indicators	
TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.	The course assignments are structured to help participants design classroom assessments that effectively measure English language learners' development across the four language domains: listening, speaking, reading, and writing. Participants begin by reviewing exemplar assessment tools that demonstrate how language performance can be measured in each domain while maintaining alignment to academic content standards. Through these foundational activities, participants develop an understanding of how effective assessment tools capture both language development and content understanding. As their understanding deepens, participants analyze how assessment tasks must be aligned not only to content standards but also to students' language proficiency levels. They examine how linguistic demands vary across tasks and how assessments can be structured to provide meaningful evidence of learning for students at different stages of English language development. Participants then apply this knowledge by selecting and organizing appropriate assessment tools for each language domain and aligning them with specific instructional objectives. Participants further extend their work by developing an **analytic rubric** for one selected language domain. This task requires them to define clear and measurable criteria that describe levels of student performance, ensuring that expectations for language use and academic content are transparent and consistent. The assignment culminates in the submission of a **Four-Domain Assessment Toolkit**, which includes the selected assessment tools and the domain-specific rubric. Instructor verification confirms that the toolkit demonstrates evidence-based tool selection, alignment to both content standards and language proficiency expectations, and the integration of clear, measurable assessment criteria. The **scope and sequence** of this assignment is intentionally designed to move from analysis to application. Participants first examine strong examples of domain-specific assessments before aligning those tools to instructional standards and proficiency expectations. They then apply their understanding by constructing their own assessment toolkit and rubric. This progression ensures that participants not only understand the principles of effective language assessment but can also design practical tools that support meaningful

	evaluation of English learners' language and academic development. **Assignment 3: Develop a Four-Domain Assessment Toolkit** **Knowledge Acquisition (10 Hours)** Participants will: • Review exemplar assessment tools across listening, speaking, reading, and writing. • Align tools to content standards and proficiency levels. • Develop an analytic rubric for one selected domain. **Artifacts Submitted** • Four-Domain Assessment Toolkit • Domain-Specific Rubric **Instructor Verification** Rubric confirms: • Evidence-based tool selection • Alignment to content and proficiency • Clear measurable criteria **Resources** • Preparing the Way: Teaching English Learners in the P-12 Classroom (2025) (5th Edition) • CEEDAR Center – *Evidence-Based Practices for English Learners* https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf

	• WIDA – *RtI² for English Language Learners* https://wida.wisc.edu/sites/default/files/resource/RtI2-for-ELLs.pdf • Edutopia – *10 Strategies to Support English Language Learners* https://www.edutopia.org/article/10-strategies-support-english-language-learners-across-all-subjects
TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.	The course assignments are structured to help participants design and implement assessments that are both academically rigorous and linguistically responsive to the needs of English language learners. Participants begin by reviewing research-based strategies for incorporating linguistic scaffolding into assessment tasks. These activities focus on how teachers can adjust language demands, directions, and response formats in ways that support comprehension without lowering academic expectations. As their understanding develops, participants apply these principles by designing or modifying one formative and one summative assessment to include appropriate linguistic supports. In doing so, they consider how vocabulary, sentence complexity, visual supports, and task structure can be adapted to align with learners' English language proficiency levels while still measuring the intended academic outcomes. Participants then submit the modified assessment instruments to demonstrate their ability to design assessments that are accessible and instructionally meaningful. To extend learning from design to classroom practice, participants complete a **site competency demonstration** in which they implement one of the modified assessments in their instructional setting. During this process, they collect samples of student responses representing a range of English language proficiency levels. Participants then analyze these responses using a structured reflection template to determine how effectively the assessment supported students' ability to demonstrate their knowledge and language use. Based on this analysis, they identify instructional adjustments and consider how assessment design can inform future teaching decisions. The assignment culminates in the submission of a set of artifacts that includes the **modified formative assessment**, **modified summative assessment**, **student response samples**, and a **written assessment analysis reflection** of approximately 500 words. Instructor verification confirms that the assessments

	incorporate appropriate linguistic supports while maintaining the rigor and validity of the academic task. The **scope and sequence** of this assignment intentionally move from conceptual understanding to instructional design and then to classroom implementation. Participants first learn how linguistic scaffolding can be applied to assessments, then practice designing responsive assessment tools, and finally implement and analyze those tools in a real instructional context. This progression ensures that participants develop not only theoretical knowledge but also the practical skills necessary to create and evaluate assessments that accurately measure the learning of English language learners. **Assignment 4: Design and Implement Linguistically Responsive Assessments** **Knowledge Acquisition (10 Hours)** Participants will: • Review linguistic scaffolding strategies for assessments. • Design or modify one formative and one summative assessment to include appropriate supports. • Submit assessment instruments. **Site Competency Demonstration (15 Hours)** Participants will: • Implement one modified assessment. • Collect student responses representing varying proficiency levels. • Analyze results using a structured reflection template. • Identify instructional adjustments. **Artifacts Submitted** • Modified assessment (formative or summative)

	• Student response samples • Written assessment analysis reflection **Instructor Verification** Rubric confirms: • Appropriate linguistic supports • Maintenance of assessment rigor • Data-informed instructional decisions **Resources** • Video assessments for ELS in the classroom: Assessment for ELLs in the Classroom | Colorín Colorado

District Add-On Program
FLORIDA ESOL ENDORSEMENT MATRIX

ESOL: ESOL Curriculum and Materials Development (CM) (Course 4) (60 hours)

Strand: ESOL Curriculum and Materials Development (CM)

Standard: CM.1: Planning for Standards-Based Instruction for ELLs

Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators:

CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.

CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

Standard: CM.2: Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators:

CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.

CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

District Add-On Program
FLORIDA ESOL ENDORSEMENT MATRIX

Strand: ESOL Curriculum and Materials Development (CM)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
CM.1: Planning for Standards-Based Instruction for ELLs Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.	**Assignment(s):** To demonstrate competency in curriculum planning for English Language Learners (ELLs), participants will complete a **Standards-Based Instructional Planning Project** that focuses on designing instruction that integrates academic content learning with intentional language development. Through this project, participants will apply Florida's academic benchmarks and English Language Development (ELD) Standards to create a comprehensive lesson sequence that supports ELLs at varying proficiency levels. Participants will develop measurable content and language objectives, incorporate differentiated instructional strategies and scaffolding supports, integrate formative assessments and progress monitoring tools, and design responsive instructional adjustments based on student performance data. The instructional plan will reflect a **student-centered learning environment** that values responsive teaching practices, activates students' prior knowledge, and addresses the needs of multilingual learners in multilevel classrooms.	**Assessment(s):** Participants will be assessed through the submission of the completed lesson sequence, standards alignment chart, differentiation plan, and formative assessment tools. Evaluation will be based on alignment to academic benchmarks and ELD Standards, clarity of content and language objectives, appropriate scaffolding across proficiency levels, integration of assessment within instruction of strategies to promote measurable academic progress. After receiving feedback, participants will revise their responses as needed. Rubric scores and instructional artifacts will be maintained for documentation and review. **Standard: CM.1** Planning for Standards-Based Instruction for ELLs Participants must demonstrate mastery of CM.1.1 and CM.1.2 through submission of a structured **Standards-Based Instructional Planning Portfolio**. All artifacts are evaluated using instructor rubrics aligned

	To demonstrate competency in curriculum planning for ELLs, participants will... 1. Align grade-level academic benchmarks with Florida's English Language Development (ELD) Standards to support integrated content and language instruction. 2. Develop measurable content objectives and language objectives that clearly define expected academic and linguistic outcomes. 3. Design a comprehensive lesson sequence that integrates standards-aligned content instruction with structured opportunities for English language development. 4. Differentiate instructional strategies to address the needs of ELLs at varying English proficiency levels. 5. Incorporate instructional scaffolding strategies such as modeling, sentence frames, graphic organizers, visual supports, and structured academic interaction. 6. Integrate formative assessments and progress monitoring tools to evaluate	to the 2025 Florida Teacher Standards for ESOL Endorsement. **CM.1.1 Assessment** **Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.** Participants submit a **standards-aligned lesson sequence** that integrates academic benchmarks with Florida's English Language Development (ELD) Standards. **Evidence Required** • Alignment between academic benchmarks and ELD Standards • Measurable content and language objectives • Differentiated instructional strategies for varying proficiency levels • Incorporation of scaffolded language supports, such as modeling, sentence frames, graphic organizers, and structured interaction • Integration of formative assessment within the lesson sequence Mastery requires clear alignment between standards,

	student understanding and language development. 7. Design instructional responses, including re-teaching strategies and supports based on student performance data. 8. Develop a student-centered learning environment that incorporates responsive teaching practices, students' prior knowledge, and differentiation strategies appropriate for multilevel classrooms.	objectives, instructional strategies, and assessments that support both language development and academic achievement. **CM.1.2 Assessment** **Plan learning tasks to meet the needs of ELLs with interrupted or limited education.** Participants submit a **differentiated instructional task plan** demonstrating how learning activities will address gaps in literacy, background knowledge, and academic skills. **Evidence Required** • Instructional tasks adapted for learners with interrupted or limited formal education • Use of foundational literacy supports and vocabulary development strategies • Integration of visual scaffolds, guided practice, and structured language supports • Alignment of instructional supports to English proficiency levels Mastery requires demonstration of instructional planning that addresses the linguistic and academic needs of students with varied educational

		backgrounds. **Overall Competency Requirement** Participants must demonstrate competency across all **CM.1 performance indicators** through successful artifact submission and instructor evaluation.
Performance Indicators	**Description of Assignment(s)**	
CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.	Assignment 1 develops participants' ability to design standards-aligned instruction that integrates academic benchmarks with Florida's English Language Development (ELD) Standards. The sequence of activities progresses from understanding the relationship between academic standards and language demands, to developing measurable objectives, to designing an integrated lesson sequence that supports both language development and academic learning. Participants first review instructional resources explaining how academic benchmarks and ELD Standards work together to support English Language Learners. Using a structured template, participants analyze academic standards to identify embedded language demands, including vocabulary, language functions, and discourse expectations. Participants then draft measurable content and language objectives aligned to both academic benchmarks and ELD Standards. This step emphasizes the importance of clearly defining both academic and linguistic outcomes for instruction.	

	Finally, participants design a multi-step lesson sequence that integrates explicit language objectives, scaffolded instructional tasks, structured academic interaction, and formative assessment opportunities. Instructor feedback on draft lesson sequences allows participants to refine their instructional plans prior to final submission. This progression ensures participants develop both the analytical skills required to interpret standards and the practical skills needed to design integrated instruction for multilingual learners. Submitted artifacts—including the standards alignment chart, lesson sequence draft, and content and language objectives—provide evidence that participants can align academic benchmarks with ELD Standards and develop student-centered instruction that supports both language development and academic achievement. Instructor verification through a rubric confirms alignment of standards, clarity of measurable objectives, and effective instructional design. **Assignment 1: Develop a standards-aligned lesson sequence integrating academic benchmarks and ELD Standards.** **Knowledge Acquisition Activities (10 Hours)** • Participants review instructional materials explaining the relationship between academic benchmarks and Florida's English Language Development (ELD) Standards. Participants complete a structured template identifying language demands embedded within academic standards. • Participants draft measurable content and language objectives aligned to both academic benchmarks and ELD Standards using a guided objective-writing template that supports identification of language functions, vocabulary expectations, and proficiency-level considerations. • Participants design a multi-step lesson sequence that incorporates explicit language objectives,

	scaffolded learning tasks, structured academic interaction, and formative assessment opportunities that support both language development and academic learning. Instructor provides written feedback on draft lesson sequences, and participants revise their instructional plans prior to final submission. **Artifacts Submitted** • Standards alignment chart • Lesson sequence draft • Content and language objectives **Instructor Verification** Instructor rubric verifies: • Alignment between benchmarks and ELD Standards • Clarity of measurable objectives • Evidence of student-centered instructional design
CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.	Assignment 2 develops participants' ability to design instructional tasks that address the needs of English Language Learners with interrupted or limited formal education. The sequence of activities progresses from understanding the characteristics of learners with limited educational backgrounds, to identifying instructional barriers, to designing intentional instructional supports that promote language and literacy development. Participants first review instructional resources describing the educational characteristics and instructional

	needs of students with interrupted or limited formal education. This step builds foundational understanding of how gaps in prior schooling, literacy development, and background knowledge may affect students' ability to access academic instruction. Participants then complete a structured analysis activity to identify potential barriers to language and literacy development and determine instructional strategies that address these barriers. This analysis reinforces the importance of planning instruction that responds to students' prior educational experiences and current language proficiency levels. Finally, participants design differentiated instructional tasks that incorporate foundational literacy development, vocabulary pre-teaching, visual scaffolds, and guided practice strategies. Participants revise their existing lesson sequence to include intentional supports that facilitate comprehension and participation for learners with limited academic background. This progression ensures that participants develop both the analytical skills required to identify instructional barriers and the practical skills needed to design responsive instruction for all levels of learners. Submitted artifacts—the differentiated instructional task plan and instructional support template—provide evidence that participants can implement appropriate scaffolding strategies and align instruction to students' literacy and language needs. Instructor verification through a rubric confirms that instructional planning reflects effective differentiation and appropriate supports aligned to proficiency levels. **Assignment 2: Design differentiated instructional tasks addressing gaps in literacy and background knowledge.** **Knowledge Acquisition Activities (8 Hours)**

	• Participants review instructional resources describing the educational characteristics and instructional needs of students with interrupted or limited formal education. • Participants complete a structured analysis activity, identifying potential barriers to language and literacy development and identifying instructional strategies that address those barriers. • Participants design instructional tasks that incorporate foundational literacy development, vocabulary pre-teaching, visual scaffolds, and guided practice strategies that support learners with limited academic background. • Participants revise their lesson sequence to incorporate appropriate supports for students with interrupted or limited education. **Artifacts Submitted** • Differentiated instructional task plan • Instructional support template **Instructor Verification** Rubric confirms: • Appropriate scaffolding strategies • Alignment to literacy and language needs • Differentiation aligned to proficiency levels **Resources** • WIDA Collaboration: Working Together to Serve Multilingual Learners bulletin

Standard	Description of Assignment(s)	Description of Assessment(s)

CM.2: Effective Use of Resources and Technologies

Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

To demonstrate effective use of instructional resources and technologies for English Language Learners, participants will complete a **Materials and Technology Integration Project**. Participants will evaluate instructional materials for learner appropriateness, linguistic accessibility, and alignment with academic benchmarks and Florida's English Language Development (ELD) Standards. Using English Language Proficiency data, participants will analyze student language needs to determine appropriate instructional resources for varying proficiency levels.

Participants will then select and adapt instructional materials—including print resources, digital tools, multimedia content, and language development software—to support instruction across listening, speaking, reading, and writing. The instructional design will demonstrate how selected materials and technologies enhance language acquisition while maintaining alignment with academic learning goals.

Participants will also develop a technology-integrated instructional plan that illustrates how digital tools support scaffolded instruction and student engagement. The final project will include a written justification explaining how selected materials and technologies align with student

Participants will be assessed through submission of a resource evaluation report, adapted instructional materials, and a lesson plan demonstrating integration of selected technologies. Evaluation will focus on alignment to standards, appropriateness for proficiency levels, differentiation strategies, and effective integration of technological tools to support language development and academic achievement. Rubric scores and project artifacts will be retained for review.

Standard: CM.2

Effective Use of Resources and Technologies

Participants must demonstrate mastery of **CM.2.1 and CM.2.2** through submission of a structured **Instructional Materials and Technology Integration Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the **2025 ESOL Competencies**.

CM.2.1 Assessment

Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.

Participants submit a **Resource Evaluation Report**

proficiency data, instructional objectives, and standards-based learning outcomes.

Participants will:

1. Evaluate instructional materials for learner appropriateness, linguistic accessibility, and alignment with academic benchmarks and Florida's English Language Development (ELD) Standards.
2. Analyze student English Language Proficiency data to determine appropriate instructional resources for varying proficiency levels.
3. Select instructional materials, including print resources, digital tools, multimedia content, and language development software, that support instruction across listening, speaking, reading, and writing.
4. Adapt selected instructional materials to improve linguistic accessibility and support language development for English Language Learners.
5. Design instruction that integrates technology tools to enhance language acquisition and academic content learning.
6. Justify instructional material and

and Adapted Instructional Materials Package demonstrating selection and modification of instructional resources aligned to standards and proficiency levels.

Evidence Required

- Evaluation of instructional materials for linguistic accessibility and standards alignment
- Selection of resources based on English proficiency data
- Adaptation of materials to include language scaffolds and supports
- Documentation of differentiation across proficiency levels

Mastery requires accurate alignment between instructional resources, academic benchmarks, and language development needs.

CM.2.2 Assessment

Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

Participants submit a **technology-integrated lesson**

	technology selections based on student language proficiency data and instructional objectives.	**plan and implementation reflection** demonstrating how digital tools support language acquisition and content learning. **Evidence Required** • Integration of technology tools supporting listening, speaking, reading, and writing • Alignment of technology use with lesson objectives and ELD Standards • Evidence of scaffolded instruction supported by digital resources • Reflection describing how technology supports language development and student engagement Mastery requires demonstration that technology integration enhances both language acquisition and academic learning. **Overall Competency Requirement** Participants must demonstrate competency across all **CM.2 performance indicators** through successful artifact submission and instructor evaluation.

District Add-On Program
FLORIDA ESOL ENDORSEMENT MATRIX

Performance Indicators	Description of Assignment(s)	
CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.	Assignment 3 develops participants' ability to evaluate, select, and adapt instructional materials to support both academic learning and English language development for ELLs. The sequence follows a logical progression from analysis, to data-informed selection, to instructional adaptation. Participants first evaluate sample instructional materials using a structured rubric addressing linguistic accessibility, alignment to academic benchmarks and Florida's English Language Development (ELD) Standards, and relevance to students' backgrounds and experiences. This step builds participants' ability to identify characteristics of effective, standards-aligned materials and recognize potential barriers for ELLs. Participants then analyze English language proficiency data to select instructional resources appropriate for different proficiency levels. This step emphasizes the importance of using student language data to guide instructional decisions. Finally, participants adapt selected materials by incorporating scaffolding supports such as vocabulary strategies, graphic organizers, and language supports to maintain grade-level rigor while improving accessibility. This sequence ensures participants develop both the analytical skills to evaluate materials and the practical skills to adapt them to support ELLs' language development and academic achievement. Submitted artifacts provide evidence that participants can align materials to standards, differentiate instruction based on proficiency levels, and incorporate effective scaffolding strategies. **Assignment 3: Evaluate and adapt instructional resources aligned to proficiency data.** **Knowledge Acquisition Activities (9 Hours)** • Participants review sample instructional materials and evaluate them using a structured rubric addressing linguistic accessibility, standards alignment, and relevance to students' backgrounds and experiences.	

	• Participants analyze English proficiency data and select instructional resources appropriate for multiple proficiency levels. • Participants adapt selected instructional materials by incorporating vocabulary scaffolds, graphic organizers, and language supports that facilitate comprehension and participation. **Artifacts Submitted** • Resource evaluation report • Adapted instructional materials **Instructor Verification** Rubric confirms: • Alignment to academic benchmarks and ELD Standards • Appropriateness for proficiency levels • Effective scaffolding supports
CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.	Assignment 4 develops participants' ability to integrate technology tools that support both language development and academic learning for ELLs. The sequence progresses from understanding effective technology use, to instructional planning, to intentional integration within a lesson. Participants first review instructional resources that model how digital tools, multimedia supports, and language development platforms can enhance listening, speaking, reading, and writing instruction. This step builds awareness of how technology can support scaffolded instruction and increase student engagement. Participants then revise their lesson sequence to incorporate digital tools that support language development across the four language domains. This ensures that technology integration is aligned to

	instructional objectives rather than used as an add-on. Finally, participants develop a technology integration plan explaining how selected tools support scaffolded instruction, language acquisition, and measurable learning outcomes aligned to academic benchmarks and ELD Standards. This sequence ensures participants learn to **select and apply technology purposefully to support language development and content learning**. Submitted artifacts demonstrate alignment between technology tools and instructional objectives and provide evidence of effective integration of digital scaffolds within standards-based instruction. **Assignment 4: Design and implement technology-integrated instruction.** **Knowledge Acquisition Activities (8 Hours)** • Participants review instructional resources demonstrating effective use of technology tools that support language development and academic learning. • Participants revise their lesson sequence to incorporate digital tools that support listening, speaking, reading, and writing instruction. • Participants develop a technology integration plan explaining how selected tools support scaffolded instruction and language acquisition. **Artifacts Submitted** • Technology-integrated lesson plan • Digital resource integration plan **Instructor Verification** Rubric confirms: • Alignment between technology and learning objectives

	• Effective support of language development • Appropriate integration of digital scaffolds **Resources** • Common Sense Education – *How to Use Technology to Support ELLs* https://www.commonsense.org/education/articles/how-to-use-technology-to-support-ells-in-your-classroom • Teaching Academic Content and Literacy to English Learners IES/WWC Practice Guide (2020)

ESOL: Communication and Understanding for English Language Learners (ELLs) (CU) (Course 5) (60 hours)

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)

Standard: CU.1: Learning of Academic Content and Language for ELLs.

Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.

Performance Indicators:

CU.1.1 Provide instruction and experiences that meet individual student needs.

CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.

CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.

CU.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

District Add-On Program
FLORIDA ESOL ENDORSEMENT MATRIX

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
CU.1: Learning of Academic Content and Language for ELLs. Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.	To demonstrate competency in communication and understanding for English Language Learners, participants will design instructional practices that support both academic content learning and meaningful language development. Through a structured instructional planning process, participants will apply Florida's academic benchmarks and English Language Development (ELD) Standards to create learning experiences that promote communication, engagement, and access to instruction for all students. The activities emphasize differentiated instruction, academic language development, family engagement, and	Participants will be assessed through the submission of the completed lesson or mini-unit plan, standards alignment documentation, differentiation plan and family engagement artifact. Evaluation will focus on alignment to academic benchmarks and ELD Standards, appropriateness of scaffolds across proficiency levels, integration of academic language supports and the application of strategies that promote measurable academic progress. After receiving feedback, participants will revise their responses as needed. Rubric scores and instructional artifacts will be maintained for documentation and review.

	civic participation to ensure that ELLs are supported not only in their academic growth but also in their ability to communicate effectively and participate fully in school and community contexts. Participants will: 1. Align academic benchmarks with Florida's English Language Development (ELD) Standards to support integrated language and content instruction. 2. Design differentiated instructional strategies that address individual student needs using English Language Proficiency data. 3. Model appropriate academic language and communication practices expected in U.S. classrooms and workplaces. 4. Develop instructional routines that promote meaningful academic interaction across listening, speaking, reading and writing. 5. Design instructional experiences that build on students' background knowledge and lived experiences.	**CU.1.1 Assessment** **Provide instruction and experiences that meet individual student needs.** Participants submit a **differentiated instructional plan** aligned to English Language Proficiency data. **Evidence Required** • Instructional strategies differentiated across proficiency levels • Alignment of language objectives to proficiency descriptors • Use of flexible grouping, scaffolded questioning, and intentional instructional supports Mastery requires demonstration of instructional planning that responds to individual linguistic and academic needs. **CU.1.2 Assessment** **Model appropriate language and behaviors expected in U.S. school settings and workplaces.** Participants submit an **academic language routine plan** demonstrating how instructional activities

	6. Develop a family engagement plan that communicates academic expectations, parental rights and opportunities for involvement. 7. Integrate civic knowledge and responsibilities into instruction while supporting academic language development.	model academic communication practices. **Evidence Required** • Explicit modeling of academic language structures and discourse routines • Structured opportunities for student communication and interaction • Alignment between communication practices and lesson objectives Mastery requires clear integration of modeled communication practices that support academic language development. **CU.1.3 Assessment** **Collaborate with families, schools, and larger communities to engage ELL families in supporting their children's education.** Participants submit a **family communication and engagement plan** including informational resources explaining academic expectations and ESOL supports. **Evidence Required** • Clear explanation of academic benchmarks and ELD expectations

		• Recognition of parental rights and opportunities for family engagement • Strategies supporting collaboration between families, schools, and communities Mastery requires communication materials that support family understanding and participation in students' education. **CU.1.4 Assessment** **Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.** Participants submit a **civic engagement lesson component** aligned to academic standards and ELD objectives. **Evidence Required** • Integration of civic concepts and vocabulary • Structured discussion or interaction tasks supporting civic understanding • Alignment between civic learning objectives and language development supports Mastery requires instructional planning that integrates civic concepts while supporting academic

		language development.
Performance Indicators	**Description of Assignment(s)**	
CU.1.1 Provide instruction and experiences that meet individual student needs.	Assignment 1 develops participants' ability to design differentiated instruction that responds to the linguistic and academic needs of English Language Learners. The sequence of activities moves from understanding differentiation strategies, to analyzing student language proficiency data, to applying this knowledge in instructional design. Participants first review instructional resources describing research-based approaches for differentiating instruction for multilingual learners. This step builds foundational understanding of how instructional strategies such as flexible grouping, scaffolded questioning, and proficiency-aligned language supports promote access to academic content. Participants then analyze sample student language proficiency profiles to identify the linguistic demands of instruction and determine appropriate instructional supports. This step reinforces the importance of using **English Language Proficiency data to guide instructional decision-making**. Finally, participants apply their learning by designing differentiated instructional tasks that incorporate supports for multilevel classrooms. This progression ensures that participants develop both the **analytical skills needed to interpret student language data and the practical skills required to design responsive instruction**. Submitted artifacts (the differentiated instructional plan and student language profile analysis) provide evidence that participants can align instructional strategies to proficiency descriptors and implement differentiation practices that support access to learning for all students. Instructor verification through a rubric confirms that instructional planning reflects appropriate differentiation and responsiveness to	

	individual student needs. **Assignment 1: Design differentiated instruction aligned to proficiency data.** **Knowledge Acquisition Activities (12 Hours)** • Participants review instructional resources describing strategies for differentiating instruction for English Language Learners. • Participants analyze sample student language proficiency profiles and identify instructional implications for academic and language instruction. • Participants design differentiated instructional tasks incorporating flexible grouping, scaffolded questioning and proficiency-aligned language supports. **Artifacts Submitted** • Differentiated instructional plan • Student language profile analysis **Instructor Verification** Rubric confirms: • Alignment to proficiency descriptors • Appropriate differentiation strategies • Responsiveness to individual student needs **Resources** • Cambly Tutors. (n.d.) How to Teach Idioms to ELL Students | Cambly Tutor Tips. YouTube. [7:55] • Linkedin. (2025). How can ESL teachers help students master idiomatic expressions in English?

	• LitByLearning. (2025). How can we teach idioms meaning effectively in our ELL classrooms? • Communication and Understanding for ELLs https://esolinhighered.org/strands/communications/ • Can Descriptors https://wida.wisc.edu/teach/can-do/descriptors
CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.	Assignment 2 develops participants' ability to design instructional routines that model and support effective academic communication for English Language Learners. The sequence of activities progresses from understanding academic language expectations, to analyzing instructional models, to designing structured communication routines that can be implemented in classroom instruction. Participants first review instructional resources describing academic language structures, classroom discourse norms, and collaborative communication practices. This step builds foundational understanding of how academic communication supports language development and participation in classroom learning. Participants then analyze examples of instructional routines that demonstrate how teachers explicitly model communication expectations, including turn-taking, clarification strategies, and appropriate language use in academic contexts. This analysis helps participants recognize effective practices that support student interaction and language development. Finally, participants design structured classroom activities that provide opportunities for students to practice formal and informal language use, collaborative discussion, and academic discourse routines. This progression ensures that participants develop both the conceptual understanding of academic language practices and the practical ability to design structured communication opportunities for learners. Submitted artifacts (the academic language routine plan and communication protocol template) provide evidence that participants can design instructional routines that explicitly model academic communication and create structured opportunities for language practice. Instructor verification through a rubric confirms that the routines support academic language development and align with instructional objectives. **Assignment 2: Develop academic communication and discourse routines.**

	Knowledge Acquisition Activities (10 Hours) • Participants review resources describing academic language structures and classroom discourse practices. • Participants analyze examples of instructional routines that model communication expectations. • Participants design structured classroom activities that support formal and informal language use, clarification strategies, collaborative communication and turn-taking. **Artifacts Submitted** • Academic language routine plan • Communication protocol template **Instructor Verification** Rubric confirms: • Explicit modeling of academic language • Opportunities for structured communication practice • Alignment to academic learning objectives **Resources** • Classroom management for ELLs: https://www.continentalpress.com/blog/classroom-management-ells/#:~:text=Be%20consistent.,or%20provide%20assistance%20too%20quickly. • Effective Classroom Management for ESL Teachers: Practical Tips and Procedures: https://www.eslteachersjob.com/blog/effective-classroom-management-for-esl-teachers-practical-tips-and-procedures/

CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.	Assignment 3 develops participants' ability to design effective communication strategies that engage families of English Language Learners in supporting their children's academic and language development. The sequence of activities progresses from understanding family engagement principles to analyzing effective communication models, to designing practical communication resources for families. Participants first review research and resources describing effective family engagement practices and the role of schools in building partnerships with multilingual families. This step builds foundational understanding of how communication with families supports student learning and encourages meaningful parental involvement. Participants then analyze examples of multilingual school-family communication materials to identify strategies that make academic expectations, English Language Development standards, and school supports accessible to families. Finally, participants apply this understanding by designing a family communication plan that explains academic expectations, ELD standards, parental rights, and opportunities for involvement. This progression ensures participants develop both the conceptual understanding of family engagement practices and the practical ability to design communication tools that support collaboration between families and schools. Submitted artifacts (the family communication plan and parent informational resource) provide evidence that participants can develop clear, accessible communication materials that support family engagement and promote student success. Instructor verification through a rubric confirms that the materials clearly communicate academic expectations, include opportunities for family involvement, and align with academic and language development goals. **Assignment 3: Design a family engagement communication plan.** **Knowledge Acquisition Activities (11 Hours)** • Participants review research and resources describing effective family engagement practices. • Participants analyze examples of multilingual school-family communication materials.

	• Participants design a communication plan that explains academic expectations, ELD standards and opportunities for family involvement. **Artifacts Submitted** • Family communication plan • Parent informational resource **Instructor Verification** Rubric confirms: • Clear communication with families • Recognition of parental rights and involvement opportunities • Alignment to academic and language development expectations **Resources** • Back-to-School Tips: 8 Tips for Partnering with ELL Families: https://www.colorincolorado.org/article/back-school-tips-8-tips-partnering-ell-families • Community Schools: A Strategy for Success: https://www.colorincolorado.org/community-schools
CU.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.	Assignment 4 develops participants' ability to design instruction that integrates civic learning with academic language development for English Language Learners. The sequence of activities progresses from understanding the connection between civic education and language development, to analyzing relevant standards, to designing instruction that supports both civic understanding and academic communication. Participants first review instructional resources that illustrate how civic education concepts can be integrated into language development and content instruction. This step builds a foundational

	understanding of how civic topics can provide meaningful contexts for academic language use and student engagement. Participants then analyze grade-level standards related to civic participation to identify key concepts, vocabulary, and language demands associated with civic learning. Finally, participants design a lesson component that incorporates civic vocabulary, structured discussion opportunities, and scaffolded instructional tasks. This progression ensures participants develop both the conceptual understanding of civic education goals and the practical ability to design language-supported instruction that promotes civic awareness and academic language growth. Submitted artifacts (the civic engagement lesson component and vocabulary and discussion activity plan) provide evidence that participants can integrate civic content with language development strategies. Instructor verification through a rubric confirms that the lesson aligns with civic standards and ELD Standards, provides structured opportunities for academic discussion, and incorporates appropriate language scaffolding. **Assignment 4: Design civic engagement instruction supporting language development.** **Knowledge Acquisition Activities (12 Hours)** • Participants review instructional resources connecting civic education and language development. • Participants analyze grade-level standards related to civic participation. • Participants design a lesson component incorporating civic vocabulary, structured discussion and scaffolded tasks supporting civic understanding and academic language development. **Artifacts Submitted** • Civic engagement lesson component • Vocabulary and discussion activity plan

	Instructor Verification Rubric confirms: • Alignment to civic standards and ELD Standards • Structured opportunities for academic discussion • Appropriate language scaffolding **Resources** • FLDOE Civics Literacy Excellence https://civicsliteracy.org/home

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g

DATE OF SCHOOL BOARD MEETING: 6/23/2026

TITLE OF AGENDA ITEM: Farm-Ed Agriculture Lab

DIVISION: Career Technical and Adult Education (CTAE)

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

__X___The item is fully funded by industry certification incentive dollars.

PURPOSE AND SUMMARY OF ITEM:
Item Category Purpose & Educational Impact

Farm-Ed is a pioneering agriculture program that integrates controlled environment technology with a dynamic curriculum and real-time data dashboards in 9-12 grade classrooms to support Career & Technical Education courses.

FUND SOURCE: Industry Certification Incentive Dollars

AMOUNT: $19,000

PREPARED BY: Willie A. Jackson

POSITION: Director

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: _____

Per Mrs. H. Sapp request

CHECK REQUISITION

ISSUED CHECK #

DATE Feb 20 , 20 26

GADSDEN COUNTY HIGH SCHOOL

THE Agriculture
(Internal Acct # and Name of Organization Funding Source)

PLEASE MAKE CHECK PAYABLE TO: Farm-Ed Inc

FOR THE AMOUNT OF $ 19,000

THESE FUNDS ARE BEING SPENT FOR Grow Chamber Program

Quote attached

6.55
Signed (Teacher/Sponsor)

THE FOLLOWING AREA SHOULD BE COMPLETED BY OFFICE PERSONNEL

DATE CHECK PRINTED:

Signed (Bookkeeper/Treasurer/Representative)

APPROVED BY: Pamela Sapp
Principal

INSTRUCTIONS

Teacher/Sponsors will prepare this form in duplicate, sending BOTH copies to school treasure, who will insert check number on both copies, retain original, and return duplicate invoices or bills must be attached to original.

GADSDEN COUNTY SCHOOL DISTRICT CTE DEPARTMENT
ORDER FORM

Instructor Eric Tarscint School Gadsden County High School

Vendor Farm-Ed Inc.

Quantity	Item Number	Description of Items of Materials	Unit Price	Amount
1		Farm-Ed Educational Bundle	19,000	19,000
			Sub Total	$ 19,000
			Shipping	$600
			Total	$ 19,600

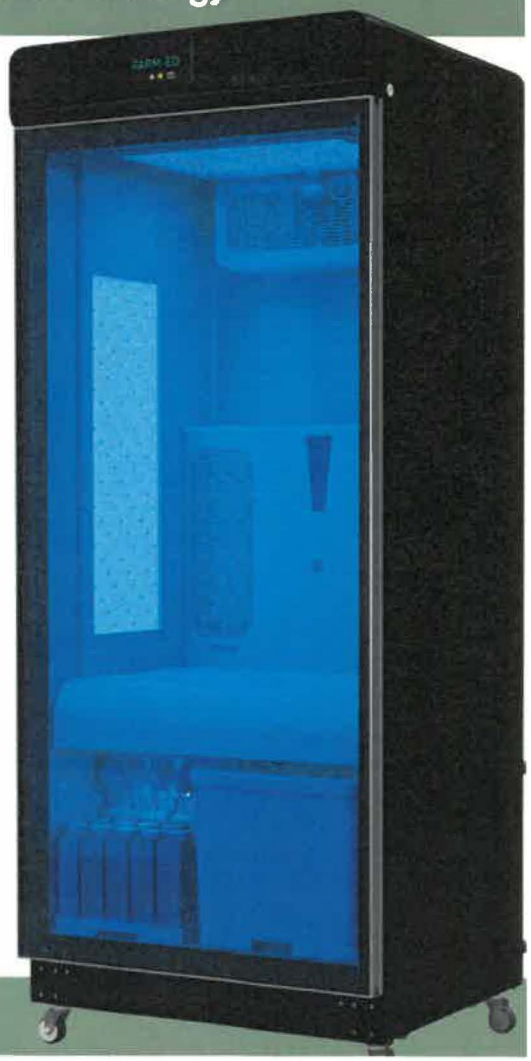
Farm-Ed

GROWING STEM INNOVATORS



Farm-Ed is a pioneering STEM technology program that integrates controlled environmer grow chambers with a dynamic curriculum anc real-time data dashboards in K-12 classrooms.

Farm-Ed's vision is to make STEM education accessible to all students through innovative AI-powered agricultural tools and curriculum that prepares students for future careers in sustainability and technology.



TURNING VISION INTO REALITY

FARM-ED PROVIDES:

- Grow Chamber and all supplies
- Weekly lessons aligned to course standards
- Data Dashboard access and tutorials
- Customized professional development

The Farm-Ed program, designed by industry experts, fits into any classroom without collecting data on students. We help learners investigate STEM topics and technology in an approachable and engaging way, equipping them with the skills to analyze data dashboards and make data-driven decisions.

Farm-Ed

GROWING STEM INNOVATORS



DATA ANALYSIS

The lab-grade sensors in the Farm-Ed Grow Chamber collect over 216,000 data points daily. Throughout the plant's life, learners and teachers have access to view the data sets in user-friendly graphs, tables, and charts through the Data Dashboard. The accompanying tutorials strengthen learners' data analysis and prediction skills.

BENEFITS OF FARM-ED

Improved Learner Engagement

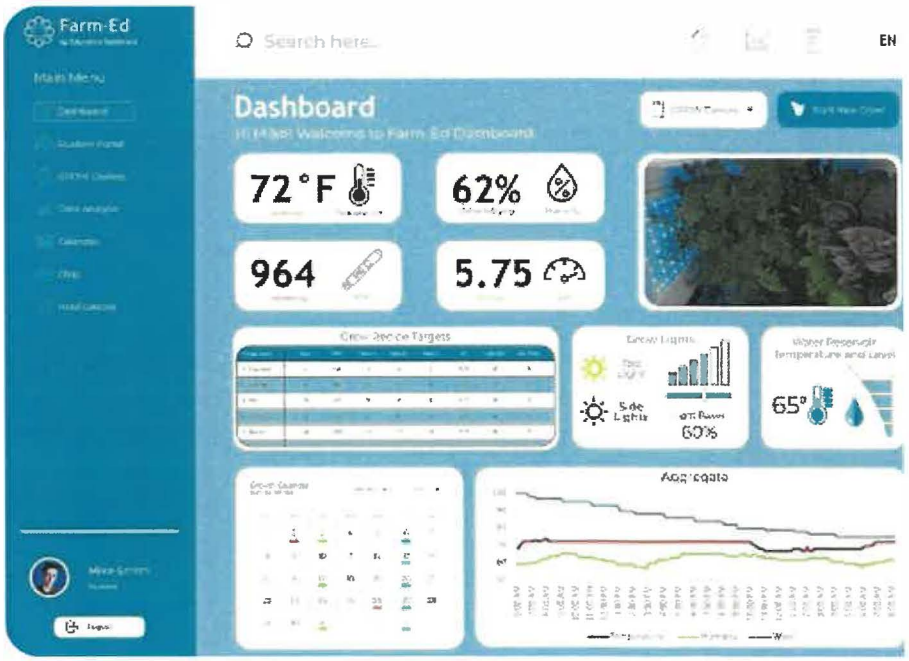
Learners experience real-world applications of science, technology, engineering, & math standards through project-based learning and hands-on experimentation.

Workforce Development

Learners earn industry-backed certifications through first-hand experience with industry technology.

Enhanced Teacher Instruction

With constant support from horticulturists and project-based learning experts, teachers provide an elevated classroom experience. 96% of Farm-Ed teachers report saving over 60 minutes of planning time by utilizing the curriculum and resources weekly.



Customizable recipes guide the AI to maintain the Grow Chamber's environment, allowing for meticulous experiments on variables such as light intensity, temperature, and nutrient levels. Learners can simulate precise environmental conditions, empowering educators to seamlessly integrate advanced experimentation into classroom practice

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7h

DATE OF SCHOOL BOARD MEETING: 6-23-2026

TITLE OF AGENDA ITEM: Tiny House Sale

DIVISION: Career Technical and Adult Education (CTAE)

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

PURPOSE AND SUMMARY OF ITEM:
The sale of a Tiny House (576 sq ft) that was designed and constructed by the students of the Building Maintenance and Management class.

The house received the Stella Award from Parade of Homes. Parade of Homes lists the house at $75,000. I think we can list the house for as low as $60,000 to help a deserving person in Gadsden. We can recover our expense of $30,000 and $20,000 for student labor to remain with the program (Building Maintenance and Management). The remaining $10,000 will be set aside for closing fees, moving, and set up.
FUND SOURCE: GTC General Fund

AMOUNT for Sale: $60,000-$75,000

PREPARED BY: Willie A. Jackson

POSITION: Director

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: _____






PARADE of homes
Entry #1
BIA
PARADE of homes

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7i

DATE OF SCHOOL BOARD MEETING: June 23, 2026

TITLE OF AGENDA ITEM: Gadsden County Classroom Teacher Agreement
2024-2027 Collective Bargaining Agreement

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The Gadsden County School Board Bargaining Team and the Gadsden County Classroom Teachers Association are seeking Board approval of the 2024-2027 Collective Bargaining Agreement in its entirety, including the Bereavement Language for GCCTA, the Salary Schedule impacted by the Teacher Salary Increase Allocation (TSIA), and Oversized Classes/Compensatory Leave.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sonya L Jackson

POSITION: Director of Human Resources and Chief Negotiator

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: _____

Collective Bargaining

The School Board of Gadsden County

and

The Gadsden County Classroom Teachers Association

July 1, 2024 – June 30, 2027

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PREAMBLE

This Agreement, entered this 1st day of July 2024, by and between The School Board of Gadsden County, Florida, hereinafter called the "Board", and the Gadsden County Classroom Teachers Association, hereinafter called the "GCCTA", an affiliate of the Florida Education Association and American Federation of Teachers and the National Education Association,

WITNESSETH:

That in consideration of the following mutual covenants, it is hereby agreed as follows:

ARTICLE I - RECOGNITION

The Board hereby recognizes the GCCTA as the exclusive collective bargaining representative for the professional employees of The School Board of Gadsden County, Florida described as follows:

> All full-time certificated instructional employees (as defined in applicable Florida Statutes, State Board of Education Regulations, and Policies, Rules and Regulations of The School Board of Gadsden County, Florida); PROVIDED, HOWEVER, that the Bargaining Unit shall not include any of the following: District Superintendent of Schools; Assistant District Superintendent of Schools; Directors, Coordinators, Supervisors; Visiting Teachers, Public Information Officers; Psychologists, Research Assistants; Occupational Specialists; Principals; Assistant Principals, R.O.T.C. personnel; Curriculum Assistants and Helping Teachers. The Bargaining Unit shall include Teachers, Peer Teachers, Librarian/Media Specialists, Behavior Specialists and Guidance Counselors.

Whenever used hereinafter, the term "teacher" shall mean any professional employee who is included in the foregoing appropriate unit.

ARTICLE II - ASSOCIATION RIGHTS AND RESPONSIBILITIES

A. The GCCTA shall be permitted use of school property, facilities and equipment in accordance with applicable provisions of Gadsden County School Board Policy.

B. The GCCTA shall have the right to post notices of activities and matters of GCCTA concern on one bulletin board in a designated area mutually agreed upon by the president of the GCCTA and the site administrator at each school center. Only GCCTA notices authorized by the president of the GCCTA or the GCCTA building representative may be posted. Prior to the posting of each notice a copy will be given to the building principal, which shall be a prerequisite to such posting.

C. The GCCTA shall have the right to use teacher mailboxes for official communications. Such distribution shall be incompliance with procedures agreed upon by the site administrator and GCCTA.

D. The GCCTA Building Representative shall have the opportunity to make brief announcements to those who voluntarily remain at the end of the School Faculty meeting.

E. Duly authorized representatives of the GCCTA shall be permitted to transact official GCCTA business on school property after making such arrangements with the building administrator provided such transaction of business does not interrupt, interfere with or disrupt school business, activities or operations, or violate any applicable law, policy, rule or regulations.

F. The board shall provide GCCTA without charge, during the weeks of September 1 and February 1 of each year a list of employees including the following information: name, classification pay grade, hourly rate of pay, work site, home address, work phone number, and district hire.

The board also agrees to furnish to the union in response to reasonable requests all available information concerning names, addresses, seniority and experience credit of all bargaining unit members; compensation paid thereto; agencies, minutes, and reports to all open Board meetings; census and membership data; and such other information as will assist the Union in developing intelligent, accurate, informed and constructive programs or proposals on behalf of employees together with information which the Union may require to process any grievance or complaint.

G. The Board shall provide upon request by the GCCTA president and without charge a list of teachers including the following information: name, home address, classification, salary, step, grade level or subject area, degree, contract status, hire date, and work site name.

H. Upon appropriate authorization by any teacher, the Board will directly deposit the teacher's entire salary into any official financial institution that provides a bank routing number.

I. The Board shall deduct from the pay of each employee all uniform assessments, provided that at the time of the deduction there is in the possession of the Board a valid form for such deduction, executed by the employee, in the form and according to the terms of the authorization. Such authorization shall continue year after year unless revoked by the employee.

1. The GCCTA shall indemnify and save harmless the Board and its employees from any and all claims, demands, suits, judgments, awards and costs incurred in connection with any such claim, demand or suit resulting from any action taken or omitted by the Board or its

employees for the purpose of complying with the provisions of this Article.

2. If at any time during the duration of this Agreement, the GCCTA violates the anti-strike provision of Florida Law, or if there is a refusal to perform the duties of employment by any member of the GCCTA, this Article shall immediately become void and inoperative during the terms of this Agreement.
3. Legislative Committee – A legislative committee comprised of five (5) members appointed by the GCCTA President shall be allowed three (3) days during the Legislative Session to lobby for educational concerns benefiting the Gadsden County School District.
4. Florida Education Association Delegate Assembly – The Board agrees to grant two (2) days to each elected delegate to attend the Annual Delegate Assembly of the Florida Educational Association.
5. President's Release Time – The President of the GCCTA or designee shall be granted ten (10) release days to conduct Association Business.
6. Negotiations Committee. A list of members of the GCCTA Negotiations Committee shall be provided to the District's Chief Negotiator by February 1 of each year. Up to eight (8) members of such committee shall be provided with temporary duty for negotiations that are scheduled during the school day.

J. Paid leave for GCCTA Activities – Each year of this contract, representatives of the GCCTA may be granted up to a total of ten (10) days of paid leave to conduct GCCTA business provided the following conditions are met:

1. A teacher shall provide the site administrator with a leave request form for the paid leave a minimum of forty-eight (48) hours prior to such leave.
2. The site administrator shall approve the request for paid leave unless he/she document in writing at least 24 hours in advance that the teacher's absence would significantly impede the operation of the work unit, under no circumstances shall leave be denied after the leave has been duly authorized and approved by the administrator.
3. No more than two (2) teachers may be absent from any faculty on any day on such paid leave.
4. No more than ten (10) teachers in the district may be absent on such paid leave on any day.
5. Except for the president of the GCCTA, no teacher may be absent on paid leave for GCCTA activities for more than ten (10) days.
6. The School Board, in conjunction with the GCCTA, shall be responsible for tracking the amount of paid leave taken for GCCTA activities.

K. During the regular workday, the Executive Director of the Big Bend Service Unit of the Florida Education Association and/or the president of GCCTA may visit teachers at the site, provided the authorized representatives report their presence to the site administrator or his/her designee and they do not interfere with, nor disturb, normal site operations or cause the loss of instructional time. No authorized representative shall use this privilege except to conduct GCCTA business.

ARTICLE III - GRIEVANCE PROCEDURE

A. Definitions.

1. "Grievance" shall be defined as a dispute involving the interpretation, application, or violation of a provision(s) of this contract.
2. "Grievant" shall mean any employee or group of employees who have filed a grievance.
3. "Day" shall mean a district workday based on the calendar approved by the Board. The application of this provision shall not, however, result in the extension of a time period stated in this Article for more than ten (10) days.
4. Grievance Forms. Each grievance, request for review, and notice of arbitration must be submitted in writing on the appropriate grievance form and signed by the grievant(s). All grievance forms shall be dated when received. The grievance forms may be filed in person or by means of FAX, U.S. mail, or other recognized means of delivery.

B. Informal Resolution. When employees have a problem or complaint, they should attempt to resolve it through discussions with their supervisor or other appropriate personnel. If the problem or complaint cannot be resolved in that manner, the grievance procedure is provided as a formal means for resolving the grievances of employees as defined below. An effort to resolve a problem or complaint under this provision does not waive the time limits for filing a grievance at Step 1 as provided in Section E.3, below.

C. Resort to Other Procedures.

1. It is the intent of the parties to first provide a reasonable opportunity for resolution of a matter that constitutes a grievance through the grievance procedure. If prior to seeking resolution of a dispute by filing a grievance hereunder, or while a grievance is being processed, an employee formally initiates resolution of the matter in any other forum, whether administrative or judicial, the Board shall have no obligation to proceed further with the matter pursuant to this grievance procedure.
2. As an exception of the provision in paragraph A above, a grievant may file an EEOC charge while the grievance is in process when such filing becomes necessary to meet federal filing deadlines pursuant to 42 U.S.C. s. 2000e et seq. Furthermore, an employee may seek resolution of a dispute through site or school procedures prior to filing a grievance and may request the site administrator an extension of the time limits for initial filing of the grievance for this purpose.

D. Representative and Appearances

1. An employee shall choose at Step I and Step II whether to be represented by GCCTA or to represent him/herself. GCCTA shall not be required to process grievances for employees who are not members of the Association.
2. The resolution of any grievance as defined herein shall not be inconsistent with the provisions of this contract, and the grievant shall have the opportunity to have GCCTA present at any meeting involving the grievant called to discuss such a resolution.
3. Time spent by grievant's and GCCTA representatives investigating and processing grievances outside regular working hours shall not be counted as time worked.

E. Formal Grievance Procedure.

1. If the parties are unable or unwilling to resolve a grievable concern or problem through the informal process described in Section A, 1 above, a formal grievance may be filed under this Section.
2. Time Limits.
   a. The time limits provided in the Article shall be observed but may be extended by

written agreement of the parties. Whenever illness or other incapacity of a party necessary to hear the grievance prevents his/her presence at a grievance meeting, the time limits shall be extended, by mutual consent, to such time that the party can be present. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party, the Board shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.

b. Upon failure of any administrator to provide a decision at any step, within the time limits provided in this Article, the grievant may proceed to the next step. Upon failure of the grievant to file at the next step within the time limits provided, the grievance shall be deemed to have been resolved by the decision at the prior step.

c. Upon written agreement of the parties, any step in this procedure may be waived.

d. A grievant may withdraw his/her grievance at any step but that same grievance may not be filed a second time unless it is of a continuous nature.

STEP I

A grievance shall be filed with the employee's site administrator within twenty (20) days following the occurrence of the alleged violation of the contract if the informal resolution process is used or ten (10) days if the informal resolution process is not used. The grievance shall state the facts giving rise to the alleged violation, the specific section(s) of the contract alleged to have been violated, the employee's contention with respect to these provisions, and the specific relief sought, and shall be signed by the grievant. Within twenty (20) days after receiving the grievance, the site administrator shall meet with the grievant and representative, if representation is being used, and communicate his/her decision in writing to the grievant and the grievant's representative or otherwise resolve the grievance.

STEP II

If the grievant is not satisfied with the decision at Step I, he/she may, within ten (10) days following receipt of the Step I decision or following the date on which the Step I decision was due if no decision is provided, file a request for review of the Step I decision with the Deputy Superintendent or his/her designee on the appropriate form. The Superintendent's designee shall, upon request, meet with the grievant and/or representative and may conduct whatever investigation is necessary to make a finding. Within twenty (20) days of the receipt of the grievance at Step II, the Superintendent's designee shall communicate his/her Step II written decision to the grievant and/or representative or otherwise resolve the grievance.

STEP III

If the aggrieved is not satisfied with the disposition at Step II he/she may, within ten (10) days after the answer at Step II, appeal in writing on the proper form the original grievance to the Superintendent. The Superintendent may conduct whatever investigation is necessary to make a finding. Within twenty (20) days after the receipt of the grievance, the Superintendent shall notify the grievant as to his/her disposition of the grievance.

STEP IV

Mediation:
The parties may, by written agreement, submit a grievance to mediation to be conducted by the Federal Mediation and Conciliation Service (FMCS), prior to being submitted to arbitration. When the parties agree

to mediate an issue, the time limits to file for arbitration shall automatically be extended for the period necessary to conclude the mediation process.

STEP V

Arbitration:

a. If the grievance has not been satisfactorily resolved at Step III, GCCTA may, within ten (10) days following receipt of the Step III decision or following the date on which the Step III decision was due if no decision is provided, file an intent to submit the grievance to arbitration with the superintendent or his/her designee.

b. A grievance filed at Step III on which no action has been taken by the grievant for twenty (20) days shall be deemed withdrawn and resolved in accordance with the decision issued at the prior step.

c. Disclosure of Information. Neither the Board nor the grievant shall be permitted to assert in arbitration preceding any grounds or rely on any evidence that has not previously been disclosed to the other party.

d. Selection of Arbitrator. The parties shall follow the American Arbitration Association procedure for selection of an arbitrator and shall conduct the arbitration under its rules and procedures except as modified by the provisions of this Contract. The arbitration shall be scheduled within sixty (60) days following selection of the arbitrator.

e. Authority of the Arbitrator.
   1. The arbitrator shall have no power to alter, add to, or subtract from the terms of this contract. Arbitration shall be confined to the application and interpretation of this Contract and the precise issue(s) submitted for arbitration. The arbitrator shall refrain from issuing statements of opinion or conclusions not essential to the determination of the issues submitted.
   2. In rendering decisions, an arbitrator shall give due regard to the responsibilities of the Board and the Superintendent and their designees as provided in law and rule and shall so construe such responsibilities, except as they may be specifically conditioned by this Contract.
   3. The arbitrator's decision shall be final and binding on the parties as provided in Section 447.401, Florida Statutes, provided that either party may ask that an appropriate court vacate such a decision on one or more of the grounds stated in section 682.13, Florida Statutes.
   4. An arbitrator's award may be retroactive as the equities of a case may demand, but an award shall not be retroactive to a date earlier than sixty (60) days prior to the date the grievance was initially filed except for those provisions of State or federal law that may require an earlier date.

f. Fees and Expenses. The losing party shall pay the fees and expenses of the arbitrator. A party desiring a transcript of the arbitration proceedings shall provide written notice to the other party at least five (5) days prior to the date of the arbitration and shall be responsible for scheduling a stenotype reporter to record the proceedings and for paying the appearance fee of the reporter and the cost of obtaining an original transcript. The party shall also provide a photocopy of the transcript to the other party upon written request and payment of reasonable copying expenses.

Processing.

a. The site administrator shall refuse consideration of a grievance not filed or processed in accordance with this Article.

b. If a grievance arises as the result of a condition that the immediate supervisor is without jurisdiction to resolve, the grievance shall be filed at Step II after discussing such filing with the Superintendent's designee.

g. Precedent - No complaint informally resolved, or grievance resolved at either Steps I or II, shall constitute a precedent for any purpose unless agreed to in writing by the Board and GCCTA.

h. Documents. The grievant or representative shall be provided, upon request and with reasonable copying charge, with a copy of any identifiable document relevant to the grievance. All written materials dealing with the processing of a grievance shall be filed separately from the grievant's personnel file except an arbitration decision or a settlement agreement that requires personnel action(s) that affects the grievant.

i. Notwithstanding the expiration of this contract, any claim or grievance arising while it was in effect may be processed through the grievance procedure until resolution, provided it is timely filed.

j. Hearings and conferences under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses, entitled to be present, to attend, and will be held, insofar as possible, after regular school hours, or during working time of personnel involved. When such hearings and conferences are held, at the option of the administration, during school-working hours, all employees whose presence is required shall be excused, with pay, for that purpose.

k. Adjustments of any grievance as described herein shall not be inconsistent with the provisions of this Agreement.

ARTICLE IV - TEACHING CONDITIONS

A. Workday

1. The parties agree that each teacher's normal workday shall cover a period of seven (7) hours and thirty (30) minutes.
2. The time for beginning and ending of that teacher's workday shall be determined by the Principal at his/her discretion, subject to change by the Superintendent, and provided further, that the duration of the teacher's workday shall be extended when the Principal requests the attendance of the teacher at a conference, group meeting, or other performance of professional responsibility.

B. Faculty Meetings

1. Regularly scheduled faculty meetings shall not extend the teacher's workday by more than forty-five (45) minutes unless agreed upon by majority vote of the teachers present. The vote must be initiated by a teacher.
2. At least twenty-four (24) hour notice shall be given before any faculty meeting other than those needed to deal with emergency situations.

A teacher shall provide written notification, including reason of regret, to the school administration if he or she is not able to attend a regularly scheduled faculty meeting or emergency called meeting.

C. Instructional Framework

1. Each teacher's workweek shall not be more than fifteen hundred (1500) minutes of direct student instructional time except in those schools with extended day (Differentiated Accountability), schools with 8 periods of 45 min/elem. schools with 55 min periods, or schools with extended Reading blocks in the approved District Plan. Teacher work schedules shall be determined by the site administrator. Efforts shall be made to give teachers the opportunity to have input into developing their work schedules.
2. Consideration shall be given to the number of students, class composition and planning. The school administrator reserves the right to make the final decision.
3. All teaching schedules will be provided during preplanning; teaching assignments are based upon certification and school leaders will notify staff in a timely matter prior to the beginning of the new school year.
4. Assignments may be revised as needed, but not to go into effect less than one week (5 teacher workdays) after written notice.
5. Teachers hired after preplanning shall receive teaching assignments and schedules on the first day of employment.
6. Every effort shall be made to minimize and/or reduce the number of preparations each teacher shall have. In furtherance of this responsibility, the parties agree that teachers shall not be required to teach in more than three (3) certification areas, nor teach subjects involving more than three (3) different preparations or any combination to exceed three (3) preparations in secondary schools.
7. Within a given site, the administration shall make a reasonable effort to balance the load between teachers teaching identical courses.

D. Instructional Resources

1. Teachers will be expected to exercise reasonable control, under the direction of the site administrator, of textbooks, supplies, or equipment assigned to them.
2. Teachers will be provided with supplies textbooks, and teaching materials as deemed necessary by the site administrator to teach the course assigned.

3. Teachers shall not be required to purchase supplies, textbooks, materials or equipment from their personal funds.
4. The Board agrees to make available in each school word processing and reproduction/duplicating capabilities to aid teachers in their preparation of instructional materials. Audio-visual equipment shall be made available in each school for classroom use.

E. Planning/Preparation Time

School principals shall make every effort to ensure teachers are provided duty-free planning without risking the safety of students. Administrators and teachers at any site shall develop a plan to allow duty-free planning using site-based decision making. However, the final decision shall remain with the site administrator. If the planning time is compromised with duty, an agreement can be reached among staff and administrator concerning the lost planning time.

F. Extended Day/Year

Any Florida statutory requirement of schools to provide additional instruction outside of the standard student day or year shall adhere to the following:

1. The assignment for instructors at these schools to teach during the extended day or year shall receive additional pay equal to their hourly rate.
2. Teachers at the designated schools may request in writing a transfer within ten (10) days of notification. Each request will be considered on a case-by-case basis.

G. Additional Period Pay

1. The parties recognize that in some schools because of staffing issues teachers may be selected to teach more than the contractual mandated number of teaching periods.
2. Teachers who agree to teach additional instructional periods can discuss with their administration flexibility with their planning time, and/or other duty assignments.
3. For teaching each additional instructional period, teachers shall receive one (1) additional hour of compensation equal to their hourly rate of pay.

H. Lunch Period

1. Every effort shall be made to provide teachers with a duty-free lunch period equal to the student lunch period without risking the safety of students. Administrators and teachers at any site shall develop a plan to allow duty-free lunch using site-based decision-making. However, the final decision shall remain with the site administrator.
2. On planning days, the lunch period shall be (1) hour.

I. Safety

1. Teachers shall report potentially unsafe facility conditions in the classroom or other school facility to their principal.
2. The principal will investigate and document every effort to correct conditions that he/she determines to be hazardous or potentially dangerous. The principal shall reply to the concern in writing if the teacher's concern is communicated to the principal in writing.

J. Parent/Teacher conferences

1. Private conference space in each school, in a classroom or other non-student-occupied area designated by the principal, shall be provided for necessary teacher conferences with parents and/or students.
2. Teachers shall be notified in writing twenty-four (24) hours before a Parent/Teacher conference is scheduled. The requirement that the teacher be notified at least twenty-four (24) hours in advance may be waived in writing by the teacher.

3. When a teacher needs to make a telephone call relating to school business during which confidential information will be discussed, the building administrator/designee will ensure the privacy of the call.
4. Should a teacher find it necessary to make a long-distance call, prior approval must be granted by the building administrator/designee.
5. The principal of each school shall designate an area to be used for interfaculty conferences.

K. Classroom Visitations

Visits of a teacher's class by persons other than school and/or district administrative/supervisory personnel, the Board or its designated committee or representative thereof, shall be allowed only after consent has been granted by the building principal or, in his absence, the person in charge at that time, and the teacher has been notified at least twenty-four (24) hours in advance. The requirement that the teacher be notified at least twenty-four (24) hours in advance may be waived in writing by the teacher.

L. Compensatory Time

1. Compensatory time may be granted if the following provisions are met:
   - i. Compensatory time may be earned only for duties assigned specifically by the building administrator beyond the contractual teaching day as required or essential to the stated objectives of a course or program.
   - ii. Compensatory time shall not be earned for activities associated with recognized supplement positions (coaching, cheerleading, etc.), or for faculty meetings, or parent-teacher conferences.
   - iii. Compensatory time shall be earned for PTO meetings, Parent expos and school open houses.
   - iv. Compensatory time shall only be used on planning days, including pre and post planning days, and at the end of the regular school day after student hours, or at such other times during the regular workday that would not require the payment of a substitute. Compensatory time shall not be used during scheduled in-service training activities.
   - v. Compensatory time shall be earned or taken only with the advanced approval of the building level administration as evidenced by completion of the Gadsden District Compensatory Time Approval Form.
   - vi. No monetary reimbursement shall be awarded for compensatory time.
   - vii At the end of the teacher contract year or upon the resignation of the teacher, whichever comes first, all unused compensatory time will expire.
   - viii The nature of teacher assignments beyond the normal workday, for which compensatory time will be granted, shall be determined by the site administrator in cooperation with the site-based decision-making teams. Assignments may be revised as needed.

ARTICLE V - LEAVE

Teachers who will be absent from work shall notify the site administrator or her/his designee no later than one (1) hour and thirty (30) minutes prior to the beginning of the teacher's workday, giving notification of their pending absence. Teachers shall not be responsible for securing substitutes.

A. Sick Leave

Each teacher employed on a full-time basis who is unable to perform their duties because of their own illness, or because of illness or death of their father, mother, brother, sister, husband, wife, child or other close relative, or member of their own household, and who consequently has to be absent from their work, shall for such necessary absence be entitled to four (4) days of sick leave as of the first day of employment of each contract year, and shall thereafter earn one day of sick leave for each month of employment, which shall be credited to the employee at the end of that month, and which shall not be used prior to the time it is earned and credited to that employee; PROVIDED, that the employee shall be entitled to earn no more than one day of sick leave times the number of months of employment during the year of employment; and PROVIDED, FURTHER, that such leave shall be taken only when necessary because of sickness as herein prescribed. Such sick leave shall be cumulative from year to year, without limitation on the number of days of sick leave that may accrue to any employee; and PROVIDED, FURTHER, that at least one-half of such cumulative leave must be established within this school district. In case of reasonable doubt as to the validity of any sick leave claim, the Superintendent may require a supporting certificate of illness from a licensed physician.

A teacher may transfer their earned sick leave to a spouse, child, parent, sibling or any designated person who is also a district employee to use her/his sick leave that has accrued to the authorizing employee, provided that the recipient has depleted all of his or her sick leave. Donated sick leave shall have no terminal pay value to the recipient.

B. Personal Leave

Personal leave up to a maximum of six (6) days per fiscal year, with compensation, may be granted by the Superintendent, provided that the use of such leave shall be charged to the individual's currently accrued sick leave, and provided further that such personal leave shall be noncumulative.

C. Illness-In-Line-Of-Duty-Leave

Any teacher shall be entitled to illness-in-line-of-duty-leave when he/she must be absent from her/his duties because of illness from any contagious or infectious disease contracted therein. Illness-in-line-of-duty-leave is intended to deal with the illnesses normally known as childhood diseases, such as mumps, measles, and chicken pox. This leave does not include normal adult illnesses such as colds and influenza. Any teacher requesting such leave shall provide proof, when so requested, that illness was contracted while discharging her/his duties as such employee. Such leave may be authorized for a total of not over ten (10) days during any school year, subject to the provisions of 1012.63 (1)

Where the amount of compensation payable under the provisions of the education code, for injuries, accidents or other disabilities which would entitle the employee to compensation under the provisions of the Florida Workers' Compensation Law, exceeds the amounts payable under the compensation law, payments shall be made, as provided in the education code, for the difference between the amount paid under the Workers' Compensation Law and the amount due under the provisions of the education code.

D. Professional Leave

Professional leave, with compensation, when approved by the Superintendent, may be granted by the School Board for voluntary leave of any member of the instructional staff for the individual's professional benefit or advancement. Such leave shall be for a maximum of three (3) days for each year's service in this school district and may be cumulative to a maximum of twelve (12) days. Professional leave for teachers may be granted during post-school and pre-school periods for attendance at summer sessions of colleges and universities provided that suitable arrangements for performance of the individual's duties are made with the Superintendent.

Leave of absence for one semester or for one year, for professional study or travel, and without compensation, when approved by the Superintendent, may be granted by the School Board.

E. Temporary Duty

1. "Leave-in-Line-of-Duty" is authorized for members of the instructional staff who are assigned by the Superintendent to be temporarily absent from their regular duties and places of employment for the purpose of performing other educational services. Employees performing such assigned temporary duties shall not be on leave.
2. Any GCCTA member who is an elected voting delegate to the Annual Florida Education Association Representative Assembly shall be assigned temporary duty for the purpose of attending this meeting. Names of voting delegates shall be submitted to the Deputy Superintendent or his designee annually by the GCCTA president to secure leave for this purpose.

F. Leave for Jury Duty and/or Court Processes

For court appearances or duty performed, pursuant to court process, by a teacher during school work hours, the teacher shall receive from the Board full pay, allowances and/or reimbursements as follows:

1. When summoned to appear as a juror, or as a witness (except as a character witness) in any civil or criminal action in which the employee is neither plaintiff nor defendant: full pay, without allowances or reimbursements, with the employee retaining any payments or fees from the court or other third parties for such appearance; but,
2. When summoned to appear as a defendant or as a witness in any action arising out of and in the course of her/his employment by the Board: full pay, allowances and/or reimbursements as though on "leave in line of duty", with any payments or fees received from the court or other third parties for such appearances to be endorsed to the Board.

G. Military Leave

Military leave shall be granted as required by law or Florida State Board of Education Rules and may be granted as thereby permitted.

Military Caregiver and Qualifying Contingency Leave. An employee who is a caregiver of a relative who suffers serious injury or illness during active military duty or has a qualifying exigency as a result of a family member being on active duty in the National Guard or Reserves in support of a contingency operation, may qualify for a category of FMLA leave as described in District Policy.

H. Parental Leave

Any teacher or their spouse may be granted leave without pay, not to exceed one year in duration, incident to the birth or adoption of a child.

The application for such leave must be accompanied by a licensed physician's certificate attesting to the pregnancy of the applicant or the spouse of the applicant, the probable term thereof and the recommended period of confinement, or, in the case of adoption, by satisfactory evidence of the date custody of the child shall be delivered to the applicant.

Upon the filing of an application for parental leave, the teacher and the principal shall, subject to the approval of the Superintendent and the Board, mutually determine the commencement date for such leave, based on evaluation of the capacity of the prospective mother to discharge their teaching duties and/or the expected date of birth of the child or receipt of custody of the child to be adopted, as the case may be, and the leave shall continue for the remainder of the school year unless otherwise requested by the teacher and approved by the Board. No person on parental leave shall engage in remunerative employment with any other school board.

Family Medical Leave - Employees requesting unpaid leave for serious personal or family illness are entitled to continue Board contributions to insurance programs as provided for in the Family Medical Leave Act. Employees wishing to receive this benefit must identify their leave request as a "Family Medical Leave" prior to taking the leave and submit a completed "Certification of Physician" form with their leave request. Employees who do not return to work with the District shall be required to repay the Board contributions made during their unpaid leave.

A. Eligibility: All full-time employees covered by this agreement who have worked for the Board at least twelve (12) months preceding the start of leave may be entitled to a total of twelve (12) work weeks of unpaid leave during any twelve (12) month period when leave is taken for one or more of the following circumstances:
   1. The birth of a son or daughter of an employee and to care for the child.
   2. The placement of a son or daughter with an employee for adoption or foster care.
   3. To care for the spouse, son, daughter or parent of an employee, if the family member has a serious health condition.
   4. The employee is unable to perform the functions of the position because of the employee's own serious health condition.

I. A teacher who is absent from the workplace for three (3) or more consecutive days, without authorized leave, shall be considered to have abandoned her/his position and resigned from the district.

J. Substitute Teacher
1. In all cases, every effort shall be made to secure a substitute in the event of a professional employee's absence.
2. Except in the case of an emergency, and with consent of the professional employee who would receive students, the students of an absent professional employee shall not be divided and/or placed into the classes of other professional employees.
3. Any substitute assignments shall be rotated equitably among all professional employees; however, volunteers shall always be sought first.

K. Benefits During Unpaid Leave
a. Any employee granted a leave of absence as provided in this article shall be given the opportunity, unless otherwise provided, to continue insurance coverage in existing District programs during the leave, provided the entire premiums (Board and employee contribution) for such insurance programs shall be paid by the employee monthly in advance of the month due.
b. To the extent permitted by the Florida Retirement System, employees shall be given the opportunity to continue retirement programs, provided the employee pays the full cost of

such programs. Forms are available from the Florida Retirement System for the employee to purchase such leave time.

L. Alternative Compensatory Leave for Oversize Classes

In November 2002, Florida's voters approved a state constitutional amendment (Article IX, Section 1, Florida Constitution Amendment) setting limits for the maximum number of students in a classroom by the start of the 2010-11 school year. These limits (class-size maximums) apply to individual core classes. The class-size limits apply to classes in three grade groupings as follows:

1. The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for prekindergarten through grade 3 does not exceed 18 students;
2. The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 4 through 8 does not exceed 22 students; and
3. The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 9 through 12 does not exceed 25 students.
4. The class size requirements of this subsection do not apply to extracurricular classes. Payment of the costs associated with reducing class size to meet these requirements is the responsibility of the state and not of local school districts. Beginning with the 2003-2004 fiscal year, the legislature shall provide sufficient funds to reduce the average number of students in each classroom by at least two students per year until the maximum number of students per classroom does not exceed the requirements of this subsection.

Both Gadsden County School District (GCSD) and Gadsden County Classroom Teacher Association (GCCTA) acknowledge the number of students enrolled in core content classes is directly and indirectly correlated to the capacity to provide effective instruction and enhance student learning. To this end, GCSD and GCCTA will work together to annually meet statute requirements for class size by implementing and supporting the following administrative practice:

No later than twenty (20) school days after the first day of school year, the school principal shall make every effort to ensure all sections of courses impacted by Article IX, Section I (Core Content Courses: ELA, Mathematics, Social Science, Science, ESE) meet class size requirements.

a. If after the first twenty (20) school days a core classroom teacher's total enrollment exceeds Article IX, Section I requirement for grade levels as indicated in the table below, the teacher shall be eligible for Alternative Compensatory leave of one day for each month the statutory requirement is not met.

Grade Level	Alternative Compensatory Qualifying Enrollment
PK-3	20 Students
4-8	24 Students (in any section)
9-12	27 Students (in any section)

b. Alternative Compensatory leave shall be tracked in the district-wide leave management system.
c. Alternative Compensatory leave shall not be used without the site principal's prior approval.
d. Alternative Compensatory leave may be used in lieu of sick and personal leave and may be used in half or whole day parts.
e. Alternative Compensatory leave shall be available within 30 days of earning the leave is accrued at the end of the month it was earned and eligible for use in the following month.
f. Alternative Compensatory leave shall transfer from site to site.

g. Alternative Compensatory leave may not be transferable from one employee to another employee.

h. Alternative Compensatory leave shall be used by the end of the school year and will not be eligible for leave payout. Leave earned in April and May (one day for each month) shall be rolled forward. This exception is made because Alternative Compensatory leave will not be approved .in April due to assessments and Alternative Compensatory leave earned in May cannot be used until August.

Alternative Compensatory leave qualifying teachers are not obligated to accept alternative compensatory leave. Teachers who elect to accept a student(s) as a professional courtesy (e.g. personal parent request), which places class enrollment over the Article IX, Section 1 requirement for their grade level, may not do so without submitting a signed waiver declining alternative compensatory leave that is approved by the site principal.

M. Bereavement Leave

1. A full-time employee may apply for up to three (3) days of paid bereavement leave in the event of a death in his/her immediate family to make funeral arrangements or to attend the funeral.

   i. "Immediate" family is defined as a spouse, parent, grandparent, sibling, or children.
   ii. An employee may apply for a maximum of 3 days paid bereavement leave per fiscal year.

2. Bereavement leave days are not accumulative. Employees will not be paid bereavement for days not scheduled to work. Employees are required to attach a copy of the obituary or other verifying documents to their leave request.

ARTICLE VI - TEACHER ASSESSMENT

Preamble:

GCCTA understands it is the responsibility of the office of the Superintendent to develop an Instructional Evaluation System Tool (IEST) under the review and approval of the Department of Education. The parties wish anyone who reads this language to understand that we agree to the following terms only with great reluctance and with the realization that what we agree to will in all probability hinder the educational process.

A. During pre-school planning, or within the first ten days of reporting to the work site for active employment, a copy of the Gadsden County Instructional Personnel Evaluation Manual shall be made available to all instructional personnel. The review of the Instructional Personnel Evaluation Manual shall include an explanation, demonstration and discussion of the assessment process. A copy of all current instructional personnel assessment forms shall be available upon request or on the district's website.

B. For the purposes of instructional personnel assessment, the principal will make at least one (1) scheduled observational visit to the teacher's classroom. The principal may make as many unscheduled visits or as many additional scheduled visits as they see fit, and their assessment may be based on any information which may be available to them at the time the assessment is made.

C. Within ten (10) school days after each such scheduled visit, the principal shall have a conference with the teacher, at which time the instructional personnel shall receive a copy of the completed assessment form. Upon approval by the Superintendent the ten (10)-school-day time limit may be extended for extenuating circumstances or by mutual consent of the parties.

D. Each completed assessment form for the instructional personnel and all copies of it shall be dated and signed by the principal and the teacher, with the teacher receiving one copy. The instructional personnel 's signature indicates only that they have read the completed form, and not necessarily that they agree with the assessment.

E. If the teacher disagrees with the written assessment of their performance, they may write their objections on the assessment report or attach them to the report to be placed in their personnel file. Instructional personnel shall not be requested nor required to sign a blank or incomplete evaluation form.

F. To assure quality teaching and learning and a fair, equitable and impartial evaluation of instructional personnel performance the parties agree to form an appeals committee comprised of two members of the GCCTA appointed by the GCCTA president and two from the administration appointed by the Superintendent, neither party shall have any influence on the appointment of the members of the other party. The following procedures shall be followed:

1. It is the intent of the parties that the procedures listed below in the appeals process shall serve as the alternative to Steps I and II of the grievance procedure.
2. If the employee desires, they have the right to request representation or represent themself, but under no circumstances will GCCTA be required to represent a non-member.
3. An employee may not be represented by an attorney or a rival union in an appeal.
4. The site administrator or the Superintendent's designee and the union president will make every effort to obtain informal resolution of the dispute within 30 (thirty) days of the employee's evaluation. If unresolved the alleged dispute shall move to the formal appeals process.
5. Issues appealed to the committee shall be addressed expeditiously by the committee keeping in mind the statutory time frames and shall meet and render a decision within ten (10) school days.
6. The representatives of the committee shall communicate their findings in writing to the Superintendent (or their designee) and the union president as well as the affected employee(s) and the site administrator.

7. Disputes not resolved at the committee level will then follow the prescribed procedures in Article III, beginning at Step III.

G. The instructional personnel, upon written request, shall have the right to review and reproduce the contents of the personnel file, being accompanied by a representative of the GCCTA, if desired, and in the presence of the administrator responsible for the safekeeping of such file.

H. The personnel file of each instructional personnel shall be open to inspection only by the School Board, the Superintendent (or their designee), the principal, the instructional personnel, and such other persons as the instructional personnel or the Superintendent may authorize in writing, unless otherwise provided by law.

I. The School Board shall have the right to reprimand, suspend, demote or discharge its employees for just cause. Just Cause shall be defined to mean:

1. The Board or its designees made an effort to discover if, in fact, the employee did violate or disobey a rule or order of management or did commit any of the acts referred to by Section 1012.33, Florida Statutes, prior to taking official action.
2. The Board or its designees conducted a fair and objective investigation of the facts.
3. The Board applied its rules and penalties uniformly and without discrimination to all employees.
4. The employee was given an opportunity to present his/her side prior to official action being taken.
5. The Board's rule or order that the employee is alleged to have violated was not arbitrary, capricious or discriminatory.
6. The Board gave the employee a forewarning of the consequences or possible consequences if the employee did not obey the rule or order.
7. When determining the degree of discipline, consideration will be given to the employee's service record and the nature of the offense.

ARTICLE VII - VACANCY AND PROMOTION, TRANSFER AND REASSIGNMENT, AND REDUCTION IN FORCE

A. The provisions of this Article shall not apply in such manner that would prohibit the Board from complying with applicable court orders.

B. Vacancy and Promotion

Notice of all openings for promotion and instructional vacancies shall be posted as necessary by the Superintendent or his designee for five (5) teacher work days during the regular school year or five (5) administrator work days during the summer, as the case may be, prior to the filling of the vacancy, in the district administration building and shall be transmitted to the building principal of each school, who shall post the notice in that school. Such postings shall include the kind of certificate necessary, and information concerning the securing and deadline for filing of the application. A copy of all vacancies shall be sent to the President of GCCTA by the district mail courier at least three days prior to the posting of said positions. A signature will be secured to validate delivery.

C. Transfer and Reassignment

The Board and the GCCTA recognize that the transfer of employees shall be the responsibility of the Board upon recommendation of the Superintendent. Any teacher who desires a change in grade and/or subject assignment in the following year or who desires to transfer to another school in the following year shall file, using a form furnished by the Superintendent, a written request to that effect in duplicate, one copy to be filed with the principal and one copy filed with the Superintendent. Such request shall be considered for the following school year and shall remain active only until the beginning of the school year following the school year in which filed.

Assignment of new teachers to positions in the school district shall be made after active requests for reassignment or transfer to such positions have been reviewed.

In making transfers, the Board will first review requests of volunteers. Lists of available positions in other schools shall be posted in each school.

No assignment of teachers to a specific position in the school district shall be made until all pending requests for reassignment or transfer to that position have been given due consideration. With all other factors being equal, District seniority shall be the deciding factor in assignments for voluntary transfers.

Teachers who have requested transfers or reassignments shall be notified in writing of the administration's action on said transfer or reassignment as soon as possible or immediately following the filling of a requested position.

D. Reduction in Personnel/Layoffs

In the event the School Board determines that the number of teachers must be reduced, written notice shall be provided to the GCCTA. For the purpose of this article, the non-renewal of an annual contract teacher at the end of his/her contract shall not be deemed a reduction in personnel. The following procedures shall be controlling:

1. Pursuant to Florida Statute Section 1012.33(5), within the program areas, subject areas in elementary schools, or other positions in which the reduction shall take place, the order of layoff of employees within the affected positions shall be as follows: The employee with the lowest performance evaluations shall be the first to be released; the employee with the next

lowest performance evaluations shall be the second to be released; and reductions shall continue in like manner until the needed number of reductions has occurred.

2. If two (2) or more employees have equal ratings on performance evaluations, the following additional criteria shall be used to determine the order in which reductions shall proceed:
   a. Employees not holding certificates in the area in which they are teaching. This provision shall not apply to employees who have been teaching out-of-field during all or a portion of the two (2) school years prior to layoff.
   b. Employees having the least amount of service in the Gadsden County School District; however, District service prior to a hiatus of more than two (2) years in District employment shall not count as service for this purpose.
   c. Employees with the lowest level of educational degree.
   d. Employees with the least amount of service outside the District.

E. Involuntary Transfers

Involuntary transfers may occur due to staff reduction in a department and/or grade level within a school or the closing of an existing facility. The Board shall notify the Union within ten (10) days after the determination that involuntary transfers must occur.

Teachers transferred under this provision (Reduction in Personnel) shall not be again subject to involuntary transfers for a period of one (1) year unless extenuating circumstances exist which shall include, but not be limited to, funding, reduction in student population, and cancellation of programs. Should a position become available at the same school from which a teacher was involuntarily transferred due to a staff reduction, the teacher shall have the opportunity to request to return to such school, subject to all the following conditions:

a. The same or similar position needs to be filled no later than the end of the school year following the school year of the transfer.
b. The position is in the same area of assignment from which the teacher was transferred.
c. The teacher is certified for the position.
d. The teacher is qualified for the position in the judgment of the Superintendent.

In cases in which more than one teacher has been involuntarily transferred from the same area of assignment, at the same school, and meet the above conditions, the teacher with the most seniority shall first be given the option to return.

The order of layoff of members of the bargaining unit shall be teachers having the least amount of teaching experience in the Gadsden County School System.

F. Recall

The School Board shall determine the positions in which recall will be made and the number of teachers to be recalled.

Teachers shall be recalled in the inverse order of layoff.

Notification of recall shall be made by certified mail to the address of record. Within ten (10) calendar days of receipt of the letter of recall, the teacher shall notify the District Personnel Office in writing whether he/she will accept reemployment. Failure to respond to the letter of recall within the required time automatically terminates the employee's right of recall.

G. Performance Issues/ Failing Schools

Before recommending an involuntary transfer based upon any performance problems, the Superintendent or his designee shall give notice of the performance problem(s) and time to address and respond to the concerns, and unless extenuating circumstances exist, the instructional

bargaining unit member will be offered assistance and time to address and resolve the concerns. In addition, the following procedures shall apply:

a. Instructional bargaining unit members affected by recommendations for such an involuntary transfer which have been proposed for the upcoming year will be notified on or before May 1, unless extenuating circumstances exist.

b. A conference will be held, if requested by the instructional bargaining unit members, between the instructional bargaining unit member and the Superintendent and/or their designee to discuss the reasons for recommending a transfer, and to allow the instructional bargaining unit members the opportunity to present their side of the matter and their position regarding being transferred. Any instructional bargaining unit member attending a conference will have the right of Union representation upon the instructional bargaining unit member's request. A written report of the conference with an instructional bargaining unit member concerning a recommended transfer will be given to the instructional bargaining unit member within ten (10) working days of the conference.

c. The instructional bargaining unit members will receive written notice of the recommendation of the Superintendent of a transfer and will have the opportunity to appear at the School Board meeting at which the transfer will be presented for approval. Instructional bargaining unit members affected by involuntary transfer shall be notified in writing on or before July 1 unless extenuating circumstances exist which shall include, but not be limited to, absence of student performance data, school grades, funding, and reduction in programs.

Instructional bargaining unit members who are involuntarily transferred due to their assigned school being deemed as a failing school shall:

a. be given written notice of their transfer with reason specific to their teaching or students' performance evaluation.

b. be notified of their transferred assignment by July1 unless extenuating circumstances exist which shall include, but not be limited to, absence of student performance data, school grades, funding, and reduction in programs.

ARTICLE VIII - TEACHER/STUDENT AUTHORITY AND PROTECTION

A. Teachers shall not be required to perform tasks that would endanger their health or safety. In an emergency, teachers shall take necessary action to provide for the safety of themselves and their students and, as soon as possible, advise the site administrator of the situation.

B. Each teacher shall assume such authority for the control of students assigned to them by the administrator and shall keep order in the classroom and in other places in which they are assigned to oversee students.

a. Within the first five (5) duty days of each school year, each teacher shall be provided with an online copy of the Gadsden County Code of Student Conduct and current Student Referral form and any additional disciplinary plan which may have been developed for their school.

b. Teachers may refer disruptive students to the office from the classroom with a referral slip provided by their administrator describing the behavioral problem when, in the judgment of the teacher, normal corrective measures have been ineffective in bringing about satisfactory improvement in the student's behavior. In emergency situations, the student may be sent to the office immediately with a written report to follow. Information on the disposition of the referral shall be provided to the teacher in a timely manner, and the status of the referral shall be provided upon request.

c. If a student is referred to the office because of continuing disruption, the administrator shall advise the teacher of the action taken in accordance with the Code of Student Conduct prior to the student's return to the classroom on that day. If a student demonstrates a pattern of continued disruption, the teacher shall be granted a review of the matter with the administrator and/or a discipline intervention team.

d. In Accordance with F.S. 1003.32(4) a teacher may suspend (remove) a student from class. Under no circumstances shall a teacher suspend a student from school. A teacher may recommend a consequence to the principal when a disruptive student is sent to the principal's office and the principal must consult with that teacher prior to enacting lesser disciplinary action. A Placement Review Committee shall be formed for the purpose of determining the placement of a student who has been suspended from a class in accordance with F.S. 1003.32(4), (5), (6).

e. The Placement Review Committee shall include the following: Two teacher members of the committee one elected by the faculty and one appointed by the teacher referring student to the Committee, one member from the school's staff who is selected by the principal.

f. A teacher may appeal the decision of the Placement Review Committee to the District Superintendent.

g. Upon re-entry to school, an expelled student whose conflict was with a teacher shall not be returned to that teacher's class, except under unusual circumstances.

Any case of assault upon a teacher shall be reported promptly to the site administrator or a designee by that teacher or any other teacher observing or having knowledge of the assault. In cases involving assault by a student upon a teacher, where said teacher is determined by the Administration to be free from fault, and where said teacher has filed civil charges, the Board shall render reasonable assistance to the teacher in connection with handling of the incident by law enforcement and judicial authorities.

The foregoing shall not require the Board to provide legal advice or counsel for the teacher or to incur, assume or bear any financial liability.

C. When a principal provides written notification to a teacher that a written reprimand is to be filed in the personnel file of the teacher as a result of an action by the teacher, the teacher shall have the right to have present, upon verbal or written request, a representative of the GCCTA at a conference between the principal and the teacher prior to the filing of said written reprimand. Notice of GCCTA representation, at a conference between the principal and a teacher for the purpose of filing a written reprimand, must be presented to the principal prior to the conference enabling the principal to secure district representation for the conference, if desired. If either representative is not available for the conference, the conference shall be rescheduled to a time when representation is available. The teacher shall have the opportunity to make a written response to the written reprimand within ten days of receiving a copy. A copy of the response shall be made to the Principal or an appropriate administrator, to district Human Resources, and GCCTA. The Principal shall sign the written response upon reviewing. However, such signing does not indicate agreement but rather that the principal has seen the material.

D. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment. No such materials may be placed in a teacher's personnel file that the teacher has not had the opportunity to see. A copy of the materials to be added to a teacher's personnel file shall be provided to the teacher either by certified mail return receipt requested or by personal delivery. A teacher shall sign any reviewed material. However, such signing does not indicate agreement but rather that the teacher has seen the material. In the event a teacher does not review and sign such material within two (2) working days after notification of the existence of such material, the material shall be filed in the personnel file. Upon request, a teacher, or any person designated in writing by the teacher, shall be permitted to examine the personnel file of such teacher. The teacher shall be permitted conveniently to reproduce any materials in the file, at a cost no greater than the fees prescribed in F.S. 119.07(1). When verbal reprimand is deemed necessary, it shall be made out of public view and hearing of employee's, colleagues, students, and others.

Teachers shall have the right to place written materials, such as commendations or summaries of achievements of noteworthy nature, in their personnel files.

E. The district is committed to a policy of "zero tolerance" on matters of student misbehavior, acts of violence or threatened acts of violence, and assault and battery on school personnel. Students who have committed such acts will be disciplined as prescribed in the Code of Student Conduct. It is recognized that it is the teacher's responsibility to pursue the prosecution of perpetrators of such acts as defined by Board policy.

F. **Student Conduct Committee**

The Superintendent will establish a committee comprised of six (6) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee will be advisory in nature and will devise its own working procedure. The committee will address the following:

1. The Code of Student Conduct
2. Uniform methods for enforcing behavioral expectations
3. Effective methods for supporting administrators and teachers
4. Effective methods for open communication with parents and methods for securing parental buy-in
5. The committee shall make its recommendation to the Superintendent.

ARTICLE IX - GENERAL EMPLOYMENT PRACTICES

A. To assure the safety of all students and employees, the Gadsden County School Board has developed and implemented a Drug-Free Workplace and Drug and Alcohol Testing Program. The Policies and Procedures governing the Drug Free Workplace and Drug and Alcohol Testing Program will be strictly adhered to.

B. For consideration for appointment to a teaching position in summer school, a teacher must file with the Superintendent on or before May 1 immediately preceding the summer session, a written application on a form to be furnished by the Superintendent. In making assignments of applicants to summer school instructional positions, the Board will take into consideration relevant factors including but not limited to the applicant's certification and/or competency in each subject, or subjects, and current employment by the Board.

C. In-service activities are designed to improve the professional growth of all teachers. In-service attendance shall be voluntary unless it is:

- mandated by the District School Board, or State/Federal Laws
- required by the site administrator
- mandated as a condition of employment.

D. Instructional employees shall not solicit support of any political candidate, partisan or non-partisan, during regular work hours.

An instructional employee who offers themselves as a candidate for public office shall notify the Superintendent immediately upon qualifying for election. They shall conduct their campaign so as not to interfere with their responsibilities. Personal leave without pay may be taken during the campaign period. Such a candidate shall adhere strictly to Florida Statutes governing political activity on the part of public officials and public employees.

A successful candidate for an office requiring a part-time responsibility shall report immediately to the Superintendent after the election and thereafter, when deemed necessary by the Superintendent or School Board, to evaluate the compatibility of the dual responsibility and the need for personal leave without pay.

All teachers shall be entirely free from political domination or coercion, or the pretended necessity of making political contributions of money or other things of value or engaging in any political work or activity against their wishes under the assumption that failure to do so will in any way affect their status as employees of the school system.

E. Each instructional employee who resides in the District and is employed at least half-time, or who resides outside the District and is employed full-time shall have the opportunity to enroll their child(ren) in the school of choice, subject Gadsden County School Board Policy 5.20 entitled Student Assignment.

F. The Association and the employer will work collaboratively to comply with any Federal or State law that has an adverse impact on any bargaining unit member. A committee consisting of three members appointed by the bargaining unit and three members appointed by the Superintendent shall be established to work collaboratively to develop a district wide plan to develop implementation and guideline procedures relating to any federal or state law. This committee shall convene and shall report its findings to the School Board at a Board meeting. The committee shall be advisory in nature and devise its own internal working procedure. Should the committee not convene and make its recommendations as required; the Board shall proceed as it deems appropriate in contractual matters that are mandatory subjects of bargaining in accordance with Florida Statute 447.

ARTICLE X - HOLIDAYS

The Bargaining Unit shall be granted up to six (6) paid holidays. Said holidays shall be those days designated as holidays by the Board and shall include all such holidays granted at any time during the school year. Teachers who are under contract for less than one hundred ninety-six (196) days shall be paid for the holidays which occur during their contract period.

ARTICLE XI - INSURANCE

A. The Board shall provide for each employee, without cost to them, group term life and dental insurance. The Board will contribute for each employee no less than seventy-five percent (75%) for Capital Health Plan Insurance monthly to be applied toward payment of the single rate premium for Hospital-Medical-Surgical insurance.

B. The Board during the life of this Agreement may at its sole option increase or decrease any and/or all the benefits provided under this plan notifying the GCCTA of any such increase(s) or decrease(s) at least thirty (30) days in advance.

C. An insurance committee consisting of three (3) members appointed by each bargaining unit and three (3) members appointed by the Superintendent shall be established to investigate insurance alternatives and make recommendations to the Board and their respective members. This committee shall convene in January of each year and shall report its findings to each party prior to the regularly scheduled March Board meeting. The committee shall be advisory in nature and devise its own internal working procedure. Should the committee not convene and make recommendations as required, the Board shall proceed, as it deems appropriate in matters relating to its insurance provisions.

ARTICLE XII - PROFESSIONAL COMPENSATION

The basic salaries of teachers covered by this Agreement shall be set forth in Appendix A of this Agreement. Supplemental salaries will be set forth in Appendix B and D

Teaching Experience

Any person employed as a member of the instructional staff shall hold a valid Florida Teaching Certificate except as noted elsewhere in policy. All instructional staff members shall be entitled to and shall enter into a written contract with the School Board as provided by law. All contracts shall be on forms prescribed by the Commissioner of Education. Any member of the instructional staff who is willfully absent from duty without leave shall forfeit compensation for the time absent, and the staff member's contract shall be subject to cancellation by the Board.

Everyone newly hired as instructional personnel by the Board must be awarded a one (1) year probationary contract. Upon successful completion of the probationary contract, the Board may award an annual contract. An annual contract may be awarded for instructional personnel who have successfully completed a probationary contract with the Board and have received one (1) or more annual contracts from the Board. An annual contract may be awarded only if the employee:

A. Holds an active professional certificate or temporary certificate issued pursuant to F.S. 1012.56 and rules of the State Board of Education.
B. Has been recommended by the Superintendent for the annual contract based upon the individual's evaluation under F.S. 1012.34 and approved by the Board.
C. Has not received two (2) consecutive annual performance evaluation ratings of unsatisfactory, two (2) annual performance evaluation rating of unsatisfactory within a three (3) year period, or three (3) consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under F.S. 1012.34.

A truly signed copy of the contract shall be retained by the Board in the office of the Superintendent.

A. For each teacher who enters a written contract in this district who was not employed in this district as of June 30, 2001, for the purpose of pay, the district will recognize and accept each year of full-time school teaching service earned in the state of Florida or outside the state and for which the employee received a satisfactory performance evaluation. It shall be the responsibility of the teacher to provide the district personnel office with verification of such experience and proof of satisfactory performance.
B. For credit for any such experience gained in any given school year to be so allowed, the same must be based on employment and efficient service in the same school system or institution of higher education for more than one-half (½) of the duty days in that year.
C. Each vocational teacher or other teacher qualifying for certification on the basis of non-academic preparation may substitute for professional educational employment experience as above described, and subject to all applicable conditions hereinbefore set out, duly verified successful full-time paid work experience in the specific vocational field covered by their teaching certificate. In the computation of such work experience, any amount of such work experience totaling more than six (6) months and occurring within the same twelve-month period shall be counted as one year.

D. Reemployment after retirement – All retirees who remain unemployed for the appropriate time as defined by law and are reemployed with the school board will be placed on the salary schedule at the beginning years of experience of their appropriate degree level. Retirees will have the ability to move through normal step progressions for each year of service. Retirees who return to service with the school board will remain on annual contract status until their relationship with the district is severed.

ARTICLE XIII - MISCELLANEOUS

A. This agreement shall constitute the full and complete understandings and commitments between both parties and may be altered, changed, added to, deleted from or modified only through the voluntary mutual consent of the parties in written and signed amendment to this Agreement; provided, however, that nothing contained in this Agreement shall be construed to obligate either party to negotiate or bargain collectively with respect to any subject or matter whatever.

H. Should any provision of this Agreement be declared illegal by a court of competent jurisdiction, said provision shall be automatically deleted to the extent that it violated the law, but the remaining provisions shall remain in full force and effect for the duration of this Agreement, if not affected by the deleted provision.

ARTICLE XIV - TERMINAL PAY

A. All payments made pursuant to this Article shall be subject to law and rules and regulations of the Florida State Board of Education.

B. Terminal pay for accumulated sick leave will, except as hereinafter otherwise indicated, be provided to all full-time teachers at resignation without retirement, at normal retirement, when the teacher elects to participate in the Deferred Retirement Option Program (DROP), or to the beneficiary if such service is terminated by death. The sick leave days used in calculating the amount of such terminal pay shall not include any such days earned otherwise than in full-time service of this School District. Such terminal pay shall not exceed an amount determined as follows:

1. For the individual, upon separation from such service by resignation without retirement, PROVIDED that they must than have been in the full-time creditable service of this School District for at least twenty (20) years: the daily rate of pay of the individual at that time multiplied by one hundred (100) percent times the number of days of accumulated sick leave.
2. For the individual, upon normal retirement, or DROP enrollment PROVIDED that that must then have been in the full-time creditable service of this School District for at least ten (10) creditable years, a sum determined by multiplying the individual's then current average daily rate of pay by their number of days accumulated sick leave, times a percentage figure depending on their number of years of such service, as hereinafter indicated:
   -After the 10th year.....50%
   -After the 11th year.....50%
   -After the 12th year.....50%
   -After the 13th year.....65%
   -After the 14th year.....70%
   -After the 15th year.....75%
   -After the 16th year.....80%
   -After the 17th year.....85%
   -After the 18th year.....90%
   -After the 19th year.....95%
   -After the 20th year.....100%
3. For the beneficiary, upon the death of the individual in the service of this School District, a sum determined by multiplying the decedent's then current average daily rate of pay by their number of days of accumulated sick leave, times a percentage figure depending on their number of years of such service, as hereinafter indicated:
   -During the first 3 years.....35%
   -During the next 3 years.....40%
   -During the next 3 years.....45%
   -During the next 3 years.....50%
   -During the 13th year.....60%
   -During the 14th year.....65%
   -During the 15th year.....70%
   -During the 16th year.....75%
   -During the 17th year.....80%
   -During the 18th year.....85%
   -During the 19th year.....90%
   -During the 20th year.....95%
   -During and after the 21st year.....100%

Such terminal pay, when paid upon registration without retirement, or upon normal retirement, shall be paid only where the individual's resignation or retirement is concurrent in time with their separation from the full-time service of this School District, unless the teacher is participating in DROP, and then only if they are resigning or retiring under favorable circumstances, and not, for example, if the individual is being or has been dismissed by the Board, or if proceedings for such dismissal are pending. Further, such payment shall not be made if, within three (3) calendar years preceding the individual's separation from the full-time service of this School District, the individual has or shall have been convicted, under the laws of the United States of America or any State thereof, of a felony. The plea of guilty in any court, of the decision of guilty by any court, or the forfeiture of a bond in any court of law, or the written acknowledgment of having so committed any such offense, duly witnessed and made to the Superintendent or his duly appointed representative or the School Board, shall, for the purpose of this Article, have the same effect as that of a conviction of the offense.

A teacher who participates in DROP will receive pay for accumulated sick leave as indicated above. The rate of pay for such leave shall be based upon the salary rate of the teacher at the time DROP begins. Such leave shall be paid in annual installments during each of the years of DROP participation. The initial payment will be made during the first month of DROP, with subsequent payments made during the retirement anniversary months. Leave accrued during DROP will be included in the final payment and will be paid at the salary rate of the retiring teacher upon separation from service according to provisions outlined applicable Florida Statutes.

A teacher who begins participation in DROP, but elects to cancel DROP shall, within six (6) months of the DROP cancellation, repay the Gadsden County School Board all sick leave-pay previously received as a part of DROP. Such sick leave time when repaid, will be returned to the account of the teacher as if there had been no DROP participation.

C. "Normal retirement", as used in this Article, shall mean retirement as defined in subsection 231.40(2), Florida Statutes, 1979.

D. Terminal pay for accumulated sick leave paid to any person pursuant to this Article shall totally replace and be in lieu of all payments to which the recipient might otherwise be entitled pursuant to any rule or other provision by the Board relating to terminal pay for accumulated sick leave.

TERM OF AGREEMENT

Subject to applicable law, rules and regulations, this Agreement shall become effective when approved and ratified by the Board and the Bargaining Unit and signed by the parties and shall continue in effect through June 30, 2027.

This Agreement shall not be extended orally, and it is expressly understood that is shall expire on the date last aforesaid.

Should any provision of this Agreement be declared illegal by a court of competent jurisdiction or legislative action, said provision shall be automatically deleted to the extent that it violated the law, but the remaining provisions shall remain in full force and effect for the duration of this Agreement, if not affected by the deleted provision.

The parties agree:

> *All eligible GCPS instructional personnel, excluding GTC, shall receive a salary increase reflected in Appendix A- Placement Schedule of this agreement.

After ratification of this contract, the parties agree that once each calendar year of this Agreement that each party, may, at its sole option, upon written request made to the other party, reopen two (2) articles other than Appendix A, B, and C specifying such other articles so to be reopened.

Gadsden County Classroom Teachers Association

By: _____ _____
GCCTA President Date

By: _____ _____
Regional Specialist Date

The School Board of Gadsden County, Florida

By: _____ _____
Chairperson Date

By: _____ _____
Superintendent of Schools Date

By: _____ _____
District Negotiator Date

APPENDIX A

GADSDEN COUNTY SCHOOL BOARD

INSTRUCTIONAL SALARY SCHEDULE

Completed Year of Service	Bachelor's Degree 24-25 SY	Bachelor's Degree 25-26 SY	Advanced Degree	
0	$48,273.40	$48,777.40	Master's Degree	$1,268.00
1	$48,273.40	$48,777.40	Specialist Degree	$1,819.00
2	$48,273.40	$48,777.40	Doctorate Degree	$2,481.00
3	$48,273.40	$48,777.40		
4	$48,273.40	$48,777.40		
5	$48,373.40	$48,877.40		
6	$48,473.40	$48,977.40		
7	$48,573.40	$49,077.40		
8	$48,673.40	$49,177.40		
9	$48,773.40	$49,277.40		
10	$48,873.40	$49,377.40		
11	$48,973.40	$49,477.40		
12	$49,073.40	$49,577.40		
13	$49,423.40	$49,927.40		
14	$49,773.40	$50,277.40		
15	$50,123.40	$50,627.40		
16	$50,473.40	$50,977.40		
17	$50,823.40	$51,327.40		
18	$51,173.40	$51,677.40		
19	$51,523.40	$52,027.40		
20	$51,873.40	$52,377.40		
21	$52,473.40	$52,977.40		
22	$53,673.40	$54,177.40		
23	$54,373.40	$54,877.40		
24	$55,073.40	$55,577.40		
25	$55,773.40	$56,277.40		
26	$56,473.40	$56,977.40		
27	$57,173.40	$57,677.40		
28	$57,673.40	$58,177.40		
29	$58,173.40	$58,677.40		
30	$60,218.40	$60,722.40		

*This is only for salaries and will not include an increase in supplements.
*The parties agree that the teacher's workday will change from 7 hours and 20 minutes to 7 hours and 30 minutes (Article IV A. 1). Forty-five days after ratification by both parties, 10 non-instructional minutes shall be added at the end of the school day.

Gadsden County School District Performance Pay Proposal
Instructional Personnel (Formula Method)

As prescribed in Florida Statute 1012.22 and 1012.34 the Gadsden County School Board seeks to provide Performance Pay for instructional employees. Performance Pay shall be allocated at a sustainable rate that does not destabilize the District's required minimum fund balance. In accordance with these Statutes, a) all annual status instructional personnel with an evaluation rating of effective or highly effective qualify for Performance Pay; b) professional status instructional personnel will remain on the base salary schedule unless such personnel opt in written to move to annual status and c) instructional personnel returning to the District after a break in service without an authorize leave of absence shall be designated annual status and placed on the performance salary schedule.

The District shall annually budget $12,500 for instructional employees Performance Pay. Should the District's fund balance exceed 5%, the annual budgeted Performance Pay shall be proportionally increased. The annual salary adjustment under the performance salary schedule for an employee rated as effective shall be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.

In accordance with the above, the District shall implement the following Performance Pay formula:

Formula Description - $12,500 (E=.5 HE)

2021-2022

93 Highly Effective Instructional Personnel **62 Effective School Instructional Personnel** .5(HE) + HE =12,500 .5(93 HE) + 62 HE = 12,500 46.5 HE + 62 HE = 12,500 108.5 HE = 12,500 HE = 115.21	**93 Highly Effective Instructional Personnel** **62 Effective Instructional Personnel** Highly Effective = $115.21 Effective = $57.60

2022-2023

92 Highly Effective Instructional Personnel **55 Effective Instructional Personnel** .5(HE) + HE =12,500 .5(92 HE) + 55 HE = 12,500 46 HE + 55 HE = 12,500 101 HE = 12,500 HE = 123.76	**92 Highly Effective Instructional Personnel** **55 Effective Instructional Personnel** Highly Effective = $123.76 Effective = $61.88

Gadsden County Instructional Employees will receive performance pay for the 2021-2022 and 2022-2023 school year on June 30, 2024. Performance pay for the 2023-2024 school year and subsequent school years will be distributed on or before September 30 of each school year.

TA: 6/17/2024

APPENDIX B – SALARY SUPPLEMENTS

The Superintendent will establish a committee comprised of three (3) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee shall be advisory in nature and devise its own internal working procedure. The committee will address the following:

1. Supplemental salary schedule to determine positions warranting supplemental pay,
2. Supplements to be paid for such positions,
3. And duties/expectations for supplemental positions.
4. The committee shall make a recommendation to the Superintendent.

*F.S. 1012.22(3) – Advanced Degrees – A district school board may not use advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.

APPENDIX B – SALARY SUPPLEMENTS

Position	Activity	% of B-O	2021-22
Athletic Director	Senior High	5%	$1,905.75
	Middle School	4%	$1,524.60
Head Coach	Football - Sr. High	10%	$3,811.50
	Football - Middle	9%	$3,430.35
	Basketball - Sr. High	9%	$3,430.35
	Basketball - Middle	6%	$2,286.90
	Baseball - Sr. High	6%	$2,286.90
	Baseball - Middle	4%	$1,524.60
	Softball - Sr. High	6%	$2,286.90
	Softball - Middle	4%	$1,524.60
	Volleyball - Sr. High	6%	$2,286.90
	Volleyball - Middle	4%	$1,524.60
	Track & Field - Sr. High	6%	$2,286.90
	Cross Country	6%	$2,286.90
	Weightlifting - Sr. High	4%	$1,524.60
	Wrestling - Sr. High	4%	$1,524.60
	Track & Field - Middle	4%	$1,524.60
	Golf	4%	$1,524.60
	Tennis	4%	$1,524.60
	Soccer	6%	$2,286.90
Assistant Coaches	Football - Sr. High	7%	$2,668.26
	Football - Middle	6%	$2,286.90
	Basketball - Sr. High	6%	$2,286.90
	Volleyball - Sr. High	4%	$1,524.60
	Baseball - Sr. High	4%	$1,524.60
	Softball - Sr. High	4%	$1,524.60
	Track - Sr. High	4%	$1,524.60
Other Positions	Band Director - Sr. High	6%	$2,286.90
	if Chorus also, add	4%	$1,524.60
	Choral Director - Sr. High	5%	$1,905.75
	Band Director - Middle	5%	$1,905.75
	if Chorus also, add	3%	$1,143.45
	Choral Director - Middle	4%	$1,524.60
	Band Director - Middle	3%	$1,143.54
	Band Assistant	4%	$1,524.60
	Majorette Sponsor - Sr. High	4%	$1,524.60
	Varsity Cheerleader Sponsor - Sr. High	5%	$1,905.75
	Jr. Varsity Cheerleader Sponsor - Sr. High	4%	$1,524.60
	Cheerleader Sponsor - Middle	4%	$1,524.60
	Special Olympics Coordinator	4%	$1,524.60
	Newspaper Sponsor - Sr. High/Middle	3%	$1,143.45
	Yearbook Sponsor - Sr. High/Middle	3%	$1,143.45
	Student Council Sponsor - Sr. High	3%	$1,143.45

	Student Council Sponsor - Middle	3%	$1,143.45
Advanced Degrees	*Master's Degree		$1,268.00
	*Specialist Degree		$1,819.00
	*Doctorate Degree		$2,481.00

*F.S. 1012.22(3) - Advanced Degrees - A district school board may not use advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.

APPENDIX C - TEACHER PAY CALENDAR

Teachers on ten (10) months contract will be paid in twelve equal payments. Payments will begin in August and end in June. Payments will be made in accordance with the schedule below on the 30th of each month except that the final two (2) installments will be issued in June. During any remaining years of this agreement, the School Board will determine the uniform pay date, based on the school calendar. No payment will be made for services prior to those services being performed, nor prior to all leave forms being received in the finance office.

APPENDIX D – OFFICIAL GRIEVANCE FORM

GADSDEN COUNTY SCHOOL DISTRICT

FOR BARGAINING UNITS

Name of Grievant(s): Date Filed:

Position Assignment: Worksite:

STEP I _____ STEP II _____ STEP III _____ STEP IV _____

Contract Citations:

Statement of Grievance:

Relief Sought

_____
Signature of Grievant

FOR OFFICE USE

RECEIPT OF GRIEVANCE FORM

_____ _____ _____
Grievance Number Date Received Signature of Receiving Official

_____
Title

Distribution:
Grievant: 2 copies
Immediate Supervisor: 1 copy
District Office: 1 copy

APPENDIX E

Evaluation Committee

The Superintendent will establish a committee comprised of three (3) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee will be advisory in nature and will devise its own working procedure. The committee will address the following:

1. Review the Gadsden County Teacher Evaluation Model
2. Develop strategies for uniform implementation of the Teacher Evaluation Model
3. Recommend staff development activities deemed appropriate to ensure an effective working knowledge of the Teacher Evaluation Model
4. Recommend changes to the Teacher Evaluation Model aimed at improving uniform implementation
5. The committee shall make its recommendation to the Superintendent.

APPENDIX F

Facilities Committee

The Superintendent will establish a committee comprised of three (3) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee will be advisory in nature and will devise its own working procedure. The committee will address the following:

1. Study the current condition of the facilities of the district.
2. Develop concerns and solutions to improve the health and safety of all staff and students.
3. Recommend needed facilities improvements with the health and safety of all staff and students as the primary concern.
4. The committee shall make its recommendation to the Superintendent.

Gadsden County School District
Proposed Bereavement Language for GCCTA
January 7, 2025

Bereavement Leave

1. A full-time employee may apply for up to three (3) days of paid bereavement leave in the event of a death in his/her immediate family to make funeral arrangements or to attend the funeral.
   i. ***"Immediate"*** family is defined as a spouse, parent, grandparent, sibling, or children.
   ii. An employee may apply for a maximum of 3 days paid bereavement leave per fiscal year.
2. Bereavement leave days are not accumulative. Employees will not be paid bereavement for days not scheduled to work. Employees are required to attach a copy of the obituary or other verifying documents to their leave request.

TA 01/07/25

TA 07 January 2025

T.A. 1/7/25

ADDENDUM B

GADSDEN COUNTY SCHOOL DISTRICT

2025-2026 Teacher Salary Increase (TSIA) Proposal
(Based on Estimates from Current FEFP and Instructional Staff)
January 08, 2026

Total Allocation:	$162,108
CACS:	$16,293 (Subtracted from Total Allocation)
District:	$145,815 (Minus CACS Allocation)
Benefits:	$34,996 (Subtracted from Total District Allocation)
TSIA Balance:	$110,819

Number of Instructional Staff:	263
Instructional Staff Less Than 2 yrs:	58
Remaining Instructional Staff:	205
Projected Vacancies:	15 (Qualifying for TSIA)
Total TSIA Instructional Staff:	220

2025-2026 TSIA Allocation per Instructional Staff: $504

***The above calculations are estimates as of 8/22/25 and are subject to change based on the following:**

- **Changes in the number of eligible instructional staff**
- **Changes in CACS FEFP calculation**
- **Changes in 2025-2026 benefits calculation**

****Pending GCCTA approval, the District is prepared to distribute TSIA funds in the September 30 payroll.**

TA
Sonya L Jackson
1/8/2026

TA
Juanita Mandela
1/08/2024

October 02, 2025, Counter Proposal
The district's counter is the original TSIA proposal dated August 22, 2025, and a match of $504 from the General Fund for teachers with 0-2 years of experience.

Gadsden County School District
Counter Proposal – TSIA
January 08, 2026

1. **The district's counter is the original proposal dated August 22, 2025, for TSIA funding (see attached) and a match of $504 (from the General Fund) for Teachers with 0-2 years of experience.**
2. **No one-time retention stipends until funding is available to support the one-time stipend.**

Gadsden County School District
Counter Proposal
Oversize Classes/Compensatory Leave

To be added to Section V – Letter L

L. Alternative Compensatory Leave for Oversize Classes

In November 2002, Florida's voters approved a state constitutional amendment (Article IX, Section 1, Florida Constitution Amendment) setting limits for the maximum number of students in a classroom by the start of the 2010-11 school year. These limits (class-size maximums) apply to individual core classes. The class-size limits apply to classes in three grade groupings as follows:

1. The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for prekindergarten through grade 3 does not exceed 18 students;
2. The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 4 through 8 does not exceed 22 students; and
3. The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 9 through 12 does not exceed 25 students.
4. The class size requirements of this subsection do not apply to extracurricular classes. Payment of the costs associated with reducing class size to meet these requirements is the responsibility of the state and not of local school districts. Beginning with the 2003-2004 fiscal year, the legislature shall provide sufficient funds to reduce the average number of students in each classroom by at least two students per year until the maximum number of students per classroom does not exceed the requirements of this subsection.

Both Gadsden County School District (GCSD) and Gadsden County Classroom Teacher Association (GCCTA) acknowledge the number of students enrolled in core content classes is directly and indirectly correlated to the capacity to provide effective instruction and enhance student learning. To this end, GCSD and GCCTA will work together to annually meet statute requirements for class size by implementing and supporting the following administrative practice:

No later than twenty (20) school days after the first day of school year, the school principal shall make every effort to ensure all sections of courses impacted by Article IX, Section 1 (Core Content Courses: ELA, Mathematics, Social Science, Science, ESE) meet class size requirements.

a. If after the first twenty (20) school days a core classroom teacher's total enrollment exceeds Article IX, Section I requirement for grade levels as indicated in the table below, the teacher shall be eligible for Alternative Compensatory leave of one day for each month the statutory requirement is not met.

Grade Level	Alternative Compensatory Qualifying Enrollment
PK-3	20 Students
4-8	24 Students (in any section)
9-12	27 Students (in any section)

b. Alternative Compensatory leave shall be tracked in the district-wide leave management system.
c. Alternative Compensatory leave shall not be used without the site principal's prior approval.
d. Alternative Compensatory leave may be used in lieu of sick and personal leave and may be used in half or whole day parts.
e. Alternative Compensatory leave shall be available within 30 days of earning the leave is accrued at the end of the month it was earned and eligible for use in the following month.
f. Alternative Compensatory leave shall transfer from site to site.
g. Alternative Compensatory leave may not be transferable from one employee to another employee.
h. Alternative Compensatory leave shall be used by the end of the school year and will not be eligible for leave payout. Leave earned in April and May (one day for each month) shall be rolled forward. This exception is made because Alternative Compensatory leave will not be approved .in April due to assessments and Alternative Compensatory leave earned in May cannot be used until August.

Alternative Compensatory leave qualifying teachers are not obligated to accept alternative compensatory leave. Teachers who elect to accept a student(s) as a professional courtesy (e.g. personal parent request), which places class enrollment over the Article IX, Section 1 requirement for their grade level, may not do so without submitting a signed waiver declining alternative compensatory leave that is approved by the site principal.

T.A. Judith Mancilla
02/04/2026

2/4/26

T.A. Tonya L Jackson
2/4/2026

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7j

DATE OF SCHOOL BOARD MEETING: June 23, 2026

TITLE OF AGENDA ITEM: Board Approval of the Execution of FEMA Contract 4673-016-R to Replace Gadsden County High School Generator

DIVISION: Support Services

N/A
_____This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Support Services Department is seeking approval from the School Board to execute FEMA Contract 4673-016-R to replace the generator at Gadsden County High School. The contract grants Gadsden County School District $1,218,090.00 to replace the generator that has an anticipated cost of $1,624,120.00. The replacement of the generator will afford the school electricity during power outages.

FUND SOURCE: FEMA Grant: $1,218,090.00 (75%) and General Fund: $406,030.00 (25%)

AMOUNT: $406,030.00

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Assistant Superintendent for Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

N/A
_____Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered N/A

CHAIRMAN'S SIGNATURE: page(s) numbered N / A

REVIEWED BY:

SUB-RECIPIENT AGREEMENT CHECKLIST

DIVISION OF EMERGENCY MANAGEMENT
MITIGATION BUREAU
FISCAL OPERATIONS UNIT
HMGP

REQUEST FOR REVIEW AND APPROVAL	
SUB-RECIPIENT:	Gadsden District Schools
PROJECT #:	4673-116-R
PROJECT TITLE:	Gadsden District Schools, Gadsden County High School, Generator
HMGP CONTRACT #:	H1313
SM CONTRACT #: (if applicable)	N/A
MODIFICATION #:	N/A

SUB-RECIPIENT REPRESENTATIVE (POINT OF CONTACT)
Sylvia Jackson Assistant Superintendent for Support Services 35 Martin Luther King, Jr. Blvd. Quincy, Florida 32351

Enclosed is your copy of the proposed contract(s)/modification(s) between **Gadsden District Schools** and the Florida Division of Emergency Management (FDEM).

	COMPLETE
☒	This form is required to be included with all Reviews, Approvals, and Submittals
☒	Reviewed and Approved
☒	Signed & Dated Electronic Copy of HMGP Contract by Official Representative
☐	Signed & Dated Electronic Copy of SM Contract by Official Representative (if applicable)
☒	**Copy of the organization's resolution or charter** that specifically identifies the person or position that is authorized to sign, if not Chairman, Mayor, or Chief
☒	Attachment I - Federal Funding Accountability and Transparency Act (FFATA) - completed, signed, and dated ☐ N/A for Modifications or State Funded Agreements
☒	Attachment K – Certification Regarding Lobbying - completed, signed, and dated ☐ N/A for Modifications or State Funded Agreements
☒	Attachment L – FACTS - completed, signed, and dated ☐ N/A for Modifications or State Funded Agreements
☒	Attachment M – Foreign County of Concern Affidavit completed, signed, and dated ☐ N/A for Modifications or State Funded Agreements
☒	Electronic Submittal to the Grant Specialist

SUB-RECIPIENT AGREEMENT CHECKLIST

If you have any questions regarding this contract, or who is authorized to sign it, please contact your Project Manager at 850-391-8406 or email me at **terry.munoz@yagroup.com.**

Agreement Number: H1313

Project Number: 4673-116-R

FEDERALLY-FUNDED SUBAWARD AND GRANT AGREEMENT

2 C.F.R. §200.1 states that a "subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract."

As defined by 2 C.F.R. §200.1, "pass-through entity" means "a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program."

As defined by 2 C.F.R. §200.1 , "Sub-Recipient" means "an entity, usually but not limited to non-Federal entities that receives a subaward from a pass-through entity to carry out part of a Federal program."

As defined by 2 C.F.R. §200.1, "Federal award" means "Federal financial assistance that a non-Federal entity receives directly from a Federal awarding agency or indirectly from a pass-through entity."

As defined by 2 C.F.R. §200.1, "subaward" means "an award provided by a pass-through entity to a Sub-Recipient for the Sub-Recipient to carry out part of a Federal award received by the pass-through entity."

The following information is provided pursuant to 2 C.F.R. §200.332:

Sub-Recipient's name:	Gadsden District Schools
Sub-Recipient's unique entity identifier (UEI/FEIN):	C2PTL16FKQE3 / 596000615
Federal Award Identification Number (FAIN):	FEMA-DR-4673-FL
Federal Award Date:	March 09, 2026
Subaward Period of Performance Start and End Date:	March 09, 2026 – May 31, 2028
Amount of Federal Funds Obligated by this Agreement:	$1,244,255.00
Total Amount of Federal Funds Obligated to the Sub-Recipient by the pass-through entity to include this Agreement:	$1,244,255.00
Total Amount of the Federal Award committed to the Sub-Recipient by the pass-through entity	$1,244,255.00
Federal award project description (see FFATA):	Generator
Name of Federal awarding agency:	Federal Emergency Management Agency
Name of pass-through entity:	FL Division of Emergency Management
Contact information for the pass-through entity:	Terry.Munoz@em.myflorida.com
Catalog of Federal Domestic Assistance (CFDA) Number and Name:	97.039 Hazard Mitigation Grant Program
Whether the award is R&D:	N/A
Indirect cost rate for the Federal award:	N/A

THIS AGREEMENT is entered into by the State of Florida, Division of Emergency Management, with headquarters in Tallahassee, Florida (hereinafter referred to as the "Division"), and Gadsden District Schools, (hereinafter referred to as the "Sub-Recipient").

For the purposes of this Agreement, the Division serves as the pass-through entity for a Federal award, and the Sub-Recipient serves as the recipient of a subaward.

THIS AGREEMENT IS ENTERED INTO BASED ON THE FOLLOWING REPRESENTATIONS:

A. The Sub-Recipient represents that it is fully qualified and eligible to receive these grant funds to provide the services identified herein;

B. The State of Florida received these grant funds from the Federal government, and the Division has the authority to subgrant these funds to the Sub-Recipient upon the terms and conditions outlined below; and,

C. The Division has statutory authority to disburse the funds under this Agreement.

THEREFORE, the Division and the Sub-Recipient agree to the following:

(1) APPLICATION OF STATE LAW TO THIS AGREEMENT

2 C.F.R. §200.302(a) provides: "Each state must expend and account for the Federal award in accordance with state laws and procedures for expending and accounting for the state's own funds." Therefore, section 215.971, Florida Statutes, entitled "Agreements funded with federal or state assistance", applies to this Agreement.

(2) LAWS, RULES, REGULATIONS AND POLICIES

a. The Sub-Recipient's performance under this Agreement is subject to 2 C.F.R. Part 200, entitled "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards."

b. As required by section 215.971(1), Florida Statutes, this Agreement includes:

i. A provision specifying a scope of work that clearly establishes the tasks that the Sub-Recipient is required to perform.

ii. A provision dividing the agreement into quantifiable units of deliverables that must be received and accepted in writing by the Division before payment. Each deliverable must be directly related to the scope of work and specify the required minimum level of service to be performed and the criteria for evaluating the successful completion of each deliverable.

iii. A provision specifying the financial consequences that apply if the Sub-Recipient fails to perform the minimum level of service required by the agreement.

iv. A provision specifying that the Sub-Recipient may expend funds only for allowable costs resulting from obligations incurred during the specified agreement period.

v. A provision specifying that any balance of unobligated funds which has been advanced or paid must be refunded to the Division.

vi. A provision specifying that any funds paid in excess of the amount to which the Sub-Recipient is entitled under the terms and conditions of the agreement must be refunded to the Division.

c. In addition to the foregoing, the Sub-Recipient and the Division shall be governed by all applicable State and Federal laws, rules and regulations, including those identified in Attachment B. Any express reference in this Agreement to a particular statute, rule, or regulation in no way implies that no other statute, rule, or regulation applies.

(3) CONTACT

a. In accordance with section 215.971(2), Florida Statutes, the Division's Grant Manager shall be responsible for enforcing performance of this Agreement's terms and conditions and shall serve as the Division's liaison with the Sub-Recipient. As part of his/her duties, the Grant Manager for the Division shall:

i. Monitor and document Sub-Recipient performance; and,

ii. Review and document all deliverables for which the Sub-Recipient requests payment.

b. The Division's Grant Manager for this Agreement is:

Terry Munoz
Project Manager
Bureau of Mitigation
Florida Division of Emergency Management
2489 Shumard Oak Boulevard
Tallahassee, FL 32399-2100
Telephone: 850-391-8406
Email: Terry.Munoz@em.myflorida.com

The Division's Alternate Grant Manager for this Agreement is:

Kathleen Marshall
Community Program Manager
Bureau of Mitigation
Florida Division of Emergency Management
2489 Shumard Oak Boulevard
Tallahassee, FL 32399
Telephone: 850-815-4503
Email: Kathleen.Marshall@em.myflorida.com

1. The name and address of the Representative of the Sub-Recipient responsible for the administration of this Agreement is:

Sylvia Jackson
Assistant Superintendent for Support Services
35 Martin Luther King, Jr. Blvd.
Quincy, Florida 32351
Telephone: 850-662-2238
Email: jacksons@gcpsmail.com

2. In the event that different representatives or addresses are designated by either party after execution of this Agreement, notice of the name, title and address of the new representative will be provided to the other party.

(4) TERMS AND CONDITIONS

This Agreement contains all the terms and conditions agreed upon by the parties.

(5) EXECUTION

This Agreement may be executed in any number of counterparts, any one of which may be taken as an original.

(6) MODIFICATION

Either party may request modification of the provisions of this Agreement. Changes which are agreed upon shall be valid only when in writing, signed by each of the parties, and attached to the original of this Agreement.

(7) SCOPE OF WORK

The Sub-Recipient shall perform the work in accordance with the Budget and Scope of Work, Attachment A of this Agreement.

(8) PERIOD OF AGREEMENT

This Agreement shall begin on **March 09, 2026** and shall end on **May 31, 2028**, unless terminated earlier in accordance with the provisions of Paragraph (17) of this Agreement. Consistent with the definition of "period of performance" contained in 2 C.F.R. §200.1, the term "period of agreement" refers to the time during which the Sub-Recipient "may incur new obligations to carry out the work authorized under" this Agreement. In accordance with section 215.971(1)(d), Florida Statutes, the Sub-Recipient may expend funds authorized by this Agreement "only for allowable costs resulting from obligations incurred during" the period of agreement.

The terms of this Agreement are intended to encompass the Pre-Award period. If applicable, the Pre-Award period and FEMA approved Pre-Award costs shall be outlined in Attachment A of this Agreement ("Budget and Scope of Work").

(9) FUNDING

a. This is a cost-reimbursement Agreement, subject to the availability of funds.

b. The State of Florida's performance and obligation to pay under this Agreement is contingent upon an annual appropriation by the Legislature, and subject to any modification in accordance with either chapter 216, Florida Statutes, or the Florida Constitution.

c. The Division will reimburse the Sub-Recipient only for allowable costs incurred by the Sub-Recipient in the successful completion of each deliverable. The maximum reimbursement amount for each deliverable is outlined in Attachment A of this Agreement ("Budget and Scope of Work"). The maximum reimbursement amount for the entirety of this Agreement is **$1,244,255.00**.

d. As required by 2 C.F.R. §200.415(a), any request for payment under this Agreement must include a certification, signed by an official who is authorized to legally bind the Sub-Recipient, which reads as follows: "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)."

e. The Division will review any request for reimbursement by comparing the documentation provided by the Sub-Recipient against a performance measure, outlined in Attachment A, that clearly delineates:

i. The required minimum acceptable level of service to be performed; and,

ii. The criteria for evaluating the successful completion of each deliverable.

f. The performance measure required by section 215.971(1)(b), Florida Statutes, remains consistent with the requirement for a "performance goal", which is defined in 2 C.F.R. §200.1 as "a target level of performance expressed as a tangible, measurable objective, against which actual achievement can be compared." It also remains consistent with the requirement, contained in 2 C.F.R. §200.329, that the Division and the Sub-Recipient "relate financial data to performance goals and objectives of the Federal award."

g. If authorized by the Federal Awarding Agency, then the Division will reimburse the Sub-Recipient for overtime expenses in accordance with 2 C.F.R. §200.430 ("Compensation—personal services") and 2 C.F.R. §200.431 ("Compensation—fringe benefits"). If the Sub-Recipient seeks reimbursement for overtime expenses for periods when no work is performed due to vacation, holiday, illness, failure of the employer to provide sufficient work, or other similar cause (*See* 29 U.S.C. §207(e)(2)), then the Division will treat the expense as a fringe benefit. 2 C.F.R. §200.431(a) defines fringe benefits as "allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages." Fringe benefits are allowable under this Agreement as long as

the benefits are reasonable and are required by law, Sub-Recipient-employee agreement, or an established policy of the Sub-Recipient. 2 C.F.R. §200.431(b) provides that the cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

i. They are provided under established written leave policies;

ii. The costs are equitably allocated to all related activities, including Federal awards; and,

iii. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the non-Federal entity or specified grouping of employees.

h. If authorized by the Federal Awarding Agency, then the Division will reimburse the Sub-Recipient for travel expenses in accordance with 2 C.F.R. §200.474. As required by the Reference Guide for State Expenditures, reimbursement for travel must be in accordance with section 112.061, Florida Statutes, which includes submission of the claim on the approved state travel voucher. If the Sub-Recipient seeks reimbursement for travel costs that exceed the amounts stated in section 112.061(6)(b), Florida Statutes ($6 for breakfast, $11 for lunch, and $19 for dinner), then the Sub-Recipient must provide documentation that:

i. The costs are reasonable and do not exceed charges normally allowed by the Sub-Recipient in its regular operations as a result of the Sub-Recipient's written travel policy; and,

ii. Participation of the individual in the travel is necessary to the Federal award.

i. The Division's grant manager, as required by section 215.971(2)(c), Florida Statutes, shall reconcile and verify all funds received against all funds expended during the grant agreement period and produce a final reconciliation report. The final report must identify any funds paid in excess of the expenditures incurred by the Sub-Recipient.

j. As defined by 2 C.F.R. §200.1, the term "improper payment" means or includes:

i. Any payment that should not have been made or that was made in an incorrect amount (including overpayments and underpayments) under statutory, contractual, administrative, or other legally applicable requirements; and,

ii. Any payment to an ineligible party, any payment for an ineligible good or service, any duplicate payment, any payment for a good or service not received (except for such payments where authorized by law), any payment that does not account for credit for applicable discounts, and any payment where insufficient or lack of documentation prevents a reviewer from discerning whether a payment was proper.

k. No reimbursements shall be made for costs outside the period of agreement, as defined in paragraph (8) of this Agreement.

(10) RECORDS

a. As required by 2 C.F.R. §200.336, the Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the Division, or any of their authorized representatives, shall enjoy the right of access to any documents, papers, or other records of the Sub-Recipient which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right of access also includes timely and reasonable access to the Sub-Recipient's personnel for the purpose of interview and discussion related to such documents. Finally, the right of access is not limited to the required retention period but lasts as long as the records are retained.

b. As required by 2 C.F.R. §200.332(a)(5), the Division, the Chief Inspector General of the State of Florida, the Florida Auditor General, or any of their authorized representatives, shall enjoy the right of access to any documents, financial statements, papers, or other records of the Sub-Recipient which are pertinent to this Agreement, in order to make audits, examinations, excerpts, and transcripts. The right of access also includes timely and reasonable access to the Sub-Recipient's personnel for the purpose of interview and discussion related to such documents.

c. As required by Florida Department of State's record retention requirements (Chapter 119, Florida Statutes) and by 2 C.F.R. §200.334, the Sub-Recipient shall retain sufficient records to show its compliance with the terms of this Agreement, as well as the compliance of all subcontractors or consultants paid from funds under this Agreement, for a period of five (5) years from the date of submission of the final expenditure report. The following are the only exceptions to the five (5) year requirement:

i. If any litigation, claim, or audit is started before the expiration of the 5-year period, then the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

ii. When the Division or the Sub-Recipient is notified in writing by the Federal awarding agency, cognizant agency for audit, oversight agency for audit, cognizant agency for indirect costs, or pass-through entity to extend the retention period.

iii. Records for real property and equipment acquired with Federal funds must be retained for 5 years after final disposition.

iv. When records are transferred to or maintained by the Federal awarding agency or pass-through entity, the 5-year retention requirement is not applicable to the Sub-Recipient.

v. Records for program income transactions after the period of performance. In some cases, recipients must report program income after the period of performance. Where there is such a requirement, the retention period for the records pertaining to the earning of the program income starts from the end of the non-Federal entity's fiscal year in which the program income is earned.

vi. Indirect cost rate proposals and cost allocations plans. This paragraph applies to the following types of documents and their supporting records: indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a

particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates).

d. In accordance with 2 C.F.R. §200.335, the Federal awarding agency must request transfer of certain records to its custody from the Division or the Sub-Recipient when it determines that the records possess long-term retention value.

e. In accordance with 2 C.F.R. §200.336, the Division must always provide or accept paper versions of Agreement information to and from the Sub-Recipient upon request. If paper copies are submitted, then the Division must not require more than an original and two copies. When original records are electronic and cannot be altered, there is no need to create and retain paper copies. When original records are paper, electronic versions may be substituted through the use of duplication or other forms of electronic media provided that they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable.

f. As required by 2 C.F.R. §200.303, the Sub-Recipient shall take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or the Division designates as sensitive or the Sub-Recipient considers sensitive consistent with applicable Federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.

g. Florida's Government in the Sunshine Law (Section 286.011, Florida Statutes) provides the citizens of Florida with a right of access to governmental proceedings and mandates three, basic requirements: (1) meetings of public boards or commissions must be open to the public; (2) reasonable notice of such meetings must be given; and, (3) minutes of the meetings must be taken and promptly recorded. The mere receipt of public funds by a private entity, standing alone, is insufficient to bring that entity within the ambit of the open government requirements. However, the Government in the Sunshine Law applies to private entities that provide services to governmental agencies and that act on behalf of those agencies in the agencies' performance of their public duties. If a public agency delegates the performance of its public purpose to a private entity, then, to the extent that private entity is performing that public purpose, the Government in the Sunshine Law applies. For example, if a volunteer fire department provides firefighting services to a governmental entity and uses facilities and equipment purchased with public funds, then the Government in the Sunshine Law applies to board of directors for that volunteer fire department. Thus, to the extent that the Government in the Sunshine Law applies to the Sub-Recipient based upon the funds provided under this Agreement, the meetings of the Sub-Recipient's governing board or the meetings of any subcommittee making recommendations to the governing board may be subject to open government requirements. These meetings shall be publicly noticed, open to the public, and the minutes of all the meetings shall be public records, available to the public in accordance with chapter 119, Florida Statutes.

h. Florida's Public Records Law provides a right of access to the records of the state and local governments as well as to private entities acting on their behalf. Unless specifically exempted

from disclosure by the Legislature, all materials made or received by a governmental agency (or a private entity acting on behalf of such an agency) in conjunction with official business which are used to perpetuate, communicate, or formalize knowledge qualify as public records subject to public inspection. The mere receipt of public funds by a private entity, standing alone, is insufficient to bring that entity within the ambit of the public record requirements. However, when a public entity delegates a public function to a private entity, the records generated by the private entity's performance of that duty become public records. Thus, the nature and scope of the services provided by a private entity determine whether that entity is acting on behalf of a public agency and is therefore subject to the requirements of Florida's Public Records Law.

i. The Sub-Recipient shall maintain all records for the Sub-Recipient and for all subcontractors or consultants to be paid from funds provided under this Agreement, including documentation of all program costs, in a form sufficient to determine compliance with the requirements and objectives of the Budget and Scope of Work - Attachment A - and all other applicable laws and regulations.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT: (850) 815-7671 Records@em.myflorida.com, or 2489 Shumard Oak Boulevard, Tallahassee, FL 32399.

(11) AUDITS

a. The Sub-Recipient shall comply with the audit requirements contained in 2 C.F.R. Part 200, Subpart F.

b. In accounting for the receipt and expenditure of funds under this Agreement, the Sub-Recipient shall follow Generally Accepted Accounting Principles ("GAAP"). As defined by 2 C.F.R. §200.1, GAAP "has the meaning specified in accounting standards issued by the Government Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB)."

c. When conducting an audit of the Sub-Recipient's performance under this Agreement, the Division shall use Generally Accepted Government Auditing Standards ("GAGAS"). As defined by 2 C.F.R. §200.1, GAGAS, "also known as the Yellow Book, means generally accepted government auditing standards issued by the Comptroller General of the United States, which are applicable to financial audits."

d. If an audit shows that all or any portion of the funds disbursed were not spent in accordance with the conditions of this Agreement, the Sub-Recipient shall be held liable for reimbursement to the Division of all funds not spent in accordance with these applicable regulations and

Agreement provisions within thirty (30) days after the Division has notified the Sub-Recipient of such non-compliance.

e. The Sub-Recipient shall have all audits completed by an independent auditor, which is defined in section 215.97(2)(i), Florida Statutes, as "an independent certified public accountant licensed under chapter 473." The independent auditor shall state that the audit complied with the applicable provisions noted above. The audit must be received by the Division no later than nine months from the end of the Sub-Recipient's fiscal year.

f. The Sub-Recipient shall send copies of reporting packages for audits conducted in accordance with 2 C.F.R. Part 200, by or on behalf of the Sub-Recipient, to the Division at the following address:

DEMSingle_Audit@em.myflorida.com

OR

Office of the Inspector General

2489 Shumard Oak Boulevard

Tallahassee, Florida 32399-2100

g. The Sub-Recipient shall send the Single Audit reporting package and Form SF-SAC to the Federal Audit Clearinghouse by submission online at:

http://harvester.census.gov/fac/collect/ddeindex.html

h. The Sub-Recipient shall send any management letter issued by the auditor to the Division at the following address:

DEMSingle_Audit@em.myflorida.com

OR

Office of the Inspector General

2489 Shumard Oak Boulevard

Tallahassee, Florida 32399-2100

(12) REPORTS

a. Consistent with 2 C.F.R. §200.328, the Sub-Recipient shall provide the Division with quarterly reports and a close-out report. These reports shall include the current status and progress by the Sub-Recipient and all subcontractors in completing the work described in the Scope of Work and the expenditure of funds under this Agreement, in addition to any other information requested by the Division.

b. Quarterly reports are due to the Division no later than fifteen (15) days after the end of each quarter of the program year and shall be sent each quarter until submission of the administrative close-out report. The ending dates for each quarter of the program year are March 31, June 30, September 30, and December 31.

c. The close-out report is due sixty (60) days after termination of this Agreement or sixty (60) days after completion of the activities contained in this Agreement, whichever first occurs.

d. If all required reports and copies are not sent to the Division or are not completed in a manner acceptable to the Division, then the Division may withhold further payments until they are completed or may take other action as stated in Paragraph (16) REMEDIES. "Acceptable to the Division" means that the work product was completed in accordance with the Budget and Scope of Work.

e. The Sub-Recipient shall provide additional program updates or information that may be required by the Division.

f. The Sub-Recipient shall provide additional reports and information identified in Attachment F.

(13) MONITORING

a. The Sub-Recipient shall monitor its performance under this Agreement, as well as that of its subcontractors and/or consultants who are paid from funds provided under this Agreement, to ensure that time schedules are being met, the Schedule of Deliverables and Scope of Work are being accomplished within the specified time periods, and other performance goals are being achieved. A review shall be done for each function or activity in Attachment A to this Agreement and reported in the quarterly report.

b. In addition to reviews of audits, monitoring procedures may include, but not be limited to, on-site visits by Division staff, limited scope audits, and/or other procedures. The Sub-Recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Division. In the event that the Division determines that a limited scope audit of the Sub-Recipient is appropriate, the Sub-Recipient agrees to comply with any additional instructions provided by the Division to the Sub-Recipient regarding such audit. The Sub-Recipient further agrees to comply and cooperate with any inspections, reviews, investigations or audits deemed necessary by the Florida Chief Financial Officer or Auditor General. In addition, the Division will monitor the performance and financial management by the Sub-Recipient throughout the contract term to ensure timely completion of all tasks.

(14) LIABILITY

a. Unless Sub-Recipient is a State agency or subdivision, as defined in section 768.28(2), Florida Statutes, the Sub-Recipient is solely responsible to parties it deals with in carrying out the terms of this Agreement and, as authorized by section 768.28(19), Florida Statutes, Sub-Recipient shall hold the Division harmless against all claims of whatever nature by third parties arising from the work performance under this Agreement. For purposes of this Agreement, Sub-Recipient agrees that it is not an employee or agent of the Division, but is an independent contractor.

b. As required by section 768.28(19), Florida Statutes, any Sub-Recipient which is a state agency or subdivision, as defined in section 768.28(2), Florida Statutes, agrees to be fully responsible for its negligent or tortious acts or omissions which result in claims or suits against the

Division, and agrees to be liable for any damages proximately caused by the acts or omissions to the extent set forth in section 768.28, Florida Statutes. Nothing herein is intended to serve as a waiver of sovereign immunity by any Sub-Recipient to which sovereign immunity applies. Nothing herein shall be construed as consent by a state agency or subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

(15) DEFAULT

If any of the following events occur ("Events of Default"), all obligations on the part of the Division to make further payment of funds shall terminate and the Division has the option to exercise any of its remedies set forth in Paragraph (16); however, the Division may make payments or partial payments after any Events of Default without waiving the right to exercise such remedies, and without becoming liable to make any further payment if:

a. Any warranty or representation made by the Sub-Recipient in this Agreement or any previous agreement with the Division is or becomes false or misleading in any respect, or if the Sub-Recipient fails to keep or perform any of the obligations, terms or covenants in this Agreement or any previous agreement with the Division and has not cured them in timely fashion, or is unable or unwilling to meet its obligations under this Agreement;

b. Material adverse changes occur in the financial condition of the Sub-Recipient at any time during the term of this Agreement, and the Sub-Recipient fails to cure this adverse change within thirty (30) days from the date written notice is sent by the Division;

c. Any reports required by this Agreement have not been submitted to the Division or have been submitted with incorrect, incomplete or insufficient information; or,

d. The Sub-Recipient has failed to perform and complete on time any of its obligations under this Agreement.

(16) REMEDIES

If an Event of Default occurs, then the Division shall, after thirty (30) calendar days written notice to the Sub-Recipient and upon the Sub-Recipient's failure to cure within those thirty (30) days, exercise any one or more of the following remedies, either concurrently or consecutively:

a. Terminate this Agreement, provided that the Sub-Recipient is given at least thirty (30) days prior written notice of the termination. The notice shall be effective when placed in the United States, first class mail, postage prepaid, by registered or certified mail-return receipt requested, to the address in paragraph (3) herein;

b. Begin an appropriate legal or equitable action to enforce performance of this Agreement;

c. Withhold or suspend payment of all or any part of a request for payment;

d. Require that the Sub-Recipient refund to the Division any monies used for ineligible purposes under the laws, rules and regulations governing the use of these funds.

e. Exercise any corrective or remedial actions, to include but not be limited to:

i. Request additional information from the Sub-Recipient to determine the reasons for or the extent of non-compliance or lack of performance,

ii. Issue a written warning to advise that more serious measures may be taken if the situation is not corrected,

iii. Advise the Sub-Recipient to suspend, discontinue or refrain from incurring costs for any activities in question or

iv. Require the Sub-Recipient to reimburse the Division for the amount of costs incurred for any items determined to be ineligible;

f. Exercise any other rights or remedies which may be available under law.

Pursuing any of the above remedies will not stop the Division from pursuing any other remedies in this Agreement or provided at law or in equity. If the Division waives any right or remedy in this Agreement or fails to insist on strict performance by the Sub-Recipient, it will not affect, extend or waive any other right or remedy of the Division, or affect the later exercise of the same right or remedy by the Division for any other default by the Sub-Recipient.

(17) TERMINATION

a. The Division may terminate this Agreement for cause after thirty (30) days written notice. Cause can include misuse of funds, fraud, lack of compliance with applicable rules, laws and regulations, failure to perform on time, and refusal by the Sub-Recipient to permit public access to any document, paper, letter, or other material subject to disclosure under chapter 119, Florida Statutes, as amended.

b. The Division may terminate this Agreement for convenience or when it determines, in its sole discretion that continuing the Agreement would not produce beneficial results in line with the further expenditure of funds, by providing the Sub-Recipient with thirty (30) calendar day's prior written notice.

c. The parties may agree to terminate this Agreement for their mutual convenience through a written amendment of this Agreement. The amendment will state the effective date of the termination and the procedures for proper closeout of the Agreement.

d. In the event that this Agreement is terminated, the Sub-Recipient will not incur new obligations for the terminated portion of the Agreement after the Sub-Recipient has received the notification of termination. The Sub-Recipient will cancel as many outstanding obligations as possible. Costs incurred after receipt of the termination notice will be disallowed. The Sub-Recipient shall not be relieved of liability to the Division because of any breach of Agreement by the Sub-Recipient. The

Division may, to the extent authorized by law, withhold payments to the Sub-Recipient for the purpose of set-off until the exact amount of damages due the Division from the Sub-Recipient is determined.

(18) PROCUREMENT

a. The Sub-Recipient shall ensure that any procurement involving funds authorized by the Agreement complies with all applicable federal and state laws and regulations, to include 2 C.F.R. §§200.318 through 200.327 as well as Appendix II to 2 C.F.R. Part 200 (entitled "Contract Provisions for Non-Federal Entity Contracts Under Federal Awards").

b. As required by 2 C.F.R. §200.318(i), the Sub-Recipient shall "maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price."

c. As required by 2 C.F.R. §200.318(b), the Sub-Recipient shall "maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders." In order to demonstrate compliance with this requirement, the Sub-Recipient shall document, in its quarterly report to the Division, the progress of any and all subcontractors performing work under this Agreement.

d. The Sub-Recipient agrees to include in the subcontract that (i) the subcontractor is bound by the terms of this Agreement, (ii) the subcontractor is bound by all applicable state and federal laws and regulations, and (iii) the subcontractor shall hold the Division and Sub-Recipient harmless against all claims of whatever nature arising out of the subcontractor's performance of work under this Agreement, to the extent allowed and required by law.

e. As required by 2 C.F.R. §200.318(c)(1), the Sub-Recipient shall "maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts."

f. As required by 2 C.F.R. §200.319(a), the Sub-Recipient shall conduct any procurement under this agreement "in a manner providing full and open competition." Accordingly, the Sub-Recipient shall not:

i. Place unreasonable requirements on firms in order for them to qualify to do business;

ii. Require unnecessary experience or excessive bonding;

iii. Use noncompetitive pricing practices between firms or between affiliated companies;

iv. Execute noncompetitive contracts to consultants that are on retainer contracts;

v. Authorize, condone, or ignore organizational conflicts of interest;

vi. Specify only a brand name product without allowing vendors to offer an equivalent;

vii. Specify a brand name product instead of describing the performance, specifications, or other relevant requirements that pertain to the commodity or service solicited by the procurement;

viii. Engage in any arbitrary action during the procurement process; or,

ix. Allow a vendor to bid on a contract if that bidder was involved with developing or drafting the specifications, requirements, statement of work, invitation to bid, or request for proposals.

g. "Except in those cases where applicable Federal statutes expressly mandate or encourage" otherwise, the Sub-Recipient, as required by 2 C.F.R. §200.319(c), shall not use a geographic preference when procuring commodities or services under this Agreement.

h. The Sub-Recipient shall conduct any procurement involving invitations to bid (i.e. sealed bids) in accordance with 2 C.F.R. §200.320(d) as well as section 287.057(1)(a), Florida Statutes.

i. The Sub-Recipient shall conduct any procurement involving requests for proposals (i.e. competitive proposals) in accordance with 2 C.F.R. §200.320(2) as well as section 287.057(1)(b), Florida Statutes.

j. For each subcontract, the Sub-Recipient shall provide a written statement to the Division as to whether that subcontractor is a minority business enterprise, as defined in section 288.703, Florida Statutes. Additionally, the Sub-Recipient shall comply with the requirements of 2 C.F.R. §200.321 ("Contracting with small and minority businesses, women's business enterprises, and labor surplus area firms").

k. If the Sub-Recipient chooses to subcontract any of the work required under this Agreement, then the Sub-Recipient shall review its competitive solicitation and subsequent contract to be awarded for compliance with the procurement standards in 2 C.F.R. §§200.318 through 200.327 and required contract provisions in Appendix II to 2 C.F.R. Part 200. If the Sub-Recipient publishes a competitive solicitation or executes a contract that is not in compliance with the Federal procurement standards in 2 C.F.R. §§200.318 through 200.327 or the requirements of Appendix II to 2 C.F.R. Part 200, then the Sub-Recipient is on notice that the Division may:

i. Terminate this Agreement in accordance with the provisions outlined in paragraph (17) above; or,

ii. Refuse to reimburse the Sub-Recipient for any costs associated with that solicitation.

l. FEMA has developed helpful resources for subgrant recipients related to compliance with the Federal procurement standards in 2 C.F.R. §§200.318 through 200.327 and required contract

provisions in Appendix II to 2 C.F.R. Part 200. These resources are generally available at https://www.fema.gov/procurement-disaster-assistance-team.

(19) ATTACHMENTS

a. All attachments to this Agreement are incorporated as if set out fully.

b. In the event of any inconsistencies or conflict between the language of this Agreement and the attachments, the language of the attachments shall control, but only to the extent of the conflict or inconsistency.

c. This Agreement has the following attachments:

i. Exhibit 1 - Funding Sources
ii. Attachment A – Budget and Scope of Work
iii. Attachment B – Program Statutes and Regulations
iv. Attachment C – Statement of Assurances
v. Attachment D – Request for Advance or Reimbursement
vi. Attachment E – Justification of Advance Payment
vii. Attachment F – Quarterly Report Form
viii. Attachment G – Warranties and Representations
ix. Attachment H – Certification Regarding Debarment
x. Attachment I – Federal Funding Accountability and Transparency Act
xi. Attachment J – Mandatory Contract Provisions
xii. Attachment K – Certification Regarding Lobbying
xiii. Attachment L – Florida Accountability Contract Tracking System
xiv. Attachment M – Foreign Country of Concern Affidavit

(20) PAYMENTS

a. Any advance payment under this Agreement is subject to 2 C.F.R. §200.305 and, as applicable, section 216.181(16), Florida Statutes. All advances are required to be held in an interest-bearing account. If an advance payment is requested, the budget data on which the request is based and a justification statement shall be included in this Agreement as Attachment E. Attachment E will specify the amount of advance payment needed and provide an explanation of the necessity for and proposed use of these funds. No advance shall be accepted for processing if a reimbursement has been paid prior to the submittal of a request for advanced payment. After the initial advance, if any, payment shall be made on a reimbursement basis as needed.

b. Invoices shall be submitted at least quarterly and shall include the supporting documentation for all costs of the project or services. The final invoice shall be submitted within sixty (60) days after the expiration date of the agreement. An explanation of any circumstances prohibiting the submittal of quarterly invoices shall be submitted to the Division grant manager as part of the Sub-Recipient's quarterly reporting as referenced in Paragraph (12) of this Agreement.

c. If the necessary funds are not available to fund this Agreement as a result of action by the United States Congress, the federal Office of Management and Budgeting, the State Chief Financial Officer or under subparagraph (9)b. of this Agreement, all obligations on the part of the Division to make any further payment of funds shall terminate, and the Sub-Recipient shall submit its closeout report within thirty (30) days of receiving notice from the Division.

(21) REPAYMENTS

a. All refunds or repayments due to the Division under this Agreement are to be made payable to the order of "Division of Emergency Management", and mailed directly to the following address:

Division of Emergency Management
Cashier
2489 Shumard Oak Boulevard
Tallahassee FL 32399-2100

b. In accordance with section 215.34(2), Florida Statutes, if a check or other draft is returned to the Division for collection, Sub-Recipient shall pay the Division a service fee of $15.00 or 5% of the face amount of the returned check or draft, whichever is greater.

(22) MANDATED CONDITIONS

a. The validity of this Agreement is subject to the truth and accuracy of all the information, representations, and materials submitted or provided by the Sub-Recipient in this Agreement, in any later submission or response to a Division request, or in any submission or response to fulfill the requirements of this Agreement. All of said information, representations, and materials are incorporated by reference. The inaccuracy of the submissions or any material changes shall, at the option of the Division and with thirty (30) days written notice to the Sub-Recipient, cause the termination of this Agreement and the release of the Division from all its obligations to the Sub-Recipient.

b. This Agreement shall be construed under the laws of the State of Florida, and venue for any actions arising out of this Agreement shall be in the Circuit Court of Leon County. If any provision of this Agreement is in conflict with any applicable statute or rule, or is unenforceable, then the provision shall be null and void to the extent of the conflict, and shall be severable, but shall not invalidate any other provision of this Agreement.

c. Any power of approval or disapproval granted to the Division under the terms of this Agreement shall survive the term of this Agreement.

d. The Sub-Recipient agrees to comply with the Americans With Disabilities Act (Public Law 101-336, 42 U.S.C. Section 12101 et seq.), which prohibits discrimination by public and private entities on the basis of disability in employment, public accommodations, transportation, State and local government services, and telecommunications.

e. Those who have been placed on the convicted vendor list following a conviction for a public entity crime or on the discriminatory vendor list may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with a public entity, and may not transact business with any public entity in excess of $25,000.00 for a period of 36 months from the date of being placed on the convicted vendor list or on the discriminatory vendor list.

f. Any Sub-Recipient which is not a local government or state agency, and which receives funds under this Agreement from the federal government, certifies, to the best of its knowledge and belief, that it and its principals or affiliates:

i. Are not presently debarred, suspended, proposed for debarment, declared ineligible, voluntarily excluded or disqualified from covered transactions by a federal department or agency;

ii. Have not, within a five-year period preceding this proposal been convicted of or had a civil judgment rendered against them for fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

iii. Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any offenses enumerated in paragraph (22) f. ii. of this certification; and,

iv. Have not within a five-year period preceding this Agreement had one or more public transactions (federal, state or local) terminated for cause or default.

g. **In addition, the Sub-Recipient shall send to the Division (by email) the completed "Certification Regarding Debarment, Suspension, Ineligibility And Voluntary Exclusion" (Attachment H) for each intended subcontractor which Sub-Recipient plans to fund under this Agreement. The form must be received by the Division before the Sub-Recipient enters into a contract with any subcontractor.**

h. The Division reserves the right to unilaterally cancel this Agreement if the Sub-Recipient refuses to allow public access to all documents, papers, letters or other material subject to the provisions of chapter 119, Florida Statutes, which the Sub-Recipient created or received under this Agreement.

i. If the Sub-Recipient is allowed to temporarily invest any advances of funds under this Agreement, any interest income shall either be returned to the Division or be applied against the Division's obligation to pay the contract amount.

j. The State of Florida will not intentionally award publicly-funded contracts to any contractor who knowingly employs unauthorized alien workers, constituting a violation of the employment provisions contained in 8 U.S.C. Section 1324a(e) [Section 274A(e) of the Immigration and Nationality Act ("INA")]. The Division shall consider the employment by any contractor of unauthorized aliens a violation of Section 274A(e) of the INA. Such violation by the Sub-Recipient of the employment provisions contained in Section 274A(e) of the INA shall be grounds for unilateral cancellation of this Agreement by the Division.

k. Section 287.05805, Florida Statutes, requires that any state funds provided for the purchase of or improvements to real property are contingent upon the contractor or political subdivision granting to the state a security interest in the property at least to the amount of state funds provided for at least 5 years from the date of purchase or the completion of the improvements or as further required by law.

l. The Division may, at its option, terminate the Contract if the Contractor is found to have submitted a false certification as provided under section 287.135(5), Florida Statutes, or been placed on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List, or been engaged in business operations in Cuba or Syria, or to have been placed on the Scrutinized Companies that Boycott Israel List or is engaged in a boycott of Israel.

m. If applicable, pursuant to Section 255.0993, Florida Statutes, the Sub-Recipient shall ensure that any iron or steel product, as defined in Section 255.0993(1)(b), Florida Statutes, that is permanently incorporated in the deliverable(s) resulting from this project, must be produced in the United States.

(23) LOBBYING PROHIBITION

a. 2 C.F.R. §200.450 prohibits reimbursement for costs associated with certain lobbying activities.

b. Section 216.347, Florida Statutes, prohibits "any disbursement of grants and aids appropriations pursuant to a contract or grant to any person or organization unless the terms of the grant or contract prohibit the expenditure of funds for the purpose of lobbying the Legislature, the judicial branch, or a state agency."

c. No funds or other resources received from the Division under this Agreement may be used directly or indirectly to influence legislation or any other official action by the Florida Legislature or any state agency.

d. The Sub-Recipient certifies, by its signature to this Agreement, that to the best of his or her knowledge and belief:

i. No Federal appropriated funds have been paid or will be paid, by or on behalf of the Sub-Recipient, to any person for influencing or attempting to influence an officer or

employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan or cooperative agreement.

ii. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the Sub-Recipient shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities."

iii. The Sub-Recipient shall require that this certification be included in the award documents for all subawards (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all Sub-Recipients shall certify and disclose.

iv. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

(24) COPYRIGHT, PATENT AND TRADEMARK

EXCEPT AS PROVIDED BELOW, ANY AND ALL PATENT RIGHTS ACCRUING UNDER OR IN CONNECTION WITH THE PERFORMANCE OF THIS AGREEMENT ARE HEREBY RESERVED TO THE STATE OF FLORIDA; AND, ANY AND ALL COPYRIGHTS ACCRUING UNDER OR IN CONNECTION WITH THE PERFORMANCE OF THIS AGREEMENT ARE HEREBY TRANSFERRED BY THE SUB-RECIPIENT TO THE STATE OF FLORIDA.

a. If the Sub-Recipient has a pre-existing patent or copyright, the Sub-Recipient shall retain all rights and entitlements to that pre-existing patent or copyright unless the Agreement provides otherwise.

b. If any discovery or invention is developed in the course of or as a result of work or services performed under this Agreement, or in any way connected with it, the Sub-Recipient shall refer the discovery or invention to the Division for a determination whether the State of Florida will seek patent protection in its name. Any patent rights accruing under or in connection with the performance of this Agreement are reserved to the State of Florida. If any books, manuals, films, or other copyrightable material are produced, the Sub-Recipient shall notify the Division. Any copyrights accruing under or in connection with the performance under this Agreement are transferred by the Sub-Recipient to the State of Florida.

c. Within thirty (30) days of execution of this Agreement, the Sub-Recipient shall disclose all intellectual properties relating to the performance of this Agreement which he or she knows or should know could give rise to a patent or copyright. The Sub-Recipient shall retain all rights and entitlements to any pre-existing intellectual property which is disclosed. Failure to disclose will indicate that no such property exists. The Division shall then, under Paragraph (24) b., have the right to all patents and copyrights which accrue during performance of the Agreement.

d. If the Sub-Recipient qualifies as a state university under Florida law, then, pursuant to section 1004.23, Florida Statutes, any invention conceived exclusively by the employees of the Sub-Recipient shall become the sole property of the Sub-Recipient. In the case of joint inventions, that is inventions made jointly by one or more employees of both parties hereto, each party shall have an equal, undivided interest in and to such joint inventions. The Division shall retain a perpetual, irrevocable, fully-paid, nonexclusive license, for its use and the use of its contractors of any resulting patented, copyrighted or trademarked work products, developed solely by the Sub-Recipient, under this Agreement, for Florida government purposes.

(25) LEGAL AUTHORIZATION

The Sub-Recipient certifies that it has the legal authority to receive the funds under this Agreement and that its governing body has authorized the execution and acceptance of this Agreement. The Sub-Recipient also certifies that the undersigned person has the authority to legally execute and bind Sub-Recipient to the terms of this Agreement.

(26) EQUAL OPPORTUNITY AND MERIT-BASED SELECTION

a. In accordance with Executive Order 14173, "Ending Illegal Discrimination and Restoring Merit-Based Opportunity," the Subrecipient hereby agrees that all procurement and employment actions funded in whole or in part with federal funds shall be identity-neutral and merit-based.

i. The Subrecipient and its contractors shall not discriminate against any employee, applicant for employment, or bidder because of race, color, religion, sex, sexual orientation, gender identity, or national origin.

ii. The Subrecipient certifies that no contract award or employment decision shall be based on a demographic preference, quota, or "workforce balancing" requirement.

iii. All contract awards must be based solely on technical merit, cost-effectiveness, and the bidder's demonstrated ability to perform the work.

b. The Subrecipient acknowledges that compliance with this Section (26) is **material** to the federal government's decision to provide and reimburse funds. The Subrecipient further agrees that:

i. Failure to adhere to merit-based selection standards while certifying compliance through the submission of reimbursement requests may subject the Subrecipient to civil and/or criminal penalties under the False Claims Act (31 U.S.C. §§ 3729–3733).

ii. The Subrecipient shall include the provisions of this Section (26) in every subcontract or purchase order so that such provisions shall be binding upon each subcontractor or vendor.

iii. In the event of the Subrecipient's noncompliance with the merit-based provisions of this clause, FDEM may cancel, terminate, or suspend this Agreement in whole or in part and refer the matter to the Department of Justice for appropriate legal proceedings.

(27) COPELAND ANTI-KICKBACK ACT

The Sub-Recipient hereby agrees that, unless exempt under Federal law, it will incorporate or cause to be incorporated into any contract for construction work, or modification thereof, the following clause:

i. Contractor. The contractor shall comply with 18 U.S.C. § 874, 40 U.S.C. § 3145, and the requirements of 29 C.F.R. pt. 3 as may be applicable, which are incorporated by reference into this contract.

ii. Subcontracts. The contractor or subcontractor shall insert in any subcontracts the clause above and such other clauses as the FEMA may by appropriate instructions require, and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for the compliance by any subcontractor or lower tier subcontractor with all of these contract clauses.

iii. Breach. A breach of the contract clauses above may be grounds for termination of the contract, and for debarment as a contractor and subcontractor as provided in 29 C.F.R. § 5.12.

(28) CONTRACT WORK HOURS AND SAFETY STANDARDS

If the Sub-Recipient, with the funds authorized by this Agreement, enters into a contract that exceeds $100,000 and involves the employment of mechanics or laborers, then any such contract must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 C.F.R. Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated

at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation.

(29) CLEAN AIR ACT AND THE FEDERAL WATER POLLUTION CONTROL ACT

If the Sub-Recipient, with the funds authorized by this Agreement, enters into a contract that exceeds $150,000, then any such contract must include the following provision:

> Contractor agrees to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387), and will report violations to FEMA and the Regional Office of the Environmental Protection Agency (EPA).

(30) SUSPENSION AND DEBARMENT

If the Sub-Recipient, with the funds authorized by this Agreement, enters into a contract, then any such contract must include the following provisions:

> i. This contract is a covered transaction for purposes of 2 C.F.R. pt. 180 and 2 C.F.R. pt. 3000. As such the contractor is required to verify that none of the contractor, its principals (defined at 2 C.F.R. § 180.995), or its affiliates (defined at 2 C.F.R. § 180.905) are excluded (defined at 2 C.F.R. § 180.940) or disqualified (defined at 2 C.F.R. § 180.935).
>
> ii. The contractor must comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C and must include a requirement to comply with these regulations in any lower tier covered transaction it enters into.
>
> iii. This certification is a material representation of fact relied upon by the Division. If it is later determined that the contractor did not comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C, in addition to remedies available to the Division, the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment.
>
> iv. The bidder or proposer agrees to comply with the requirements of 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C while this offer is valid and throughout the period of any contract that may arise from this offer. The bidder or proposer further agrees to include a provision requiring such compliance in its lower tier covered transactions.

(31) BYRD ANTI-LOBBYING AMENDMENT

If the Sub-Recipient, with the funds authorized by this Agreement, enters into a contract, then any such contract must include the following clause:

> Byrd Anti-Lobbying Amendment, 31 U.S.C. § 1352 (as amended). Contractors who apply or bid for an award of $100,000 or more shall file the required certification. Each tier certifies to the tier above that it will

not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient.

If this subgrant agreement amount is $100,000 or more, the Sub-Recipient, and subcontractors as applicable, shall sign Attachment K – Certification Regarding Lobbying.

(32) CONTRACTING WITH SMALL AND MINORITY BUSINESSES, WOMEN'S BUSINESS ENTERPRISES, AND LABOR SURPLUS AREA FIRMS

a. If the Sub-Recipient, with the funds authorized by this Agreement, seeks to procure goods or services, then, in accordance with 2 C.F.R. §200.321, the Sub-Recipient shall take the following affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used whenever possible:

i. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;

ii. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

iii. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

iv. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

v. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and

vi. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs i. through v. of this subparagraph.

b. The requirement outlined in subparagraph a. above, sometimes referred to as "socioeconomic contracting," does not impose an obligation to set aside either the solicitation or award of a contract to these types of firms. Rather, the requirement only imposes an obligation to carry out and document the six affirmative steps identified above.

c. The "socioeconomic contracting" requirement outlines the affirmative steps that the Sub-Recipient must take; the requirements do not preclude the Sub-Recipient from undertaking additional steps to involve small and minority businesses and women's business enterprises.

d. The requirement to divide total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises, does not authorize the Sub-Recipient to break a single project down into smaller components in order to circumvent the micro-purchase or small purchase thresholds so as to utilize streamlined acquisition procedures (e.g. "project splitting").

(33) ASSURANCES

The Sub-Recipient shall comply with any Statement of Assurances incorporated as Attachment C.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

SUB-RECIPIENT: GADSDEN DISTRICT SCHOOLS

By: Sylvia R. Jackson

Name and Title: Assistant Superintendent for Support Services

Date: 6/23/26

FEID#: 59-6000-6150

STATE OF FLORIDA
DIVISION OF EMERGENCY MANAGEMENT

By: _____

Name and Title: Kevin Guthrie, Director

Date: _____

EXHIBIT – 1

THE FOLLOWING FEDERAL RESOURCES ARE AWARDED TO THE SUB-RECIPIENT UNDER THIS AGREEMENT:

Federal Program
Federal agency: **Federal Emergency Management Agency: Hazard Mitigation Grant**
Catalog of Federal Domestic Assistance title and number: **97.039**
Award amount: **$1,244,255.00**

THE FOLLOWING COMPLIANCE REQUIREMENTS APPLY TO THE FEDERAL RESOURCES AWARDED UNDER THIS AGREEMENT:

- 2 C.F.R. Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- The Robert T. Stafford Disaster Relief and Emergency Assistance Act, Public Law 93-288, as amended, 42 U.S.C. 5121 et seq., and Related Authorities
- Sections 1361(A) of the National Flood Insurance Act of 1968, 42 U.S.C. 4104c, as amended by the National Flood Insurance Reform Act of 1994, Public Law 103-325 and the Bunning-Bereuter-Blumenauer Flood Insurance Reform Act of 2004, Public Law 108-264
- 31 C.F.R. Part 205 Rules and Procedures for Funds Transfers

Federal Program:

1. Sub-Recipient is to use funding to perform the following eligible activities:
   - Generators for Critical Facilities
2. Sub-Recipient is subject to all administrative and financial requirements as set forth in this Agreement, or will be in violation of the terms of the Agreement.

Attachment A

Budget and Scope of Work

STATEMENT OF PURPOSE:

The purpose of this Scope of Work is to provide protection to the Gadsden County High School building, in Havana, Gadsden County, Florida, funded through the Hazard Mitigation Grant Program (HMGP) **DR-4673-116-R**, as approved by the Florida Division of Emergency Management (Division) and the Federal Emergency Management Agency (FEMA). The project is for the purchase and installation of an emergency system to reduce and/or mitigate damage that might otherwise occur from severe weather or other hazards.

The Sub-Recipient, Gadsden District Schools, agrees to administer and complete the project per scope of work as submitted by the Sub-Recipient and subsequently approved by the Division and FEMA. The Sub-Recipient shall complete the work in accordance with all applicable Federal, State and Local Laws, Regulations, and Codes.

PROJECT OVERVIEW:

As a Hazard Mitigation Grant Program project, the Sub-Recipient shall provide backup power to the Gadsden County High School building, located at 27001 Blue Star Hwy, Havana, FL 32333.

The HMGP project shall provide protection by purchasing and installing one (1) permanent generator with a capacity of 1250kW or the adequate size determined by the vendor and/or an electrical engineer during the bid process to appropriately support the critical facility. The project includes a supply diesel tank, the installation of a concrete pad, the installation of an automated transfer switch (ATS), and electrical connections. This facility is currently unprotected without any source of backup power during power outages. An interruption in the electric power supply would result in a loss of service to the general population shelter, the special needs shelter, and meal services. The project shall maintain the operations of the general population shelter and special needs shelter during future storm events with risk of power outages.

The generator(s) shall be protected against a 500-year flood event by implementing specific activities or by locating the generator(s) outside the Special Flood Hazard Area (SFHA), comply with applicable National Flood Insurance Program (NFIP) requirements and shall be protected against wind with a rated enclosure and appropriate anchoring based on its location requirements per ASCE 7 standards. The selected site shall provide sufficient space to maintain and fuel the generator(s) and shall comply with the National Electrical Code working clearance requirements. Activities shall be completed in strict compliance with Federal, State and Local applicable Rules and Regulations.

The automatic transfer switch(es) and electrical components shall be protected against a 500-year (0.2% annual chance) flood event by implementing specific activities or by locating the automatic transfer switch(es) outside the Special Flood Hazard Area (SFHA), comply with applicable National Flood Insurance Program (NFIP) requirements and shall be protected against wind with a rated enclosure and appropriate anchoring based on its location requirements per ASCE 7 standards effective at the time of permitting. Activities shall be completed in strict compliance with Federal, State and Local applicable Rules and Regulations.

Project Locations:

ID#	Address	kW	Coordinates
1)	27001 Blue Star Hwy., Havana, Florida 32333	1250	(30.555184, -84.490114)

TASKS & DELIVERABLES:

A) Tasks:

1) The Sub-Recipient shall procure the services of a qualified and licensed Florida contractor and execute a contract with the selected bidder to complete the scope of work as approved by the Division and FEMA. The Sub-Recipient shall select the qualified, licensed Florida contractor in accordance with the Sub-Recipient's procurement policy as well as all Federal and State Laws and Regulations. All procurement activities shall contain sufficient source documentation and be in accordance with all applicable regulations.

   The Sub-Recipient shall be responsible for furnishing or contracting all labor, materials, equipment, tools, transportation and supervision and for performing all work per sealed engineering designs and construction plans presented to the Division by the Sub-Recipient and subsequently approved by the Division and FEMA.

   The Sub-Recipient and contractor shall be responsible for maintaining a safe and secure worksite for the duration of the work. The contractor shall maintain all work staging areas in a neat and presentable condition.

   The Sub-Recipient shall ensure that no contractors or subcontractors are debarred or suspended from participating in federally funded projects.

   The selected contractor shall have a current and valid occupational license/business tax receipt issued for the type of services being performed.

   The Sub-Recipient shall provide documentation demonstrating the results of the procurement process. This shall include a rationale for the method of procurement and selection of contract type, contractor selection and/or rejection and bid tabulation and listing, and the basis of contract price.

   The Sub-Recipient shall provide an executed "Debarment, Suspension, Ineligibility, Voluntary Exclusion Form" for each contractor and/or subcontractor performing services under this agreement.

   Executed contracts with contractors and/or subcontractors shall be provided to the Division by the Sub-Recipient within 10 days of execution.

   The Sub-Recipient shall provide copies of professional licenses for contractors selected to perform services. The Sub-Recipient shall provide a copy of a current and valid occupational license or business tax receipt issued for the type of services to be performed by the selected contractor.

2) The Sub-Recipient shall monitor and manage the procurement and installation of all products in accordance with the HMGP application and associated documentation as presented to the Division by the Sub-Recipient and subsequently approved by the Division and FEMA. The Sub-Recipient shall ensure that all applicable State, Local and Federal Laws and Regulations are followed and documented, as appropriate.

   The Sub-Recipient shall fully perform the approved project, as described in the application, in accordance with the approved scope of work indicated herein, the estimate of costs indicated herein, the allocation of funds indicated herein, and all applicable terms and conditions. The Sub-Recipient shall not deviate from the approved project terms and conditions.

   Upon completion of the work, the Sub-Recipient shall schedule and participate in a final inspection of the completed project by the local municipal or county building department (official), or other approving official, as applicable. The official shall inspect and certify that all installation was in accordance with the manufacturer's specifications. Any deficiencies found during this final inspection shall be corrected by the Sub-Recipient prior to Sub-Recipient's submittal of the final inspection request to the Division.

   Upon completion of Task 2, the Sub-Recipient shall submit the following documents with sufficient supporting documentation and provide a summary of all contract scope of work and scope of work changes, if any. Additional documentation shall include:

   a) Copy of permit(s), notice of commencement.

b) Local Building Official Inspection Report and Final Approval.

c) A copy of electrical designs, specifications and/or drawings elaborated to complete the scope.

d) Signed and Sealed copy of the As-built plans, as applicable.

e) Certified Letter of Completion, as applicable:

1. Affirming that the project has been completed in conformance with the approved project drawings, specifications, and scope.

2. Certifying Compliance with all applicable codes.

f) All Product Specifications / Data Sheet(s) (technical standards) satisfying protection requirements on all products utilized.

g) Proof of compliance with Project Conditions and Requirements contained herein.

3) During the course of this agreement, the Sub-Recipient shall submit requests for reimbursement. Adequate and complete source documentation shall be submitted to support all costs (federal share and local share) related to the project. In some cases, all project activities may not be fully complete prior to requesting reimbursement of costs incurred in completion of this scope of work; however, a partial reimbursement may be requested.

The Sub-Recipient shall submit an Affidavit signed by the Sub-Recipient's project personnel with each reimbursement request attesting to the completion of the work, that disbursements or payments were made in accordance with all agreement and regulatory conditions, and that reimbursement is due and has not been previously requested.

The Sub-Recipient shall maintain accurate time records. The Sub-Recipient shall ensure invoices are accurate and any contracted services were rendered within the terms and timelines of this agreement. All supporting documentation shall agree with the requested billing period. All costs submitted for reimbursement shall contain adequate source documentation which may include but not be limited to cancelled checks, bank statements, Electronic Funds Transfer, paid bills and invoices, payrolls, time and attendance records, contract and subcontract award documents.

Construction Expense: The Sub-Recipient shall pre-audit bills, invoices, and/or charges submitted by the contractors and subcontractors and pay the contractors and subcontractors for approved bills, invoices, and/or charges. Sub-Recipient shall ensure that all contractor/subcontractor bills, invoices, and/or charges are legitimate and clearly identify the activities being performed and associated costs.

Sub-Recipient Management Costs (SRMC) expenditure must adhere to FEMA Policy #104-11-1 HMGP Management Costs (Interim) signed November 14, 2018. FEMA defines management costs as any: Indirect costs, Direct administrative costs, and other administrative expenses associated with a specific project. Administrative costs are expenses incurred by a Sub-Recipient in managing and administering the federal award to ensure that federal, state requirements are met including: solicitation, development, review, and processing of sub-applications; delivery of technical assistance; quarterly progress and fiscal reporting; project monitoring; technical monitoring; compliance activities associated with federal procurement requirements; documentation of quality of work verification for quarterly reports and closeout; payment of claims; closeout review and liquidation; and records retention.

Any activities that are directly related to a project are not eligible under management costs. For example, architectural, engineering, and design services are project costs and cannot be included under management costs. Similarly, construction management activities that manage, coordinate, and supervise the construction process from project scoping to project completion are project costs. These activities cannot be included under management costs.

Due to Strategic Funds Management (SFM), SRMC Interim Policy requires management costs to be obligated in increments sufficient to cover Sub-Recipient needs, for no more than one year, unless contractual agreements require additional funding. FEMA has established a threshold where annual

increments will be applied to larger awards allowing smaller awards to be fully obligated. Obligations will be handled by the size of the total subaward.

The Sub-Recipient shall pre-audit all SRMC source documentation – personnel, fringe benefits, travel, equipment, supplies, contractual, and indirect costs. A brief narrative is required to identify what the funds will be used for. Documentation shall be detailed and clearly describe each approved task performed, hours devoted to each task, and the hourly rate charged including enough information to calculate the hourly rates based on payroll records. Employee benefits and tasks shall be clearly shown on the Personnel Activity Form, and all Personnel or Contractual SRMC shall be invoiced separate from all other project costs.

Project Management Expenses (only applies to disasters prior to August 1, 2017, all others adhere to FEMA Policy #104-11-1 for SRMC): The Sub-Recipient shall pre-audit source documentation such as payroll records, project time sheets, attendance logs, etc. Documentation shall be detailed information describing tasks performed, hours devoted to each task, and the hourly rate charged for each hour including enough information to calculate the hourly rates based on payroll records. Employee benefits shall be clearly shown.

The Division shall review all submitted requests for reimbursement for basic accuracy of information. Further, the Division shall ensure that no unauthorized work was completed prior to the approved project start date by verifying vendor and contractor invoices. The Division shall verify that reported costs were incurred in the performance of eligible work, that the approved work was completed, and that the mitigation measures are in compliance with the approved scope of work prior to processing any requests for reimbursement.

Review and approval of any third-party in-kind services, if applicable, shall be conducted by the Division in coordination with the Sub-Recipient. Quarterly Reports shall be submitted by the Sub-Recipient and received by the Division at the times provided in this agreement prior to the processing of any reimbursement.

The Sub-Recipient shall submit to the Division requests for reimbursement of actual construction and managerial costs related to the project as identified in the project application, and plans. The requests for reimbursement shall include:

a) Contractor, subcontractor, and/or vendor invoices which clearly display dates of services performed, description of services performed, location of services performed, cost of services performed, name of service provider and any other pertinent information;

b) Proof of payment from the Sub-Recipient to the contractor, subcontractor, and/or vendor for invoiced services;

c) Clear identification of amount of costs being requested for reimbursement as well as costs being applied against the local match amount.

The Sub-Recipient's final request for reimbursement shall include the final construction project cost. Supporting documentation shall show that all contractors and subcontractors have been paid.

B) Deliverables:

Mitigation Activities consist of providing protection to the Gadsden County High School building, Havana, Florida, by purchasing and installing (1) permanent generator with a capacity of 1250kW, including a supply diesel tank, the installation of a concrete pad, the installation of an automated transfer switch (ATS), and electrical connections.

The generator(s) shall be protected against a 500-year flood event by implementing specific activities or by locating the generator(s) outside the Special Flood Hazard Area (SFHA), comply with applicable National Flood Insurance Program (NFIP) requirements and shall be protected against wind with a rated enclosure and appropriate anchoring based on its location requirements per ASCE 7 standards. The selected site shall provide sufficient space to maintain and fuel the generator(s) and shall comply

with the National Electrical Code working clearance requirements. Activities shall be completed in strict compliance with Federal, State and Local applicable Rules and Regulations.

The automatic transfer switch(es) and electrical components shall be protected against a 500-year (0.2% annual chance) flood event by implementing specific activities or by locating the automatic transfer switch(es) outside the Special Flood Hazard Area (SFHA), comply with applicable National Flood Insurance Program (NFIP) requirements and shall be protected against wind with a rated enclosure and appropriate anchoring based on its location requirements per ASCE 7 standards effective at the time of permitting. Activities shall be completed in strict compliance with Federal, State and Local applicable Rules and Regulations.

Provided the Sub-Recipient performs in accordance with the Scope of Work outlined in this Agreement, the Division shall reimburse the Sub-Recipient based on the percentage of overall project completion.

PROJECT CONDITIONS AND REQUIREMENTS:

C) Engineering:

1) The Sub-Recipient shall submit to the Division an official letter stating that the project is 100% complete and ready for the Division's Final Inspection of the project.
2) The Sub-Recipient shall provide a copy of the Notice of Commencement, and any local official Inspection Report and/or Final Approval, as applicable.
3) The Sub-Recipient shall submit a signed and sealed final copy of the completed project's As-built drawings and all necessary supporting documentation and provide a summary of all contract scope of work changes, as applicable.
4) The Sub-Recipient shall submit a final copy of any electrical designs, specifications and/or drawings elaborated to complete the job.
5) The Sub-Recipient shall submit a certified letter of completion from Engineer of Record, as applicable. The Sub-Recipient's Engineer of Record shall provide a formal certificate or letter affirming that the project has been completed in conformance with the approved project drawings, specifications, scope, and applicable codes.
6) The Sub-Recipient shall submit all Product Specifications / Data Sheet(s) (technical standards) satisfying protection requirements on all products utilized.
7) All installations shall be done in strict compliance with the Florida Building Code or Miami Dade Specifications. All materials shall be certified to exceed the wind and impact standards of the current local codes.
8) The Sub-Recipient shall follow all applicable State, Local and Federal Laws, Regulations and requirements, and obtain (before starting project work) and comply with all required permits and approvals. Failure to obtain all appropriate Federal, State, and Local permits and clearances may jeopardize federal funding.

D) Environmental:

1) The Sub-Recipient shall follow all applicable state, local and federal laws, regulations and requirements, and obtain (before starting project work) and comply with all required permits and approvals. Failure to obtain all appropriate federal, state, and local environmental permits and clearances may jeopardize federal funding.
2) Any change, addition or supplement to the approved mitigation measure or scope of work that alters the project (including other work not funded by FEMA but done substantially at the same time) shall require resubmission to the Division and FEMA for revaluation of compliance with the National Environmental Protection Act (NEPA) and Section 106 of the National Historic Preservation Act

(NHPA) prior to initiation of any work. Non-compliance with these requirements may jeopardize FEMA's ability to fund this project. A change in the scope of work shall be approved by the Division and FEMA in advance regardless of the budget implications.

3) If any ground disturbance activities occur during construction, the Sub-Recipient shall monitor ground disturbance during construction, and if any potential archeological resources are discovered, shall immediately cease construction in that area and notify the Division and FEMA.

4) Construction vehicles and equipment used for this project shall be maintained in good working order to minimize pollutant emissions.

E) Programmatic:

1) The Sub-Recipient must notify the Division as soon as significant developments become known, such as delays or adverse conditions that might raise costs or delay completion, or favorable conditions allowing lower costs or earlier completion.

2) The Division and FEMA shall approve a change in the scope of work in advance, regardless of the budget implementations.

3) The Sub-Recipient must "obtain prior written approval for any budget revision which would result in a need for additional funds" [44 CFR 13(c)], from the Division and FEMA.

4) Any extension of the Period of Performance shall be submitted to FEMA 60 days prior to the expiration date. Therefore, any request for a Period of Performance Extension shall be in writing and submitted, along with substantiation of the new expiration date and a new schedule of work, to the Division a minimum of seventy (70) days prior to the expiration date, for Division processing to FEMA.

5) The Sub-Recipient must avoid duplication of benefits between the HMGP and any other form of assistance, as required by Section 312 of the Stafford Act, and further clarification in 44 CFR 206.191.

6) A copy of the executed subcontract agreement must be forwarded to the Division within 10 days of execution.

7) Project approval is on the condition that the tasks, deliverables, and conditions be accomplished, and documentation submitted 30 days prior to the Period of Performance date, for review and approval by the Division, for submittal to FEMA for Closeout.

8) The Sub-Recipient must ensure that persons responsible for the management of this grant, including the designated Point of Contact (POC), staff, and consultants, attend the Division's Sub-Recipient Responsibility Review training at least once every thirty-six (36) months. Any change in the Sub-Recipient's Point of Contact (POC), or in any other person responsible for the management of this grant, shall require the newly designated individual to also fulfill this training requirement by attending the Division's Sub-Recipient Responsibility Review training at least once every thirty-six (36) months, or by having completed it within the last thirty-six (36) months.

9) Sub-Recipient Management Costs (SRMC), implemented under the Disaster Relief and Recovery Act of 2018 (DRRA), amended Section 324 of the Stafford Act, and the Hazard Mitigation Grant Program Management Costs (Interim) FEMA Policy 104-11-1, provides 100% federal funding under HMGP to Sub-Recipients to efficiently manage the grant and complete activities in a timely manner.

   a) SRMC must conform to 2 CFR Part 200, Subpart E, applicable program regulations, and Hazard Mitigation Assistance (HMA) Guidance (2015), ensuring costs are reasonable, allowable, allocable and necessary to the overall project.

   b) Funding is for approved indirect costs, direct administrative costs, and administrative expenses associated with this specific project and shall have adequate documentation.

   c) SRMC cannot exceed 5% of the total project costs awarded.

d) SRMC is 100% federally funded and will be reimbursed based on actual costs incurred for each individual Request for Reimbursement (RFR) submitted with the required documentation.

e) SRMC shall be reconciled against actual costs on a quarterly basis and annual basis.

f) If the Final Project Reconciliation results in a reduction of total project costs, any resulting SRMC overpayment shall be reimbursed back to the State for return to FEMA prior to FEMA Closeout.

This is FEMA project number **4673-116-R.** It is funded under HMGP, FEMA-4673-DR-FL and must adhere to all program guidelines established for the HMGP in accordance with the PAS Operational Agreement for Disaster 4673.

FEMA awarded this project on March 9, 2026 and the Period of Performance for this project shall end on **May 31, 2028**.

F) Financial Consequences:

If the Sub-Recipient fails to comply with any term of the award, the Division shall take one or more of the following actions, as appropriate in the circumstances:

1) Temporarily withhold cash payments pending correction of the deficiency by the Sub-Recipient;
2) Disallow all or part of the cost of the activity or action not in compliance;
3) Wholly or partly suspend or terminate the current award for the Sub-Recipient's program;
4) Withhold further awards for the program; or
5) Take other remedies that may be legally available.

SCHEDULE OF WORK

State Contracting:	3	Months
Construction Plan/Technical Specifications:	3	Months
Bidding / Local Procurement:	2	Months
Permitting:	2	Months
Construction / Installation:	7	Months
Local Inspections / Compliance:	3	Months
State Final Inspection / Compliance:	3	Months
Closeout Compliance:	3	Months
Total Period of Performance:	**26**	**Months**

BUDGET

Line-Item Budget*

	Project Cost	Federal Cost	Non-Federal Cost
Materials:	$1,126,120.00	$844,590.00	$281,530.00
Labor:	$464,600.00	$348,450.00	$116,150.00
Fees:	$33,400.00	$25,050.00	$8,350.00
Initial Agreement Amount:	**$1,624,120.00**	**$1,218,090.00**	**$406,030.00**
***Contingency Funds:	$0.00	$0.00	$0.00
Project Total:	**$1,624,120.00**	**$1,218,090.00**	**$406,030.00**
****SRMC**			
SRMC:	$26,165.00	$26,165.00	
SRMC Total:	**$26,165.00**	**$26,165.00**	

**Any line-item amount in this Budget may be increased or decreased 10% or less, with the Division's approval, without an amendment to this Agreement being required, so long as the overall amount of the funds obligated under this Agreement is not increased.*

***** This project has an estimated $0.00 in contingency funds.** *Per FEMA Hazard Mitigation Assistance Guidance Part VI, D.3.4 – Contingency funds are not automatically available for use. Prior to their release, contingency funds must be re-budgeted to another direct cost category and identified. Post-award changes to the budget require prior written approval from the Division (FDEM). The written request should demonstrate what unforeseen conditions related to the project arose that required the use of contingency funds.*

Project Management costs are included for this project in the amount of $0.00.

****** Sub-Recipient Management Costs (SRMC) are included for this project in the amount of $26,165.00. in Federal funding.** *Per the Hazard Mitigation Grant Program Interim FEMA Policy 104-11-1, SRMC provides HMGP funding to Sub-Recipients to efficiently manage the grant and complete activities in a timely manner. SRMC must conform to 2 CFR Part 200, Subpart E, ensuring costs are reasonable, allowable, allocable and necessary to the overall project.*

SRMC cannot exceed 5% of the approved total projct costs awarded and shall be reimbursed at 5% for each Request for Reimbursement (RFR) submitted with the required documentation.

If the Final Project Reconciliation results in a reduction of total project costs, any resulting SRMC overpayment shall be reimbursed back to the State for return to FEMA prior to FEMA Closeout.

Funding Summary Totals

Federal Share:	$1,218,090.00	(75.00%)
Non-Federal Share:	$406,030.00	(25.00%)
Total Project Cost:	**$1,624,120.00**	**(100.00%)**
SRMC (100% Federal)	$26,165.00	

Attachment B

Program Statutes and Regulations

The parties to this Agreement and the Hazard Mitigation Grant Program (HMGP) are generally governed by the following statutes and regulations:

(1) The Robert T. Stafford Disaster Relief and Emergency Assistance Act;

(2) 44 C.F.R. 7, 9, 18, 25, and 206. Reference (Title 44, up to date as of August 18, 2023, and last amended January 9, 2023.), and any other applicable FEMA policy memoranda and guidance documents;

(3) State of Florida Administrative Plan for the Hazard Mitigation Grant Program;

(4) The applicable Hazard Mitigation Assistance Program and Policy Guide (HMA Guide);

(5) All applicable laws and regulations delineated in Attachment C of this Agreement.

In addition to the above statutes and regulations, the Sub-recipient must comply with the following:

The Sub-recipient shall fully perform the approved hazard mitigation project, as described in the Application and Attachment A (Budget and Scope of Work) attached to this Agreement, in accordance with approved scope of work indicated therein, the estimate of costs indicated therein, the allocation of funds indicated therein, and the terms and conditions of this Agreement. The Sub-recipient shall not deviate from the approved project and the terms and conditions of this Agreement. The Sub-recipient shall comply with any and all applicable codes and standards in performing work funded under this Agreement, and shall provide any appropriate maintenance and security for the project.

Any development permit issued by, or development activity undertaken by, the Sub-recipient and any land use permitted by or engaged in by the Sub-recipient, shall be consistent with the local comprehensive plan and land development regulations prepared and adopted pursuant to chapter 163, Part II, Florida Statutes. Funds shall be expended for, and development activities and land uses authorized for, only those uses which are permitted under the comprehensive plan and land development regulations. The Sub-recipient shall be responsible for ensuring that any development permit issued and any development activity or land use undertaken is, where applicable, also authorized by the Water Management District, the Florida Department of Environmental Protection, the Florida Department of Health, the Florida Game and Fish Commission, and any Federal, State, or local environmental or land use permitting authority, where required. The Sub-recipient agrees that any repair or construction shall be in accordance with applicable standards of safety, decency, and sanitation, and in conformity with applicable codes, specifications and standards.

The Sub-recipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the completed work conforms with the approved plans and specifications and will furnish progress reports and such other information to HMGP as may be required.

If the hazard mitigation project described in Attachment A includes an acquisition or relocation project, then the Sub-recipient shall ensure that, as a condition of funding under this Agreement, the owner of the affected real property shall record in the public records of the county where it is located the following covenants and restrictions, which shall run with and apply to any property acquired, accepted, or from which a structure will be removed pursuant to the project.

(1) The property will be dedicated and maintained in perpetuity for a use that is compatible with open space, recreational, or wetlands management practices;

(2) No new structure will be erected on property other than:
   a. a public facility that is open on all sides and functionally related to a designed open space;
   b. a restroom; or

(3) A structure that the Director of the Federal Emergency Management Agency approves in writing before the commencement of the construction of the structure;

(4) After the date of the acquisition or relocation no application for disaster assistance for any purpose will be made to any Federal entity and no disaster assistance will be provided for the property by any Federal source; and

(5) If any of these covenants and restrictions is violated by the owner or by some third party with the knowledge of the owner, fee simple title to the Property described herein shall be conveyed to the Board of Trustees of the Internal Improvement Trust Fund of the State of Florida without further notice to the owner, its successors and assigns, and the owner, its successors and assigns shall forfeit all right, title and interest in and to the property.

HMGP Contract Manager will evaluate requests for cost overruns and submit to the regional Director written determination of cost overrun eligibility. Cost overruns shall meet Federal regulations set forth in 44 C.F.R. §206.438(b).

The National Environmental Policy Act (NEPA) stipulates that additions or amendments to a HMGP Sub-Recipient Scope of Work (SOW) shall be reviewed by all State and Federal agencies participating in the NEPA process.

As a reminder, the Sub-recipient must obtain prior approval from the State, before implementing changes to the approved project Scope of Work (SOW). Per the Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments:

(1) For Construction projects, the grantee must "obtain prior written approval for any budget revision which result in a need for additional funds" (2 C.F.R. § 200.308);

(2) A change in the Scope of Work must be approved by FEMA in advance regardless of the budget implications; and

(3) The Sub-recipient must notify the State as soon as significant developments become known, such as delays or adverse conditions that might raise costs or delay completion, or favorable conditions allowing lower cost or earlier completion. Any extensions of the period of performance must be submitted to FEMA ninety (90) calendar days prior to the project expiration date. Reference the applicable Hazard Mitigation Assistance Program and Policy Guide (HMA Guide) Award Extensions guidance.

The Sub-recipient assures that it will comply with the following statutes and regulations to the extent applicable:

(1) 53 Federal Register 8034
(2) Federal Acquisition Regulations 31.2
(3) Section 1352, Title 31, US Code
(4) Chapter 473, Florida Statutes
(5) Chapter 215, Florida Statutes
(6) Section 768.28, Florida Statutes
(7) Chapter 119, Florida Statutes

(8) Section 216.181(6), Florida Statutes
(9) Cash Management Improvement Act of 1990
(10) American with Disabilities Act
(11) Section 112.061, Florida Statutes
(12) Immigration and Nationality Act
(13) Section 286.011, Florida Statutes
(14) 2 C.F.R. Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
(15) Uniform Relocation Assistance and Real Property Acquisitions Act of 1970
(16) Title I of the Omnibus Crime Control and Safe Streets Act of 1968
(17) Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act
(18) Omnibus Crime Control and Safe Streets Act of 1968, as amended
(19) Victims of Crime Act (as appropriate)
(20) Section 504 of the Rehabilitation Act of 1973, as amended
(21) Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990)
(22) Department of Justice regulations on disability discrimination, 28 C.F.R., Part 35 and Part 39
(23) 42 U.S.C. 5154a

Attachment C

Statement of Assurances

To the extent the following provisions apply to this Agreement, the Sub-recipient certifies that:

(a) It possesses legal authority to enter into this Agreement and to carry out the proposed program;

(b) Its governing body has duly adopted or passed as an official act of resolution, motion or similar action authorizing the execution of the hazard mitigation agreement with the Division of Emergency Management (DEM), including all understandings and assurances contained in it, and directing and authorizing the Sub-recipient's chief administrative officer or designee to act in connection with the application and to provide such additional information as may be required;

(c) No member of or delegate to the Congress of the United States, and no Resident Commissioner, shall receive any share or part of this Agreement or any benefit. No member, officer, or employee of the Sub-recipient or its designees or agents, no member of the governing body of the locality in which this program is situated, and no other public official of the locality or localities who exercises any functions or responsibilities with respect to the program during his tenure or for one year after, shall have any interest, direct or indirect, in any contract or subcontract, or the proceeds, for work be performed in connection with the program assisted under this Agreement. The Sub-recipient shall incorporate, in all contracts or subcontracts a provision prohibiting any interest pursuant to the purpose stated above;

(d) All Sub-recipient contracts for which the State Legislature is in any part a funding source, shall contain language to provide for termination with reasonable costs to be paid by the Sub-recipient for eligible contract work completed prior to the date the notice of suspension of funding was received by the Sub-recipient. Any cost incurred after a notice of suspension or termination is received by the Sub-recipient may not be funded with funds provided under this Agreement unless previously approved in writing by the Division. All Sub-recipient contracts shall contain provisions for termination for cause or convenience and shall provide for the method of payment in such event;

(e) It will comply with:

(1) Contract Work Hours and Safety Standards Act of 1962, 40 U.S.C. 327 et seq., requiring that mechanics and laborers (including watchmen and guards) employed on federally assisted contracts be paid wages of not less than one and one-half times their basic wage rates for all hours worked in excess of forty hours in a work week; and

(2) Federal Fair Labor Standards Act, 29 U.S.C. Section 201 et seq., requiring that covered employees be paid at least minimum prescribed wage, and also that they be paid one and one-half times their basic wage rates for all hours worked in excess of the prescribed work-week.

(f) It will comply with

(1) Title VI of the Civil Rights Act of 1964 (P.L. 88-352), and the regulations issued pursuant thereto, which provides that no person in the United States shall on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Sub-recipient received Federal financial assistance and will immediately take any measures necessary to effectuate this assurance. If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Sub-

recipient, this assurance shall obligate the Sub-recipient, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended, or for another purpose involving the provision of similar services or benefits;

(2) Any prohibition against discrimination on the basis of age under the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107) which prohibits discrimination on the basis of age or with respect to otherwise qualifies handicapped individuals as provided in Section 504 of the Rehabilitation Act of 1973;

(g) It will establish safeguards to prohibit employees from using positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties pursuant to section 112.313 and section 112.3135, Florida Statutes;

(h) It will comply with the Anti-Kickback Act of 1986, 41 U.S.C. Chapter 87 which outlaws and prescribes penalties for "kickbacks" of wages in federally financed or assisted construction activities;

(i) It will comply with the provisions of 5 U.S.C. 7323 (further known as the Hatch Act) which limits the political activities of employees;

(j) It will comply with the flood insurance purchase and other requirements of the Flood Disaster Protection Act of 1973, as amended, 42 U.S.C. 50, including requirements regarding the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance;

For sites located within Special Flood Hazard Areas (SFHA), the Sub-recipient must include a FEMA Model Acknowledgement of Conditions of Mitigation of Property in a Special Flood Hazard Area with FEMA Grant Funds executed by the title holder with the closeout request verifying that certain SFHA requirements were satisfied on each of the properties. The Model Acknowledgement can be found at www.fema.gov/governmenta/grant/sfha_conditions.shtm

(k) It will require every building or facility (other than a privately owned residential structure) designed, constructed, or altered with funds provided under this Agreement to comply with the "Uniform Federal Accessibility Standards," (AS) which is Appendix A to 41 C.F.R. Section 101-19.6 for general type buildings and Appendix A to 24 C.F.R., Part 40 for residential structures. The Sub-recipient will be responsible for conducting inspections to ensure compliance with these specifications by the contractor;

(l) It will, in connection with its performance of environmental assessments under the National Environmental Policy Act of 1969, comply with Section 106 of the National Historic Preservation Act of 1966 (54 U.S.C.), Executive Order 11593, 36 C.F.R., Part 800, and the Preservation of Archaeological and Historical Data Act of 1966 (54 U.S.C. 3125) by:

(1) Consulting with the State Historic Preservation Office to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 C.F.R., Section 800.8) by the proposed activity; and

(2) Complying with all requirements established by the State to avoid or mitigate adverse effects upon such properties.

(3) Abiding by the terms and conditions of the **"Programmatic Agreement Among the Federal Emergency Management Agency, the Florida State Historic Preservation Office, the Florida Division of Emergency Management and the Advisory Council on Historic Preservation, (PA)"** which addresses roles and responsibilities of Federal and State entities in implementing Section 106 of the National Historic Preservation Act (NHPA), 54 U.S.C., and implementing regulations in 36 C.F.R., Part 800.

(4) When any of the Sub-recipient's projects funded under this Agreement may affect a historic property, as defined in 36 C.F.R., Part 800.16 (l)(1), the Federal Emergency Management Agency (FEMA) may require the Sub-recipient to review the eligible scope of work in consultation with the State Historic Preservation Office (SHPO) and suggest methods of repair or construction that will conform with the recommended approaches set out in the **Secretary of Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings 1992 (Standards),** the **Secretary of the Interior's Guidelines for Archeological Documentation (Guidelines)** (48 Federal Register 44734-37), or any other applicable Secretary of Interior standards. If FEMA determines that the eligible scope of work will not conform with the **Standards**, the Sub-recipient agrees to participate in consultations to develop, and after execution by all parties, to abide by, a written agreement that establishes mitigation and recondition measures, including but not limited to, impacts to archeological sites, and the salvage, storage, and reuse of any significant architectural features that may otherwise be demolished.

(5) The Sub-recipient agrees to notify FEMA and the Division if any project funded under this Agreement will involve ground disturbing activities, including, but not limited to: subsurface disturbance; removal of trees; excavation of footings and foundations, and installation of utilities (such as water, sewer, storm drains, electrical, gas, leach lines and septic tanks) except where these activities are restricted solely to areas previously disturbed by the installation, replacement or maintenance of such utilities. FEMA will request the SHPO's opinion on the potential that archeological properties may be present and be affected by such activities. The SHPO will advise the Sub-recipient on any feasible steps to be accomplished to avoid any National Register eligible archeological property or will make recommendations for the development of a treatment plan for the recovery or archeological data from the property.

If the Sub-recipient is unable to avoid the archeological property, develop, in consultation with SHPO, a treatment plan consistent with the **Guidelines** and take into account the Advisory Council on Historic Preservation (Council) publication "Treatment of Archeological Properties". The Sub-recipient shall forward information regarding the treatment plan to FEMA, the SHPO and the Council for review. If the SHPO and the Council do not object within fifteen (15) calendar days of receipt of the treatment plan, FEMA may direct the Sub-recipient to implement the treatment plan. If either the Council or the SHPO object, Sub-recipient shall not proceed with the project until the objection is resolved.

(6) The Sub-recipient shall notify the Division and FEMA as soon as practicable: (a) of any changes in the approved scope of work for a National Register eligible or listed property; (b) of all changes to a project that may result in a supplemental DSR or modify a HMGP project for a National Register eligible or listed property; (c) if it appears that a project funded under this Agreement will affect a previously unidentified property that may be eligible for inclusion in the National Register or affect a known historic property in an unanticipated manner. The Sub-recipient acknowledges that FEMA may require the Sub-recipient to stop construction in the vicinity of the discovery of a previously unidentified property that may eligible for inclusion in the National Register or upon learning that construction may affect a known historic property in an unanticipated manner. The Sub-recipient further acknowledges that FEMA may require the Sub-recipient to take all reasonable measures to avoid or minimize harm to such property until FEMA concludes

consultation with the SHPO. The Sub-recipient also acknowledges that FEMA will require, and the Sub-recipient shall comply with, modifications to the project scope of work necessary to implement recommendations to address the project and the property.

(7) The Sub-recipient acknowledges that, unless FEMA specifically stipulates otherwise, it shall not receive funding for projects when, with intent to avoid the requirements of the PA or the NHPA, the Sub-recipient intentionally and significantly adversely affects a historic property, or having the legal power to prevent it, allowed such significant adverse effect to occur.

(m) It will comply with applicable provisions of the following laws and policies prohibiting discrimination:

(1) Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination based on race, color, or national origin (including limited English proficiency).

(2) Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination based on disability.

(3) Title IX of the Education Amendments Act of 1972, as amended, which prohibits discrimination based on sex in education programs or activities.

(4) Age Discrimination Act of 1975, which prohibits discrimination based on age.

(5) U.S. Department of Homeland Security regulation 6 C.F.R. Part 19, which prohibits discrimination based on religion in social service programs.

(n) It will comply with Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686) which prohibits discrimination on the basis of sex;

(o) It will comply with the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970, (42 U.S.C. 4541-45-94) relating to nondiscrimination on the basis of alcohol abuse or alcoholism;

(p) It will comply with 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;

(q) It will comply with Lead-Based Paint Poison Prevention Act (42 U.S.C. 4821 et seq.) which prohibits the use of lead based paint in construction of rehabilitation or residential structures;

(r) It will comply with the Energy Policy and Conservation Act (P.L. 94-163; 42 U.S.C. 6201-6422), and the provisions of the State Energy Conservation Plan adopted pursuant thereto;

(s) It will comply with the Laboratory Animal Welfare Act of 1966, (7 U.S.C. 2131-2159), pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by an award of assistance under this Agreement;

(t) It will comply with Title VIII of the Civil Rights Act of 1968, (42 U.S.C 2000c and 42 U.S.C. 3601-3619), as amended, relating to non-discrimination in the sale, rental, or financing of housing, and Title VI of the Civil Rights Act of 1964 (P.L. 88-352), which prohibits discrimination on the basis of race, color or national origin;

(u) It will comply with the Clean Air Act of 1955, as amended, 42 U.S.C. 7401-7675;

(v) It will comply with the Clean Water Act of 1977, as amended, 33 U.S.C. 1251-1388

(w) It will comply with the endangered Species Act of 1973, 16 U.S.C. 1531-1544;

(x) It will comply with the Intergovernmental Personnel Act of 1970, 42 U.S.C. 4701-4772;

(y) It will assist the awarding agency in assuring compliance with the National Historic Preservation Act of 1966, as amended, 54 U.S.C.;

(z) It will comply with environmental standards which may be prescribed pursuant to the National Environmental Policy Act of 1969, 42 U.S.C. 4321-4347;

(aa) It will assist the awarding agency in assuring compliance with the Preservation of Archeological and Historical Preservation Act of 1966, 16 U.S.C. 54 U.S.C. 3125

(bb) It will comply with the Rehabilitation Act of 1973, Section 504, 29 U.S.C. 794, regarding non-discrimination;

(cc) It will comply with the environmental standards which may be prescribed pursuant to the Safe Drinking Water Act of 1974, 42 U.S.C. 300f-300j-27, regarding the protection of underground water sources;

(dd) It will comply with the requirements of Titles II and III of the Uniform Relocation Assistance and Property Acquisition Policies Act of 1970, 42 U.S.C. 4621-4638, which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs;

(ee) It will comply with the Wild and Scenic Rivers Act of 1968, 16 U.S.C. 1271-1287, related to protecting components or potential components of the national wild and scenic rivers system;

(ff) It will comply with the following Executive Orders: EO 11514 (NEPA); EO 11738 (violating facilities); EO 11988 (Floodplain Management); and EO 11990 (Wetlands).

(gg) It will comply with the Coastal Barrier Resources Act of 1977, 16 U.S.C. 3501-3510;

(hh) It will assure project consistency with the approved State program developed under the Coastal Zone Management Act of 1972, 16 U.S.C. 1451-14674; and

(ii) It will comply with the Fish and Wildlife Coordination Act of 1958, 16 U.S.C. 661-668.

(jj) With respect to demolition activities, it will:

(1) Create and make available documentation sufficient to demonstrate that the Sub-recipient and its demolition contractor have sufficient manpower and equipment to comply with the obligations as outlined in this Agreement.

(2) Return the property to its natural state as though no improvements had ever been contained thereon.

(3) Furnish documentation of all qualified personnel, licenses and all equipment necessary to inspect buildings located in the Sub-recipient's jurisdiction to detect the presence of asbestos and lead in accordance with requirements of the U.S. Environmental Protection Agency, the Florida Department of Environmental Protection and the County Health Department.

(4) Provide documentation of the inspection results for each structure to indicate:
   a. Safety Hazard Present
   b. Health Hazards Present

c. Hazardous Materials Present

(5) Provide supervision over contractors or employees employed by the Sub-recipient to remove asbestos and lead from demolished or otherwise applicable structures.

(6) Leave the demolished site clean, level and free of debris.

(7) Notify the Division promptly of any unusual existing condition which hampers the contractor's work.

(8) Obtain all required permits.

(9) Provide addresses and marked maps for each site where water wells and septic tanks are to be closed along with the number of wells and septic tanks located on each site. Provide documentation of closures.

(10) Comply with mandatory standards and policies relating to energy efficiency which are contained in the State Energy Conservation Plan issued in compliance with the Energy Policy and Conservation Act (Public Law 94-163).

(11) Comply with all applicable standards, orders, or requirements issued under Section 112 and 306 of the Clean Air Act (42 U.S.C. 1857), Section 508 of the Clean Water Act (33 U.S.C. 1251-1388), Executive Order 11738, and the U.S. Environmental Protection Agency regulations (40 C.F.R., Part 15 and 61). This clause shall be added to any subcontracts.

(12) Provide documentation of public notices for demolition activities.

Attachment D

REQUEST FOR ADVANCE OR REIMBURSEMENT OF HAZARD MITIGATION ASSISTANCE PROGRAM FUNDS

SUB-RECIPIENT: Gadsden District Schools

REMIT ADDRESS: 35 Martin Luther King, Jr. Blvd.

CITY: Quincy STATE: Florida ZIP CODE: 32351

PROJECT TYPE: Generator PROJECT #: 4673-116-R

PROGRAM: Hazard Mitigation Grant Program CONTRACT #: H1313

BUDGET: _____ FEDERAL SHARE: _____ LOCAL: _____

ADVANCED RECEIVED: ____ N/A ____ AMOUNT: _____ SETTLED? _____

Invoice Period: _____ through _____ Payment No: _____

Total of Previous Payments to Date: _____ (Federal)
Total of Previous SRMC to Date: (SRMC Federal)
Total Federal to Date: _____ (Total Federal Paid)

Eligible Amount 100% (Current Request)	Obligated Federal Amount 75%	Obligated Local Non-Federal 25%	Division Use Only	
			Approved	Comments

TOTAL CURRENT REQUEST: $ _____

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812.

SUB-RECIPIENT SIGNATURE: _____

NAME: _____ TITLE: _____ DATE: _____

TO BE COMPLETED BY THE DIVISION

APPROVED PROJECT TOTAL $ _____

APPROVED SRMC TOTAL: $ _____

APPROVED FOR PAYMENT $ _____

_____
DIVISION DIRECTOR

_____
DATE

Attachment D (cont.)
SUMMARY OF DOCUMENTATION IN SUPPORT OF AMOUNT CLAIMED FOR ELIGIBLE DISASTER WORK UNDER THE HAZARD MITIGATION ASSISTANCE PROGRAM

SUB-RECIPIENT: Gadsden District Schools PAYMENT #:

PROJECT TYPE: Generator PROJECT #: 4673-116-R

PROGRAM: Hazard Mitigation Grant Program CONTRACT #: H1313

	REF NO[2]	DATE[3]	DOCUMENTATION[4]	*(Check) AMOUNT*	ELIGIBLE COSTS (100%)
1					
2					
3					
4					
5					
6					
7					
8					
This payment represents			***% completion of the project.***	***TOTAL***	

[2] Recipient's internal reference number (e.g., Invoice, Receipt, Warrant, Voucher, Claim Check, or Schedule #)
[3] Date of delivery of articles, completion of work or performance services. (per document)
[4] List Documentation (Recipient's payroll, material out of recipient's stock, recipient owned equipment and name of vendor or contractor) by category (Materials, Labor, Fees) and line item in the approved project line item budget. Provide a brief description of the articles or services. List service dates per each invoice.

Attachment E
JUSTIFICATION OF ADVANCE PAYMENT

SUB-RECIPIENT: GADSDEN DISTRICT SCHOOLS

If you are requesting an advance, indicate same by checking the box below.

[ ] **ADVANCE REQUESTED** Advance payment of $ _____ is requested. Balance of payments will be made on a reimbursement basis. These funds are needed to pay staff, award benefits to clients, duplicate forms and purchase start-up supplies and equipment. We would not be able to operate the program without this advance.

If you are requesting an advance, complete the following chart and line item justification below. PLEASE NOTE: Calculate your estimated expenses at 100% of your expected needs for ninety (90) days. Submit Attachment D with the cost share breakdown along with Attachment E and all supporting documentation.

ESTIMATED EXPENSES

BUDGET CATEGORY/LINE ITEMS (list applicable line items)	**20___-20___ Anticipated Expenditures for First Three Months of Contract**
For example **ADMINISTRATIVE COSTS** **(Include Secondary Administration.)**	
For example **PROGRAM EXPENSES**	
TOTAL EXPENSES	

LINE ITEM JUSTIFICATION **(For each line item, provide a detailed justification explaining the need for the cash advance. The justification must include supporting documentation that clearly shows the advance will be expended within the first ninety (90) days of the contract term. Support documentation should include quotes for purchases, delivery timelines, salary and expense projections, etc. to provide the Division reasonable and necessary support that the advance will be expended within the first ninety (90) days of the contract term. Any advance funds not expended within the first ninety (90) days of the contract term as evidenced by copies of invoices and cancelled checks as required by the Budget and Scope of work showing 100% of expenditures for the 90 day period shall be returned to the Division Cashier, 2489 Shumard Oak Boulevard, Tallahassee, Florida 32399, within thirty (30) days of receipt, along with any interest earned on the advance.**

Attachment F

QUARTERLY REPORT FORM

***Instructions**: Complete and submit this form to State Project Manager within15-days after each quarter:*

SUB-RECIPIENT: Gadsden District Schools **PROJECT #:** 4673-116-R

PROJECT TYPE: Generator **CONTRACT #:** H1313

PROGRAM: Hazard Mitigation Grant Program **QUARTER ENDING:** _____

Advance Payment Information:
Advance Received ☐ N/A ☐ Amount: $ _____ Advance Settled? Yes ☐ No ☐

Financial Amount to Date:
Sub-Recipient Total Project Expenditures to date (federal & local): $ _____

Target Dates (State Agreement):
Contract Execution Date: _____ Contract Expiration Date: _____
Date Deliverables Submitted: _____ Closeout Requested Date: _____

Describe **Milestones** achieved during this quarter:

Project Proceeding on **Schedule**? ☐ Yes ☐ No *(If No, Describe under **Issues** below)*

Percentage of Milestones completed to Date: ____%

Describe Activities - Milestones completed this quarter only:

Schedule of the Milestones-Activities:

Milestone	**Dates** (estimated)
State Contracting	
Closeout Compliance	
Estimated Project Completion Date:	

Issues or circumstances affecting completion date, milestones, scope of work, and/or cost:

Cost Status: ☐ Cost Unchanged ☐ Under Budget ☐ Over Budget

Cost / Financial **Comments:**

NOTE: Events may occur between quarterly reports, which have significant impact upon your project(s), such as anticipated overruns, changes in scope of work, extensions. Contact the Division as soon as these conditions are known, otherwise you could be non-compliant with your sub-grant award.

Sub-Recipient Contract Representative (POC): _____

Signature: _____ Phone: _____

~ To be completed by Florida Division of Emergency Management Project Manager ~

Project Manager Statement: ☐ *No Action Required, OR*

☐ *Action Required:* _____

PM Percentage of Activates competed per PM Review QR Milestones Spreadsheet: ____%

Date Reviewed: _____ *Reviewer:* _____ *Project Manager*

Attachment G

Warranties and Representations

Financial Management

The Sub-Recipient's financial management system must comply with 2 C.F.R. §200.302.

Procurements

Any procurement undertaken with funds authorized by this Agreement must comply with the requirements of 2 C.F.R. §200, Part D—Post Federal Award Requirements—Procurement Standards (2 C.F.R. §§200.317 through 200.327).

Business Hours

The Sub-Recipient shall have its offices open for business, with the entrance door open to the public, and at least one employee on site, from: **8:00 AM - 5:00 PM, Monday Thru Friday, as applicable.**

Licensing and Permitting

All subcontractors or employees hired by the Sub-Recipient shall have all current licenses and permits required for all of the particular work for which they are hired by the Sub-Recipient.

Attachment H

Certification Regarding
Debarment, Suspension, Ineligibility
And Voluntary Exclusion

Subcontractor Covered Transactions

The prospective subcontractor, _____, of the Sub-Recipient certifies, by submission of this document, that neither it, its principals, nor affiliates are presently debarred, suspended, proposed for debarment, declared ineligible, voluntarily excluded, or disqualified from participation in this transaction by any Federal department or agency.

SUBCONTRACTOR

_____

By: _____
Signature

_____
Name and Title

_____
Street Address

_____
City, State, Zip

_____
Date

Gadsden District Schools
Sub-Recipient's Name

H1313
DEM Contract Number

4673-116-R
FEMA Project Number

Attachment I

Federal Funding Accountability and Transparency Act

Instructions and Worksheet

PURPOSE: The Federal Funding Accountability and Transparency Act (FFATA) was signed on September 26, 2006. The intent of this legislation is to empower every American with the ability to hold the government accountable for each spending decision. The FFATA legislation requires information on federal awards (federal assistance and expenditures) be made available to the public via a single, searchable website, which is http://www.usaspending.gov/.

The FFATA Sub-award Reporting System (FSRS) is the reporting tool the Florida Division of Emergency Management ("FDEM" or "Division") must use to capture and report sub-award and executive compensation data regarding first-tier sub-awards that obligate $25,000 or more in Federal funds (excluding Recovery funds as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5).

Note: This "Instructions and Worksheet" is meant to explain the requirements of the FFATA and give clarity to the FFATA Form distributed to sub-awardees for completion. All pertinent information below should be filled out, signed, and returned to the project manager.

ORGANIZATION AND PROJECT INFORMATION

The following information must be provided to the FDEM prior to the FDEM's issuance of a sub-award (Agreement) that obligates $25,000 or more in federal funds as described above. Please provide the following information and return the signed form to the Division as requested.

PROJECT #: 4673-116-R

FUNDING AGENCY: Federal Emergency Management Agency

AWARD AMOUNT: $ 1,244,255.00

OBLIGATION/ACTION DATE: March 09, 2026

SUBAWARD DATE (if applicable):

UEID/SAM#: C2PTL16FKQE3

*If your company or organization does not have a UEID/SAM number, you will need to obtain one from https://sam.gov/content/entity-registrationThe process to request a UEID/SAM number takes about ten minutes and is free of charge.

BUSINESS NAME: Gadsden County School District

DBA NAME (IF APPLICABLE):

PRINCIPAL PLACE OF BUSINESS ADDRESS:

ADDRESS LINE 1: 35 Martin Luther King Jr. Blvd.

ADDRESS LINE 2:

ADDRESS LINE 3:

CITY Quincy STATE FL ZIP CODE+4** 32351

PARENT COMPANY UEID/SAM# (if applicable): SAM: C205L16FKQE3

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA#):

DESCRIPTION OF PROJECT (Up to 4000 Characters)

As a Hazard Mitigation Grant Program project, the Sub-Recipient shall provide backup power to the Gadsden County High School building, located at 27001 Blue Star Hwy, Havana, FL 32333.

The HMGP project shall provide protection by purchasing and installing one (1) permanent generator with capacity of 1250kW or the adequate size determined by the vendor and/or an electrical engineer during the bid process to appropriately support the critical facility. The project includes a supply diesel tank, the installation of a concrete pad, the installation of an automated transfer switch (ATS), and electrical connections. This facility is currently unprotected without any source of backup power during power outages, an interruption in the electric power supply would result in a loss of service to the general population shelter, the special needs shelter, and meal services. The project shall maintain the operations of the general population shelter and special needs shelter during future storm events with risk of power outages.

The generator(s) shall be protected against a 500-year flood event by implementing specific activities or by locating the generator(s) outside the Special Flood Hazard Area (SFHA), comply with applicable National Flood Insurance Program (NFIP) requirements and shall be protected against wind with a rated enclosure and appropriate anchoring based on its location requirements per ASCE 7 standards. The selected site shall provide sufficient space to maintain and fuel the generator(s) and shall comply with the National Electrical Code working clearance requirements. Activities shall be completed in strict compliance with Federal, State and Local applicable Rules and Regulations.

The automatic transfer switch(es) and electrical components shall be protected against a 500-year (0.2% annual chance) flood event by implementing specific activities or by locating the automatic transfer switch(es) outside the Special Flood Hazard Area (SFHA), comply with applicable National Flood Insurance Program (NFIP) requirements and shall be protected against wind with a rated enclosure and appropriate anchoring based on its location requirements per ASCE 7 standards effective at the time of permitting. Activities shall be completed in strict compliance with Federal, State and Local applicable Rules and Regulations.

Project Locations:

ID#	Address	kW	Coordinates
1)	27001 Blue Star Hwy., Havana Florida 32333	1250	(30.555184, -84.490114)

Verify the approved project description above, if there is any discrepancy, please contact the project manager.

PRINCIPAL PLACE OF PROJECT PERFORMANCE (IF DIFFERENT THAN PRINCIPAL PLACE OF BUSINESS): Gadsden County High School

ADDRESS LINE 1: 27001 Blue Star Hwy, Havana 32333

ADDRESS LINE 2: _____

ADDRESS LINE 3: _____

CITY _____ STATE _____ ZIP CODE+4** _____

CONGRESSIONAL DISTRICT FOR PRINCIPAL PLACE OF PROJECT PERFORMANCE:

**Providing the Zip+4 ensures that the correct Congressional District is reported.

EXECUTIVE COMPENSATION INFORMATION:

1. In your business or organization's previous fiscal year, did your business or organization (including parent organization, all branches, and all affiliates worldwide) receive (a) 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance (e.g. loans, grants, subgrants, and/or cooperative agreements, etc.) subject to the Transparency Act, as defined at 2 C.F.R. 170.320; , (b) $25,000,000 or more in annual gross revenues from U.S. Federal procurement contracts (and subcontracts) and Federal financial assistance (e.g. loans, grants, subgrants, and/or cooperative agreements, etc.) subject to the Transparency Act?
   Yes ☐ No ☒

If the answer to Question 1 is "Yes," continue to Question 2. If the answer to Question 1 is "No", move to the signature block below to complete the certification and submittal process.

2. Does the public have access to information about the compensation of the executives in your business or organization (including parent organization, all branches, and all affiliates worldwide) through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) Section 6104 of the Internal Revenue Code of 1986?
   Yes ☐ No ☐

If the answer to Question 2 is "Yes," move to the signature block below to complete the certification and submittal process. [Note: Securities Exchange Commission information should be accessible at http//www.sec.gov/answers/execomp.htm. Requests for Internal Revenue Service (IRS) information should be directed to the local IRS for further assistance.]

If the answer to Question 2 is "No" FFATA reporting is required. Provide the information required in the "TOTAL COMPENSATION CHART FOR MOST RECENTLY COMPLETED FISCAL YEAR" appearing below to report the "Total Compensation" for the five (5) most highly compensated "Executives", in rank order, in your organization. For purposes of this request, the following terms apply as defined in 2 C.F.R. Ch. 1 Part 170 Appendix A:

"Executive" is defined as "officers, managing partners, or other employees in management positions".

"Total Compensation" is defined as the cash and noncash dollar value earned by the executive during the most recently completed fiscal year and includes the following:

i. Salary and bonus.

ii. Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.

iii. Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.

iv. Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.

v. Above-market earnings on deferred compensation which is not tax-qualified.

vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds $10,000.

TOTAL COMPENSATION CHART FOR MOST RECENTLY COMPLETED FISCAL YEAR

(Date of Fiscal Year Completion _____)

Rank (Highest to Lowest)	**Name (Last, First, MI)**	**Title**	**Total Compensation for Most Recently Completed Fiscal Year**
1			
2			
3			
4			
5			

THE UNDERSIGNED CERTIFIES THAT ON THE DATE WRITTEN BELOW, THE INFORMATION PROVIDED HEREIN IS ACCURATE.

SIGNATURE: Sylvia R. Jackson

NAME AND TITLE: Dr. Sylvia R. Jackson, Asst. Superintendent for Support Services

DATE: 6/23/2026

Attachment J

Mandatory Contract Provisions

Provisions:

Any contract or subcontract funded by this Agreement must contain the applicable provisions outlined in Appendix II to 2 C.F.R. Part 200. It is the responsibility of the sub-recipient to include the required provisions. The following is a list of sample provisions from Appendix II to 2 C.F.R. Part 200 that may be required:[1]

Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non-Federal entity under the Federal award must contain provisions covering the following, as applicable.

(A) Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

(B) All contracts in excess of $10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be affected and the basis for settlement.

(C) Equal Employment Opportunity. Except as otherwise provided under 41 C.F.R. Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 C.F.R. Part 60-1.3 must include the equal opportunity clause provided under 41 C.F.R. 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 C.F.R. Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 C.F.R. part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

(D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of $2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 C.F.R. Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 C.F.R. Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or Sub-recipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or

[1] For example, the Davis-Bacon Act is not applicable to other FEMA grant and cooperative agreement programs, including the Public Assistance Program or Hazard Mitigation Grant Program; however, sub-recipient may include the provision in its subcontracts.

repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

(E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of $100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 C.F.R. Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

(F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 C.F.R. § 401.2 (a) and the recipient or Sub-recipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or Sub-recipient must comply with the requirements of 37 C.F.R. Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

(G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of $150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

(H) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 C.F.R. 180.220) must not be made to parties listed on the governmentwide Excluded Parties List System in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 C.F.R. 180 that implement Executive Orders 12549 (3 C.F.R. Part 1986 Comp., p. 189) and 12689 (3 C.F.R. Part 1989 Comp., p. 235), "Debarment and Suspension." The Excluded Parties List System in SAM contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

(I) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award of $100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

(J) See 2 C.F.R, § 200.323 Procurement of recovered materials.

(K) See 2 C.F.R, §200.216 Prohibition on certain telecommunication and video surveillance services or equipment.

(L) See 2 C.F.R, §200.322 Domestic preferences for procurements

(Appendix II to Part 200, Revised Eff. 11/12/2020).

FEMA created the 2019 PDAT Contract Provisions Template to assist non-Federal entities. It is *available at* https://www.fema.gov/media-library-data/1569959119092-92358d63e00d17639d5db4de015184c9/PDAT_ContractProvisionsTemplate_9-30-19.pdf.

Please note that the sub-recipient alone is responsible for ensuring that all language included in its contracts meets the requirements of 2 C.F.R. § 200.327 and 2 C.F.R. Part 200, Appendix II.

Attachment K

Certification Regarding Lobbying

Check the appropriate box:

☒ This Certification Regarding Lobbying is required because the Contract, Grant, Loan, or Cooperative Agreement will exceed $100,000 pursuant to 2 C.F.R. Part 200, Appendix II(I); 31 U.S.C. § 1352; and 44 C.F.R. Part 18.

☐ This Certification is not required because the Contract, Grant, Loan, or Cooperative Agreement will be less than $100,000.

APPENDIX A, 44 C.F.R. PART 18 – CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

The Sub-Recipient or subcontractor, Gadsden County School District, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. Chap. 38, Administrative Remedies for False Claims and Statements, apply to this certification and disclosure, if any.

Sylvia R. Jackson

Signature of Sub-Recipient/subcontractor's Authorized Official

Dr. Sylvia R. Jackson, Asst. Superintendent for Support Services

Name and Title of Sub-Recipient/subcontractor's Authorized Official

6/23/2026

Date

Attachment L

Florida Accountability Contract Tracking System (FACTS)
Requirements for Non-profit Organizations Under Section 216.1366, Florida Statutes
Instructions and Worksheet

CONTRACT DOCUMENTATION REQUIREMENTS

Section 216.1366, F.S., amended in 2023, establishes new documentation requirements for any contract for services executed, amended, or extended on or after July 1, 2023, with non-profit organizations as defined in s. 215.97 (2)(m). F.S. The contract must require the contractor to provide documentation that indicates the amount of state funds:

- Allocated to be used during the full term of the contract for remuneration to any member of the board of directors or an officer of the contractor.
- Allocated under each payment by the public agency to be used for remuneration of any member of the board of directors or an officer of the contractor. The documentation must indicate the amounts and recipients of the remuneration.

Such information must be included in the contract tracking system maintained pursuant to s. 215.985 F.S. and must be posted on the contractor's website if the contractor maintains a website.

- As used in this subsection, the term:

o "Officer" means a Chief Executive Officer (CEO), Chief Financial Officer (CFO), Chief Operating Officer (COO), or any other position performing an equivalent function.

o "Remuneration" means all compensation earned by or awarded to personnel, whether paid or accrued, regardless of contingency, including bonuses, accrued paid time off, severance payments, incentive payments, contributions to a retirement plan, or in-kind payments, reimbursements, or allowances for moving expenses, vehicles and other transportation, telephone services, medical services, housing, and meals.

o "State funds" means funds paid from the General Revenue Fund or any state trust fund, funds allocated by the Federal Government and distributed by the state, or funds appropriated by the state for distribution through any grant program. The term does not include funds used for the state Medicaid program.

Note: This "Instructions and Worksheet" is meant to explain the requirements of the Section 216.1366, F.S., amended in 2023, and give clarity to the attached form distributed to recipients and sub-recipients for completion. All pertinent information below should be filled out, signed, and returned to the project manager.

NON-PROFIT ORGANIZATION REMUNERATION INFORMATION

1. Is your business or organization a non-profit organization as defined in s. 215.97 (2)(m). F.S.?
Yes [x] No [ ]

If the answer to Question 1 is "Yes," continue to Question 2. If the answer to Question 1 is "No", move to the signature block below to complete the certification and submittal process.

2. Will state funds be used as remuneration to any member of the board of directors or an officer in your business or organization?
Yes [ ] No [x]

If the answer to Question 2 is "Yes," provide the information required in the "Total Compensation Paid to Non-Profit Personnel Using State Funds" form below. A separate form should be completed for each member of the board of directors or officer being compensated using state funds. If the answer to Question 2 is "No", move to the signature block below to complete the certification and submittal process.

Total Compensation Paid to Non-Profit Personnel Using State Funds

Name:	
Title:	
Agency Agreement/Contract #	
Total Contract Amount	
Contract Term:	

Line Item Budget Category	**Total Amount Paid**	**Amount Paid from State Funds**
Salaries		
Fringe Benefits		
Bonuses		
Accrued Paid Time Off		
Severance Payments		
Retirement Contributions		
In-Kind Payments		
Incentive Payments		
Reimbursements/Allowances		
Moving Expenses		
Transportation Costs		
Telephone Services		
Medical Services Costs		
Housing Costs		
Meals		

CERTIFICATION: I certify that the amounts listed above are true and accurate and in accordance with the approved budget.

Name:	Dr. Sylvia R. Jackson
Signature:	Sylvia R. Jackson
Title:	Assistant Superintendent for Support Services
Date:	6/23/2026

ATTACHMENT M

FOREIGN COUNTRY OF CONCERN AFFIDAVIT – PERSONAL IDENTIFYING INFORMATION CONTRACT

Section 287.138, Florida Statutes, prohibits a Florida "Governmental entity"[2] from entering into or extending contracts with any other entity whereby such a contract, or extension thereof, could grant the other entity access to an individual's personal identifying information if that entity is associated with a "Foreign Country of Concern."[3] Specifically, section 287.138(2), Florida Statutes, prohibits such contracts with any entity that is owned by the government of a Foreign Country of Concern, any entity in which the government of a Foreign Country of Concern has a "controlling interest,"[4] and any entity organized under the laws of or which has its principal place of business in a Foreign Country of Concern.

As the person authorized to sign on behalf of Respondent, I hereby attest that the company identified above in the section entitled "Respondent Vendor Name" is not an entity owned by the government of a Foreign Country of Concern, no government of a Foreign Country of Concern has a controlling interest in the entity, and the entity has not been organized under the laws of or has its principal place of business in a Foreign Country of Concern.

I understand that pursuant to section 287.138, Florida Statutes, I am submitting this affidavit under penalty of perjury.

Respondent Vendor Name: Gadsden County School District

Vendor FEIN: 59-6000-6150

Vendor's Authorized Representative Name and Title: Dr. Sylvia R. Jackson, Asst. Superintendent for Support Services

Address: 35 Martin Luther King Jr. Blvd.

City: Quincy State: FL Zip: 32351

Phone Number: 850-662-2238

Email Address: jacksons@gcpsmail.com

Certified By: _____
AUTHORIZED SIGNATURE

Print Name and Title: Elijah Key, Superintendent of Schools

Date: 6/23/2026

[2] As defined in Section 287.138 (1)(d), Florida Statutes.
[3] As defined in Section 287.138 (1)(c), Florida Statutes.
[4] As defined in Section 287.138 (1)(a), Florida Statutes.

SUMMARY SHEET

RECOMMENTATIONS TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: 6/23/2026

TITLE OF AGENDA ITEM: Medical Physicals

DIVISION: Administration Transportation

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

PURPOSE AND SUMMARY OF ITEM: Recommended physicians to examine Bus Operators and certain personnel for a recommended fee of $90 - $100.00 per examination.

Allied Health & Rehabilitation
Dr. Martine Charles, Doctor of Chiropractic
405 E. Jefferson Street, Quincy, Fl 32351
or 177 Salem Court, Tallahassee, Fl 32301

Main Street Family Care
1730 Pat Thomas Parkway
Quincy, Fl 32351

FUND SOURCE: 1100E
AMOUNT: $4,000
PREPARED BY: Matthew Bryant MB
POSITION: Director of Transportation

INTERNAL INSRUCTIONS TO BE COMPLETED BY PREPARER

___Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHARIMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

GADSDEN COUNTY SCHOOLS
TRANSPORTATION DEPARTMENT

720 S. Stewart Street
Quincy, Florida 32351
850-627-6858 (Phone
850-875-8895 (Fax)

Mr. Matthew Bryant, II
Director of Transportation

Mr. Elijah Key, II
Superintendent of Schools

May 14, 2026

TO: Allied Health & Rehabilitation

From: Sabrina Aikens, Dispatcher

RE: DOT Physicals

Letter of Interest

X Yes, I/We would be interested in being recommended to the Gadsden County School District to

to conduct Physical Examinations to certain School Board Employees for certain employees of
the Gadsden County School District for Fiscal Year 2026-2027.

___No, I/We are not interested in conducting physicals for the Gadsden County School District.

Gadsden County School District approval fee:
$90.00 per Physical Examination
(Billing will be paid via District Purchase Orders)

Drug and Alcohol Testing Excluded
Dexterity Testing Section Excluded

Allied Health & Rehabilitation _____ Dr. Martine Charles, Doctor of Chiropractic
Physician's Name or Group
1102 W Jefferson Street, Quincy, FL 32351
850-328-0424 (Telephone)
850-662-4074 (Fax, Quincy)
Info@callallied.com

AURNG STOVES — 5/19/2026

~~Signature of Physician or Business Manager~~ — Date

~~Please return~~ this request as soon as possible to Sabrina Aikens at aikenssa@gcpsmail.com or via US mail to:
Matthew Bryant, Director of Transportation
Sabrina Aikens, Dispatcher
Gadsden County School District, 720 S. Stewart Street, Quincy, Fl 32351

GADSDEN COUNTY SCHOOLS
TRANSPORTATION DEPARTMENT

720 S. Stewart Street
Quincy, Florida 32351
850-627-6858 (Phone
850-875-8895 (Fax)

Mr. Matthew Bryant
Director of Transportation

Mr. Elijah Key. Jr.
Superintendent of Schools

May 14. 2026

TO: Main Street Family Care

From: Sabrina Aikens, Dispatcher

RE: DOT Physicals

Letter of Interest

_X__Yes, I/We would be interested In being recommended to the Gadsden County School District to

to conduct Physical Examinations to certain School Board Employees for certain employees of the Gadsden County School District for Fiscal Year 2026-2027.

___No, I/We are not interested in conducting physicals for the Gadsden County School District.

Gadsden County School District approval fee:
$90.00 per Physical Examination
(Billing will be paid via District Purchase Orders)

Drug and Alcohol Testing Excluded
Dexterity Testing Section Excluded

Main Street Family Care
1730 Pat Thomas Parkway
Quincy, Fl 32351
850-622-0041(Telephone)
Quincy@mainstreetfamilycare.com

Leslie Sims

Leslie Sims, MHA - Tallahassee Area Regional Manager 05/22/2026

Signature of Physician or Business Manager Date

Please return this request as soon as possible to Sabrina Aikens at
aikenss@gcpsmail.com or via US mail to:
Matthew Bryant, Director of Transportation
Sabrina Aikens, Dispatcher
Gadsden County School District, 720 S. Stewart Street, Quincy, Fl 32351

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: June 23, 2026

TITLE OF AGENDA ITEM: Gadsden County School District 2025-2026 Annual School Safety Risk Assessment Report, and 2025-2026 Threat Management Data

DIVISION: School Safety Department

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

PURPOSE AND SUMMARY OF ITEM: To inform the School Board members of the Gadsden County School District 2025-2026 Annual School Safety Risk Assessment Report, and 2025-2026 Threat Management Data

To continue to update the School Board Members on the current safety threat management data and safety recommendations.

FUND SOURCE:

AMOUNT:

PREPARED BY: Lt. Tiffany Parsons-Buckhalt, School Safety Specialist TB

POSITION:

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 2025-2026 SCHOOL SAFETY RISK ASSESSMENT

Prepared by: Lt. Tiffany Parsons-Buckhalt

School Safety Specialist

District Threat Management Coordinator

Greensboro Elementary School (Guardian)

School Grounds: Secure with fencing-Playgrounds secure with fencing.

Parking Lot: Secure perimeter with fencing.

Intercom System: Needs upgrading with additional speakers/sound system throughout campus.

Evacuation Routes: Displayed in each classroom and common areas.

Reunification Sites: Staff is trained annually.

Classroom Windows/Blinds: Appropriate windows and blinds.

Classroom Doors: Teachers are trained to keep doors locked and secure at all times.

Surveillance: Adequate surveillance.

Playground Area: Secure with fencing.

Safety Drills & Active Assailant Drills: Conducted monthly.

Point of Entry: Single point of entry with camera box to authorize for entry.

Threat Assessment: School Based Threat Management Team has been established and conducts monthly monitoring.

Mobile Crisis Response Team: Active-Apalachee Mental Health Team.

Safe Corners/Safe Areas: Have been established with monthly training.

Key Access: A Knox Box has been installed with spare keys for law enforcement and all first responders.

Communication: Two-way radios operable, telephones operable, and intercom operable.

Signage: "No Trespass" signs are visible, however additional signage is needed for upcoming school term.

Chattahoochee Elementary School (Guardian)

School Grounds: Secure with fencing-Playgrounds secure with fencing.

Parking Lot: Unsecured.

Intercom System: Due to age of the school, needs upgrading with additional speakers/sound system throughout campus.

Evacuation Routes: Displayed in each classroom and common areas.

Reunification Sites: Staff is trained annually.

Classroom Windows/Blinds: Due to age, some blinds need replacing.

Classroom Doors: Teachers are trained to keep doors locked and secure at all times.

Surveillance: None

Playground Area: Secure with fencing.

Safety Drills & Active Assailant Drills: Conducted monthly.

Point of Entry: Single point of entry with camera box to authorize for entry.

Threat Assessment: School Based Threat Management Team has been established and conducts monthly monitoring.

Mobile Crisis Response Team: Active-Apalachee Mental Health Team.

Safe Corners/Safe Areas: Have been established with monthly training.

Key Access: A Knox Box has been installed with spare keys for law enforcement and all first responders.

Communication: Two-way radios operable, telephones operable, and intercom operable.

Signage: "No Trespass" signs are visible, however additional signage is needed for upcoming school term.

West Gadsden Middle School (School Resource Officer)

School Grounds: Secure with fencing.

Parking Lot: Secure perimeter with fencing.

Intercom System: Adequate systems throughout campus.

Evacuation Routes: Displayed in each classroom and common areas.

Reunification Sites: Staff is trained annually.

Classroom Windows/Blinds: Appropriate windows and blinds.

Classroom Doors: Teachers are trained to keep doors locked and secure at all times.

Surveillance: Adequate surveillance.

Athletic Area: Secure with fencing.

Safety Drills & Active Assailant Drills: Conducted monthly.

Point of Entry: Single point of entry with camera box to authorize for entry.

Threat Assessment: School Based Threat Management Team has been established and conducts monthly monitoring.

Mobile Crisis Response Team: Active-Apalachee Mental Health Team.

Safe Corners/Safe Areas: Have been established with monthly training.

Key Access: A Knox Box has been installed with spare keys for law enforcement and all first responders.

Communication: Two-way radios operable, telephones operable, and intercom operable.

Signage: "No Trespass" signs are visible, however additional signage is needed for upcoming school term.

Stewart Street Elementary School (Guardian)

School Grounds: Secure with fencing-Playgrounds secure with fencing.

Parking Lot: Unsecured.

Intercom System: Adequate system throughout campus.

Evacuation Routes: Displayed in each classroom and common areas.

Reunification Sites: Staff is trained annually.

Classroom Windows/Blinds: Appropriate windows and blinds.

Classroom Doors: Teachers are trained to keep doors locked and secure at all times.

Surveillance: Adequate surveillance.

Playground Area: Secure with fencing.

Safety Drills & Active Assailant Drills: Conducted monthly.

Point of Entry: Single point of entry with staff to authorize and screen for entry.

Threat Assessment: School Based Threat Management Team has been established and conducts monthly monitoring.

Mobile Crisis Response Team: Active-Apalachee Mental Health Team.

Safe Corners/Safe Areas: Have been established with monthly training.

Key Access: A Knox Box has been installed with spare keys for law enforcement and all first responders.

Communication: Two-way radios operable, telephones operable, and intercom operable.

Signage: "No Trespass" signs are visible, however additional signage is needed for upcoming school term.

George W. Munroe Elementary School (Guardian)

School Grounds: Secure with fencing-Playgrounds secure with fencing.

Parking Lot: Secure perimeter with fencing.

Intercom System: Needs upgrading with additional speakers/sound system throughout campus.

Evacuation Routes: Displayed in each classroom and common areas.

Reunification Sites: Staff is trained annually.

Classroom Windows/Blinds: Appropriate windows and blinds.

Classroom Doors: Teachers are trained to keep doors locked and secure at all times.

Surveillance: Adequate surveillance throughout campus.

Playground Area: Secure with fencing.

Safety Drills & Active Assailant Drills: Conducted monthly.

Point of Entry: Single point of entry with staff screening to authorize entry.

Threat Assessment: School Based Threat Management Team has been established and conducts monthly monitoring.

Mobile Crisis Response Team: Active-Apalachee Mental Health Team.

Safe Corners/Safe Areas: Have been established with monthly training.

Key Access: A Knox Box has been installed with spare keys for law enforcement and all first responders.

Communication: Two-way radios operable, telephones operable, and intercom operable.

Signage: "No Trespass" signs are visible, however additional signage is needed for upcoming school term.

Gadsden County High School (School Resource Officer)

School Grounds: Secure with fencing.

Parking Lot: Secure perimeter with fencing and guard shack.

Intercom System: Adequate system throughout campus.

Evacuation Routes: Displayed in each classroom and common areas.

Reunification Sites: Staff is trained annually.

Classroom Windows/Blinds: Appropriate windows and blinds.

Classroom Doors: Teachers are trained to keep doors locked and secure at all times.

Surveillance: Adequate surveillance throughout campus.

Athletic Area: Secured with fencing.

Safety Drills & Active Assailant Drills: Conducted monthly.

Point of Entry: Single point of entry with camera box to authorize for entry.

Threat Assessment: School Based Threat Management Team has been established and conducts monthly monitoring.

Mobile Crisis Response Team: Active-Apalachee Mental Health Team.

Safe Corners/Safe Areas: Have been established with monthly training.

Key Access: A Knox Box has been installed with spare keys for law enforcement and all first responders.

Communication: Two-way radios operable, telephones operable, and intercom operable.

Signage: "No Trespass" signs are visible, however additional signage is needed for upcoming school term.

Havana Magnet School (School Resource Officer)

School Grounds: Secured with fencing-Playgrounds secured with fencing.

Parking Lot: Secured perimeter with fencing.

Intercom System: Needs upgrading with additional speakers/sound system throughout campus.

Evacuation Routes: Displayed in each classroom and common areas.

Reunification Sites: Staff is trained annually.

Classroom Windows/Blinds: Appropriate windows and blinds.

Classroom Doors: Teachers are trained to keep doors locked and secure at all times.

Surveillance: Adequate surveillance throughout campus.

Playground Area: Secured with fencing.

Safety Drills & Active Assailant Drills: Conducted monthly.

Point of Entry: Single point of entry with controlled access box to authorize entry.

Threat Assessment: School Based Threat Management Team has been established and conducts monthly monitoring.

Mobile Crisis Response Team: Active-Apalachee Mental Health Team.

Safe Corners/Safe Areas: Have been established with monthly training.

Key Access: A Knox Box has been installed with spare keys for law enforcement and all first responders.

Communication: Two-way radios operable, telephones operable, and intercom operable.

Signage: "No Trespass" signs are visible, however additional signage is needed for upcoming school term.

Crossroad Academy Charter School (Guardian)

School Grounds: Secured with fencing.

Parking Lot: Unsecure.

Intercom System: Adequate system throughout campus.

Evacuation Routes: Displayed in each classroom and common areas.

Reunification Sites: Staff is trained annually.

Classroom Windows/Blinds: Appropriate windows and blinds.

Classroom Doors: Teachers are trained to keep doors locked and secure at all times.

Surveillance: Adequate surveillance throughout campus.

Athletic Area: Secured gymnasium.

Safety Drills & Active Assailant Drills: Conducted monthly.

Point of Entry: Single point of entry with camera box to authorize for entry.

Threat Assessment: School Based Threat Management Team has been established and conducts monthly monitoring.

Mobile Crisis Response Team: Active-Apalachee Mental Health Team.

Safe Corners/Safe Areas: Have been established with monthly training.

Key Access: A Knox Box has been installed with spare keys for law enforcement and all first responders.

Communication: Two-way radios operable, telephones operable, and intercom operable.

Signage: “No Trespass” signs are visible, however additional signage is needed for upcoming school term.

Gadsden Elementary Magnet School (School Resource Officer)

School Grounds: Secured with fencing-Playgrounds secure with fencing.

Parking Lot: Secured perimeter with fencing.

Intercom System: Adequate system throughout campus.

Evacuation Routes: Displayed in each classroom and common areas.

Reunification Sites: Staff is trained annually.

Classroom Windows/Blinds: Appropriate windows and blinds.

Classroom Doors: Teachers are trained to keep doors locked and secure at all times.

Surveillance: Adequate surveillance throughout campus.

Playground Area: Secured with fencing.

Safety Drills & Active Assailant Drills: Conducted monthly.

Point of Entry: Single point of entry with camera box to authorize for entry.

Threat Assessment: School Based Threat Management Team has been established and conducts monthly monitoring.

Mobile Crisis Response Team: Active-Apalachee Mental Health Team.

Safe Corners/Safe Areas: Have been established with monthly training.

Key Access: A Knox Box has been installed with spare keys for law enforcement and all first responders.

Communication: Two-way radios operable, telephones operable, and intercom operable.

Signage: "No Trespass" signs are visible, however additional signage is needed for upcoming school term.