

Agenda
District Board of Trustees
Tallahassee State College
444 Appleyard Drive
Tallahassee, FL 32304
Monday, October 1st, 2026
Business Meeting – 2:30 PM

CALL TO ORDER

- i. Moment of Silence
- ii. Pledge of Allegiance

AWARDS AND PRESENTATIONS

PUBLIC COMMENT

CONSENT AGENDA

- 1. Fund Analysis - September
- 2. Construction Status Report
- 3. Human Resources Report
- 4. TSC Foundation Update
- 5. 2026 September Board Minutes

GENERAL BUSINESS

Academic Affairs

6. 2026-2027 Comprehensive Evidence-Based Reading Plan
Approve the 2026-2027 Comprehensive Evidence-Based Reading Plan (CERP).
7. 2026-2027 Mental Health Assistance Allocation Plan
Approve the 2026-2027 Mental Health Assistance Allocation (MHAA) Plan.

Administrative Services

8. Attorney Invoices – Bryant Miller Olive (September 2026)
Authorize payment of invoices as presented.
9. Architect Invoice(s)
Authorize payment of architectural invoice(s) as presented.
10. Disposition of Surplus Property Assets
Authorize the disposal of the item(s) designated as surplus.
11. Sponsored Programs – Provider
Authorize funding for the awards and contracts as presented.

PRESIDENT’S REPORT

BOARD OF TRUSTEES DISCUSSION ITEMS

NEXT MEETING DATE November 16, 2026 **Location:** Florida Public Safety Institute

ADJOURNMENT

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Barbara Wills, Ph.D.
Vice President for Administrative Services and Chief Business Officer

SUBJECT: Fund Analysis - September

Item Description

This item is to provide the Board a summary of the College's operating revenues and expenses as of 9/30/2026.

Overview and Background

As directed in the Accounting Manual for Florida's College System, revenues from state appropriations, student tuition and fees, interest earned, and other contributions are recorded and monitored in the College's operating fund (fund 1). Expenditures for direct instruction expenses are also recorded in the operating fund.

In accordance with Florida Statutes (1011.01), the Board of Trustees must approve the College's operating fund budget each fiscal year. The College monitors the operating fund activity to ensure approved budget limits are maintained. Additionally, the Board has requested a report of all purchases over \$100,000, but less than \$325,000. The report for the month of September is attached to this item.

Past Actions by the Board

For information only, no Board action required.

Funding/ Financial Implications

The College continues to be in sound financial condition.

Recommended Action

Presented as an informational item only.

Tallahassee State College Fund Analysis
Unrestricted Current Fund
As of September 30, 2026

REVENUE	September Actual	Monthly Budget	YTD Actual	YTD Budget	Annual Budget	% of YTD Budget
Student Fees	\$ 146,737	\$ 2,473,464	\$ 14,226,816	\$ 7,420,392	\$ 29,681,568	48%
State Support	4,167,463	4,039,878	11,201,480	12,119,635	48,478,538	23%
Federal Support	69,920	45,833	192,130	137,500	550,000	35%
Other Revenue	86,056	170,833	436,669	512,500	2,050,000	21%
TOTAL REVENUE	4,470,176	6,730,009	26,057,095	20,190,027	80,760,106	32%
EXPENSES	September Actual	Monthly Budget	YTD Actual	YTD Budget	Annual Budget	% of YTD Expenses
<u>PERSONNEL COSTS</u>						
Administrative	284,463	320,833	855,863	962,500	3,850,000	22%
Instructional	1,184,122	1,416,667	3,899,117	4,250,000	17,000,000	23%
Non-Instructional	1,608,467	1,625,000	4,846,021	4,875,000	19,500,000	25%
OPS	981,149	583,333	1,895,110	1,750,000	7,000,000	27%
Personnel Benefits	1,493,901	1,200,842	4,527,277	3,602,527	14,410,106	31%
TOTAL PERSONNEL COSTS	5,552,102	5,146,676	16,023,388	15,440,027	61,760,106	26%
<u>CURRENT EXPENSES</u>						
Services	357,776	358,333	1,933,392	1,075,000	4,300,000	45%
Material & Supplies	52,166	283,333	468,734	850,000	3,400,000	14%
Other Current Charges	491,018	775,000	3,050,424	2,325,000	9,300,000	33%
TOTAL CURRENT EXPENSES	900,960	1,416,667	5,452,550	4,250,000	17,000,000	32%
CAPITAL OUTLAY	-	166,667	10,000	500,000	2,000,000	1%
TOTAL EXPENSES	\$ 6,453,062	\$ 6,730,009	\$ 21,485,938	\$ 20,190,027	\$ 80,760,106	27%

Purchase Orders from \$100,000 to \$324,999 +

Issued in September 2026

Purchase Order	Date Issued	Supplier	Total PO Amount	Description	Approval/Exemption
PO-026541	9/3/2026	Astro Travel & Tours, Inc.	130,000.00	Transportation Services for Athletics and other College activities.	Solicitation via FSU's ITN 6503-6 (June 2023).

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Barbara Wills, Ph.D.
Vice President for Administrative Services and Chief Business Officer

DSUBJECT: Construction Status Report

Item Description

This item describes the status of various construction, renovation, remodeling and site improvement projects at all TSC locations for the Board of Trustees.

Overview and Background

The attached Construction Status report details the noteworthy construction and renovation projects being undertaken to support the educational mission of the College.

Past Actions by the Board

None

Recommended Action

Presented as an information item only.

FACILITIES & CONSTRUCTION STATUS REPORT – OCTOBER 2026

MAIN – M - SITE 1 CAMPUS

TSC PROJECT NUMBER	TASK / PROJECT NAME	%COMPLETE	DUE DATE	NOTES / STATUS / UPDATES
PJ-0374	State DM - 15KV Electrical Underground Infrastructure	95%	November 2026	Install in progress
PJ-0534	SMA 140 - Classroom Renovations	5%	TBD	TBD
TBD	Athletic Gym Bleacher Replacement	90%	November 2026	In progress
N/A	Replace Wooden Handrails	95%	November 2026	In house
TBD	Parking Garage Floor Level Signage	5%	TBD	Identifying signage locations
PJ-0568	Sidewalk Repairs, Elimination of Trip Hazards	Continuous	On-going	Repaired 1,711 Trip Hazards Replaced 93 sections of Sidewalk Repaired 192' of new curb
AiM#343098	EN Bldg#1 Recover Roof	5%	DMP	Planning - \$1,578,337.10
AiM#343100	TCA Building #8 – Recover Roof	5%	DMP	Planning - \$956,097.47
AiM#343102	Center Building #9 – Recover Roof	5%	DMP	Planning - \$611,981.03
AiM#343108	SV Building #17 - Recover Roof	5%	DMP	Planning - \$815,099.93
AiM#343109	SM Building #18 - Recover Roof	5%	DMP	Planning - \$2,359,215.78
AiM#343362	Bldg#19 - Recover Roof	5%	DMP	Planning - \$365,340.79
AiM#343363	Transportation Terminal Bldg#31 - Recover Roof	5%	DMP	Planning - \$635,675.31
AiM#343530	Softball Fieldhouse Bldg#34 - Recover Roof	5%	DMP	Planning - \$383,338.77
AiM#341398	AMTC #43 Total Roof Replacement	5%	DMP	Planning - \$1,350,000.00
AiM#341872	SU #35 Repair Fire Alarm	5%	DMP	Planning - \$7,000.00-\$10,000.00
AiM#343232	Lifetime Sports Bldg#15 – Fire Alarm Panel Repairs	5%	DMP	Planning - \$3,000-\$5,000.00
AiM#341645	CT/HSS Fire Communicators	5%	DMP	Planning - \$4,500.00
AiM#343149	Student Union Bldg#35 – Motor Replacement for FTU's	5%	DMP	Planning - \$13,500.00
AiM#341848	CH #5 Mechanical Locks for Active Shooter Prevention	5%	DMP	Planning - \$54,000.00
AiM#341843	SM #18 Mechanical Locks for Active Shooter Prevention	5%	DMP	Planning - \$125,000.00
AiM#341405	AD #27 Awning Doors 193 & 194	5%	DMP	Planning - \$30,000.00
AiM#341403	AD #27 Awning Door 150	5%	DMP	Planning - \$30,000.00
AiM#339806	HSS #39 Retrofit VAV 4-2	5%	DMP	Planning - \$1,250.00

AiM#339392	SV #17 Split Unit Replacement	5%	DMP	Planning - \$35,000.00
AiM#343006	AP Window Replacement	5%	DMP	Planning - \$21,000
AiM#343048	TCA Window Replacement	5%	DMP	Planning - \$150,000
AiM#341073	Resurface Pat Thomas Blvd.	5%	DMP	Planning - \$225,000
AiM#341851	Parking Garage – Concrete Repair	5%	DMP	Planning - \$5,000,000.00
AiM#343153	WD Bldg#38 – Lobby Floor Grout Replacement/Repair	5%	DMP	Planning - \$4,500.00
AiM#341814	Rec Gym Floor Replacement (S)	5%	DMP	Planning - \$545,000
AiM#341816	Athletic Gym Floor Replacement (N)	5%	DMP	Planning - \$565,000

GADSDEN SERVICE CENTER – GSC - SITE 2 CAMPUS

TSC PROJECT NUMBER	TASK / PROJECT NAME	%COMPLETE	DUE DATE	NOTES / STATUS / UPDATES
NEW	Gadsden Service Center Bldg#4	5%	TBD	DAG Approved – Design underway. CMAR RFQ – Advertised 8/4/26 DUE 9/16/26 – Evaluations Underway

FLORIDA PUBLIC SAFETY INSTITUTE – FPSI - SITE 3 CAMPUS

TSC PROJECT NUMBER	TASK / PROJECT NAME	%COMPLETE	DUE DATE	NOTES / STATUS / UPDATES
N/A	Dining Hall Outside Air Unit (OAU)	100%	September 2026	Complete
N/A	Housing Bldg. Boiler Replacement	5%	December 2026	PO's issued 8/4/2026
N/A	VAV Retrofit for Administration / Classroom Building	5%	TBD	Pending budget approval
N/A	Temp / Humidity sensors at New Dorms	5%	TBD	Planning
N/A	Defensive Tactics Aaon OAU Siemens Controls take over	5%	TBD	Planning
N/A	Survival Flight Hanger Building	50%	TBD	Construction underway
N/A	Cell Tower	5%	TBD	Researching
AiM#341115	Dorm Bldg#10 Window Replacements	5%	DMP	Planning - \$31,000.00
AiM#341116	FPSI Stormwater Retention Pond#2	5%	DMP	Planning - \$1,350,000.00
	Driving Track Resurface - Large		DMP	
	Driving Track Resurface - Small		DMP	

CENTER FOR INNOVATION – CFI - SITE 4 CAMPUS

TSC PROJECT NUMBER	TASK / PROJECT NAME	%COMPLETE	DUE DATE	NOTES / STATUS / UPDATES
PJ-0423	State DM - CFI Exterior Envelope (Walls & Windows)	99%	November 2026	Project underway
PJ-0424	State DM - CFI Exterior Staircases	99%	November 2026	Project underway
TBD	Phase I Remodel 108-114	10%	TBD	Researching

GHAZVINI CENTER FOR HEALTHCARE EDUCATION – GCHE - SITE 5 CAMPUS

TSC PROJECT NUMBER	TASK / PROJECT NAME	%COMPLETE	DUE DATE	NOTES / STATUS / UPDATES
TBD	Chiller Repairs/ Replace	5%	DMP	Planning - \$400,000.00
AiM#339293	Liebert Replacement 249	5%	DMP	Planning - \$6,000-\$8,000

WAKULLA ENVIRONMENTAL INSTITUTE – WEI - SITE 6 CAMPUS

TSC PROJECT NUMBER	TASK / PROJECT NAME	%COMPLETE	DUE DATE	NOTES / STATUS / UPDATES
TBD	AG Pole Barn – Enclose	5%	TBD	Researching
TBD	New WEI Building#3 – Storm Shelter	5%	TBD	Received EDA Approval 9/2/2026 Architect Solicitation Draft Underway
TBD	WEI Building#2 Repairs	5%	November 2026	A/E Required
AiM#341856	Irrigation Well	5%	DMP	Planning - \$10,000.00

SUSTAINABILITY REPORT NEXT PAGE

SUSTAINABILITY REPORT – OCTOBER 2026

ALL SITES 1- 6

TSC PROJECT NUMBER	SUSTAINABILITY TYPE	%COMPLETE	DUE DATE	NOTES / STATUS / UPDATES
SITE 1 – MAIN – 444 APPEYARD DRIVE, TALLAHASSEE FL. 32304				
N/A	Hydration Stations	Continuous	On-going	Prevented 1,077,059 Plastic Bottles from going to landfills
N/A	Recycled Plastic Lumber/Furniture	Continuous	On-going	Prevented 4,302,286 Plastic Bags from going to landfills
N/A	CO2 Avoidance	Continuous	On-going	Prevented 53,853 lbs. of CO2 emissions into atmosphere
SITE 2 – GADSDEN SERVICE CENTER – 223 PAT THOMAS PARKWAY, QUINCY FL. 32351				
N/A	Hydration Stations	Continuous	On-going	Prevented 3,106 Plastic Bottles from going to landfills
N/A	CO2 Avoidance	Continuous	On-going	Prevented 155 lbs. of CO2 emissions into atmosphere
SITE 3 – FLORIDA PUBLIC SAFETY INSTITUTE – 75 COLLEGE DRIVE, HAVANA FL. 32333				
N/A	Hydration Stations	Continuous	On-going	Prevented 390,161 Plastic Bottles from going to landfills
N/A	CO2 Avoidance	Continuous	On-going	Prevented 19,508 lbs. of CO2 emissions into atmosphere
SITE 4 – CENTER FOR INNOVATION – 350 SOUTH DUVAL STREET, TALLAHASSEE FL. 32301				
N/A	Hydration Stations	Continuous	On-going	Prevented 20,765 Plastic Bottles from going to landfills
N/A	CO2 Avoidance	Continuous	On-going	Prevented 1,038 lbs. of CO2 emissions into atmosphere
SITE 5 – GHAZVINI CENTER FOR HEALTHCARE EDUCATION – 1528 SUREGEONS DRIVE, TALLAHASSEE FL. 32308				
N/A	Hydration Stations	Continuous	On-going	Prevented 85,200 Plastic Bottles from going to landfills
N/A	CO2 Avoidance	Continuous	On-going	Prevented 4,260 lbs. of CO2 emissions into atmosphere
SITE 6 – WAKULLA ENVIRONMENTAL INSTITUTE – 170 PRESERVATION WAY, CRAWFORDVILLE FL. 32327				
N/A	Hydration Stations	Continuous	On-going	Prevented 11,281 Plastic Bottles from going to landfills
N/A	CO2 Avoidance	Continuous	On-going	Prevented 564 lbs. of CO2 emissions into atmosphere
TOTAL	SUSTAINABILITY TO DATE	BOTTLES	SAVED	1,587,572

END OF CONSTRUCTION STATUS REPORT

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Barbara Wills, Ph.D.
Vice President for Administrative Services and Chief Business Officer

SUBJECT: Human Resources Report

Item Description

This item is for information only.

Overview and Background

The College brings forth information on appointments, separations and outside employment.

Past Actions by the Board

Personnel actions are taken to the District Board of Trustees monthly, for information purposes.

Funding/ Financial Implications

This item is funded by the 2026-2027 Operating Budget.

Recommended Action

Presented as information item only.

Original Appointments - Executive, Administrative, Managerial □ Professional

Name	Position	Department	Effective Date	
<i>None to Report</i>				

Original Appointments - Classified Staff

Name	Position	Department	Effective Date	
Sandi Shaver	Custodial Services Supervisor	Facilities	September 10, 2026	
Doug McCleary	HVAC Curriculum Specialist	Workforce Development	September 21, 2026	
Amel McNealy	TSC Police Officer	Campus Police	October 1, 2026	

Original Appointments - Faculty

Name	Position	Department	Effective Date	
<i>None to Report</i>				

Original Appointments - Contracts □ Grants

Name	Position	Department	Effective Date	
Tahmee Roper	Traffic Safety Program Manager	Sponsored Programs - Traffic Safety	September 14, 2026	
Landisha Franklin	Workforce Development Manager	D□□- Project Anchor	September 14, 2026	
Kimberly Snell	Career Development Specialist	Sponsored Programs - Suwanee C.I.	September 16, 2026	
Tenaya Rangel	Career Development Specialist	Sponsored Programs - DeSoto C.I.	September 18, 2026	
Rakisha Everett	Career Development Specialist	Sponsored Programs - Education Program	September 21, 2026	
Tony Graham	Deputy Director	D□□- Statewide Regional	October 1, 2026	
Roland Stamm	Career Development Specialist	Sponsored Programs - Okaloosa C.I.	October 1, 2026	
Julia De Leon	Career Development Specialist	Sponsored Programs - Education Program	October 1, 2026	
Gina Clark	Career Development Specialist	Sponsored Programs - Tomoka C.I.	October 5, 2026	

Drop Retiree Participants (All Employees)

Name	Position	Department	Enrollment Date	End Period
<i>None to Report</i>				

Separations

Name	Position	Department	Effective Date	Separation Type
Catt Faris	Traffic Safety Fiscal Assistant	Sponsored Programs - DOT	September 3, 2026	Resigned
Kristine Nystrom	Career Development Specialist	100 Hour Skills Education Program	September 3, 2026	Resigned
Leonardo Finelli	Career Development Specialist	Sponsored Program - 100 Hour - Lowell CI	September 3, 2026	Resigned
Jennifer Donald	Program Logistics and Grants Coordinator	D□□- Project Anchor	September 4, 2026	Resigned
Sheri Hundley	Career Development Specialist	Sponsored Programs - Walton C.I.	September 4, 2026	Resigned
Angela Davis	Administrative Assistant	Advising	September 8, 2026	Resigned
Jeffrey Thornton	Application Developer	Information Technology	September 13, 2026	Deceased
Robert Rush	Career Development Specialist	Sponsored Programs - DOC - Wakulla C.I.	September 14, 2026	Resigned
Devin Humphries	Traffic Safety Fiscal Assistant	Sponsored Programs - Traffic Safety Program	September 17, 2026	Resigned
Rodi Murphy	Career Development Specialist	Sponsored Programs - DOC - Santa Rosa C.I.	September 17, 2026	Resigned
Shantral Wiggins	Manager of Accounting	Financial Services	September 17, 2026	Dismissed
Earl Shinn	HVAC/Building Automation Specialist	Facilities	September 18, 2026	Retired
Donna Day	Administrative Assistant	Wakulla Center	September 23, 2026	Resigned

Keith Cloud	Career Development Specialist	Sponsored Programs - DOC - Wakulla C.I.	September 24, 2026	Resigned
Sarah Alonzo	Admissions Navigator	Admissions and Records	September 24, 2026	Resigned
Karen Miller	Coordinator (Grant)	FPSI Instruction	September 30, 2026	Retired
Phillip Johns	HVAC Curriculum Specialist	Gadsden Connect	September 30, 2026	Resigned
Letia Hughes	Learning Commons Specialist	Learning Commons	October 2, 2026	Resigned
Sandra Auguste	Career Navigator, Florida Youth	DOC - Project Anchor	October 2, 2026	Resigned

Outside Employment Requests (All Employees)

Name	Position	Department	Employer	Position
Amanda Clements	Vice President of Communications and Marketing	Communications and Marketing	Louise Roberts Home	Owner
Amanda Wallace	Director, TSC Online	TSC Online	University of West Florida	Adjunct Professor
Carol Lynne Anderson	Radiologic Technology Program Chair/Faculty	Healthcare Professions	Tallahassee Orthopedic Clinic	MRI Technologist
Christina Ulrich	Pathway Advisor	Academic Affairs	Publix	Grocery Clerk
Cicely Brantley	Psychology Faculty	Social Science	Empowered Echoes Psychotherapy and Beyond	Owner and Psychotherapist
Everett Montgomery	Business/Accounting Faculty	Applied Science and Technology	Florida A&M University	Adjunct Professor
Kisha Barrett	Elementary Education Faculty	Applied Science and Technology	Dr. Barrett's Science Shenanigans LLC	Manager
NinaFe Giron Awong	Director of Special Projects and Innovation	Workforce Development	Valdosta State University	Adjunct Professor
Robert Jackson	Producer	Communications and Marketing	Ros Planet	Owner
Sara Marchessault	Education and College Success Faculty	Social Science	Word of South Festival	Director
Sherifat Thomas	Library Services Specialist	Library Services	Right-At-Home	Caregiver

Seeking to Hold Political Office Requests (All Employees)

Name	Position	Department	Office	Position
None to Report				

Personnel Changes (Promotions, Demotions - All Employees)

Name	Position	Department	Effective Date	Prior Position
Bonnie Trammell	Compass Coordinator	Sponsored Programs - Education Program	September 15, 2026	Pre-Release Employment Navigator
Maegen Carey	Career Navigator	DOC - Project Anchor	October 1, 2026	Pre-Release Employment Navigator

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Heather Mitchell
Vice President for Institutional Advancement and Executive Director of the TSC Foundation

SUBJECT: TSC Foundation Update

Item Description

The following is an update of the events planned and initiatives activities undertaken by the TSC Foundation.

Overview and Background

Attached is a report of funds raised by the TSC Foundation to date for the current fiscal year. The report includes a summary of total funds received, giving summary by designated area, number of donors, and number of gifts.

The Foundation would also like to extend an invitation to DBOT members to the following events:

- November 17: Donor Scholarship Recipient Luncheon, 12:15 -1:15 pm, Student Union Ballroom
- November 18: Donuts with Donors, 8:00 -9:00 am, Ghazvini Center for Healthcare Education
- December 8: TSC Foundation Holiday Hob Nob, 6:00 - 8:00 pm, Governors Club

Past Actions by the Board

The District Board of Trustees receives a Foundation update at every Board Meeting.

Funding/ Financial Implications

There are no Funding/Financial implications arising from this standard monthly report.

Recommended Action

Presented as an information item only.

TSC Foundation - Financial Update FY 26-27

April 1, 2026 - October 6, 2026

		YTD 24/25	YTD 25/26	YTD 26/27
TSC Foundation	Total Received	\$750,065	\$703,878	\$633,346
	Facility Support	\$8,715	\$120,861	\$270
	Program Support	\$160,325	\$261,747	\$271,553
	Scholarship Support	\$407,134	\$212,628	\$217,428
	Unrestricted Support	\$173,891	\$108,642	\$144,095
	Net Assets	\$25,945,814.95	\$30,380,422.38	\$32,646,028

		YTD 24/25	YTD 25/26	YTD 26/27
TSC Foundation	Number of Donors	523	525	810
	Number of Gifts	1954	2217	2569

		YTD 24/25	YTD 25/26	YTD 26/27
TSC Foundation	Total Received for Alumni	\$39,586	\$57,282	\$77,059
	Number of Donors	78	86	84
	Number of Gifts	393	442	421

		YTD 24/25	YTD 25/26	YTD 26/27
\$	Cash	\$750,065	\$703,878	\$633,346
	Gifts in Kind	\$0	\$0	\$0
	Total Raised - Pledges Received	\$79,060	\$77,345	\$3,000
	Planned Gifts Confirmed	1	0	0
	Planned Gift Amount	\$1,000,000	\$0	\$0
	Grants Applied For			38
	Grants Received			\$19,081,416
	Pledges Expected by March 31, 2027			\$510,804

The Foundation's Fiscal Year is April - March

**Minutes
District Board of Trustees
Tallahassee State College
Wakulla Environmental Institute
170 Preservation Way
Tallahassee, FL 32304
Monday, September 21, 2026
Business Meeting – 2:30 PM**

CALL TO ORDER

On Monday, September 21, Chair Christian Caban called the Tallahassee State College District Board of Trustees meeting to order at 2:32 p.m.

Chair Caban asked for a moment of silence, followed by the Pledge of Allegiance.

Members Present: Chair Christian Caban, Trustees Sara Bayliss, Monesia Brown, Eugene Lamb, and Karen Moore.

By Phone: Trustee Jonathan Rees.

Absent: Trustee Monte Stevens

Others Present: President Jim Murdaugh, Wayne Almy, Mason Fowler, Charles Washington, Dustin Frost, Brendie Hawkins, Heather Mitchell, Hope Childree, Mindy G Stranburg, Alison Fleischmann, Sean McGovern, Sheri Rowland, Brett Rutherford, Barbara Wills, Shelly L. Bell, Amanda Clements, Anthony Jones, Riley Landy, Steve Nettles, Nyla Davis, Bobby Jones, Calandra Stringer, Camden Smit, Tricia Rizza, Jessica Griffin, Janet Hartman, Bertie Culbreath, and Cerissa Fondo.

CALL TO ORDER

- i. Moment of Silence
- ii. Pledge of Allegiance

Board Chair: Before we proceed, I will entertain a motion to authorize Trustee Jonathan Rees to participate in today's meeting and to vote by telephone.

AWARDS AND PRESENTATIONS-None.

PUBLIC COMMENT-None.

CONSENT AGENDA

1. 2026 August Board Minutes
2. Fund Analysis -
3. Construction Status Report
4. Human Resources Report
5. Direct Support Organization Audit Reports

Motion to Approve Consent Agenda

MOTION: Trustee Lamb

SECOND: Trustee Moore

The motion passed unanimously.

GENERAL BUSINESS

Administrative Services

6. Attorney Invoices – Bryant Miller Olive (July and August 2026)
Authorize payment of invoices as presented.
MOTION: Trustee Moore **SECOND:** Trustee Lamb
The motion passed unanimously.
7. FY 2026-2027 Carry Forward Spending Plan
Approve the FY 2026-2027 Carry Forward Spending Plan.
MOTION: Trustee Brown **SECOND:** Trustee Moore
The motion passed unanimously.
8. Architect Invoice(s)
Authorize payment of architectural invoice(s) as presented.
MOTION: Trustee Bayliss **SECOND:** Trustee Lamb
The motion passed unanimously.
9. Sponsored Programs – Provider
Authorize funding for the awards and contracts as presented.
MOTION: Trustee Lamb **SECOND:** Trustee Moore
The motion passed unanimously.
10. Salary Increase Allocation 2026-27 Distribution Plan
Approve the Salary Increase Allocation Distribution Plan for 2026-27
MOTION: Trustee Brown **SECOND:** Trustee Lamb
The motion passed unanimously.

Information Technology

11. Information Technology Plan for FY 2026-27
Approve the Information Technology Plan for FY 2026-27.
MOTION: Trustee Moore **SECOND:** Trustee Lamb
The motion passed unanimously.

TSC Foundation

12. TSC Foundation Update
Presented as an information item only.

PRESIDENT'S REPORT

- TSC named one of the 2026 Great Colleges to Work For, the second year in a row.
- Worlds of Work is coming up in October; Trustees are invited to attend.
- Renewed our designation as a collegiate Purple Star campus.

BOARD OF TRUSTEES DISCUSSION ITEMS

Trustee Brown suggested an AI agenda item or workshop in the future.

Chair Caban proposed holding a Board Retreat and asked Staff to identify a possible date in January to review strategic goals and initiatives and provide a comprehensive update on AI direction and investment.

NEXT MEETING DATE

October 19, 2026

Location: **Main Campus**

ADJOURNMENT 2:55 p.m.

Christian Caban
Chair

Jim Murdaugh, Ph.D.
President

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Calandra Stringer, Ph.D.
Vice President and Provost

SUBJECT: 2026-2027 Comprehensive Evidence-Based Reading Plan

Item Description

This item requests Board approval of the 2026-2027 Comprehensive Evidence-Based Reading Plan (CERP) for the Tallahassee State College School District. The plan outlines the schools' comprehensive literacy framework, including evidence-based instruction, intervention, progress monitoring, professional learning, and family engagement activities designed to improve student literacy achievement.

Overview and Background

Florida law requires school districts and eligible charter schools to develop and implement a Comprehensive Evidence-Based Reading Plan (CERP) aligned with state literacy requirements and the Florida Department of Education's reading initiatives.

The 2026-2027 CERP establishes the literacy goals and implementation strategies for the Innovation Academy of Excellence (Grades 6-8) and Tallahassee Collegiate Academy (Grades 9-12) charter schools. The plan incorporates Florida's formula for Reading Success, a Multi-Tiered System of Supports (MTSS), literacy coaching, data-driven decision-making, structured interventions, and ongoing professional learning. The plan also includes measurable student performance goals and procedures for monitoring implementation and continuous improvement.

Funding/ Financial Implications

There is no cost to the College. The plan includes approximately \$80,000 in literacy-related expenditures to support literacy coaching and implementation activities. Funding is included within the charter school funding from the Florida Education Finance Program.

Past Actions by the Board

None

Recommended Action

Approve the 2026-2027 Comprehensive Evidence-Based Reading Plan (CERP).

Tallahassee State College – District 81

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Tricia Rizza	Tricia.rizza@tsc.fl.edu	(850) 201-8045
Data Element	Ms. Kara Hash	Kara.hash@tsc.fl.edu	(850) 201-8551
Third Grade Promotion	N/A		
Multi-Tiered System of Supports	Dr. Tricia Rizza	Tricia.rizza@tsc.fl.edu	(850) 201-8045
Other (Enter Responsibility)			

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	80,000	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	80,000	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
6	38%	36%	46%	48%
7	17%	15%	83%	85%
8	0%	0%	67%	69%
9	13%	11%	59%	61%

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
10	3%	2%	85%	87%

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

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

1. Provide an explanation of the following:

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST assessment data, reading intervention participation through Houghton Mifflin Harcourt, and progress monitoring; reviewed quarterly by district staff.	Classroom assessments, progress monitoring, and student work samples; reviewed monthly by school literacy teams.
Actions for continuous support and improvement	District offers targeted professional learning, reviews intervention effectiveness, and supports coaches in data-driven decision making.	School teams analyze data to refine instructional strategies, adjust interventions, and collaborate with literacy coaches for ongoing support.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST assessment data, graduation tracking, dual enrollment tracking and A.S. degree completion, and intervention participation through Achieve 3000, Common Lit Assessments, and informal and formal classroom observations; reviewed quarterly by district curriculum leaders.	Classroom assessments, progress monitoring, and teacher feedback; reviewed monthly by school literacy teams.
Actions for continuous support and improvement	District provides professional development aligned to secondary literacy needs, monitors intervention outcomes, and supports literacy coaches in goal setting.	School teams use data to identify students for additional support, adjust instructional approaches, and collaborate with coaches to improve literacy outcomes.

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

As this is the first year our district is implementing the CERP, our primary focus has been on collaboratively developing and launching a comprehensive, evidence-based approach to literacy across both of our new schools. The reflection tool indicates that many foundational elements such as district level literacy

leadership, coaching structures, professional learning frameworks, and assessments systems are in the early stages of implementation or not yet fully in place.

Given this context, the following steps have been prioritized and revised to improve literacy outcomes:

- Collaborative Development: The district is working diligently and collaboratively to fully develop and implement the CERP, ensuring alignment with the B.E.S.T. ELA Standards and the science of reading across both charter schools.
- Leadership Transitions: With a recent leadership change at Tallahassee Collegiate Academy and the opening of the Innovation Academy of Excellence in fall 2025, the district is focusing on building leadership capacity and establishing literacy leadership teams at both schools.
- Professional Learning: Recognizing professional learning as the highest priority area, the district is initiating a framework for ongoing professional development in evidence-based literacy instruction, reading endorsement, and state standards.
- Coaching Model: The district is in the process of establishing an evidence-based literacy coaching model, assigning certified coaches to schools based on need, and providing initial training and support.
- Assessment Systems: Structures for screening, progress monitoring, and diagnostic assessments are being put in place to identify students with substantial reading deficiencies and monitor instructional effectiveness.
- Continuous Improvement: The district is committed to using data from the reflection tool and ongoing root cause analysis of student performance to guide revisions and improvements to the CERP throughout the year.

As a new district with two recently established charter schools, our revisions are focused on building the foundational systems and processes necessary for effective literacy instruction and continuous improvement. We are actively seeking support from State Regional Literacy Directors and Just Read, Florida! To assist with professional learning, coaching development, and implementation fidelity as we move toward full implementation of our CERP.

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

As the first year of CERP implementation for our district schools, principals are establishing foundational processes to monitor the reading plan. Principals are responsible for ensuring fidelity to the plan by conducting regular classroom walkthroughs focused on evidence-based literacy instruction and adherence to the state standards.

Administrators conduct regular reading walkthroughs (Tier 1 & 2 are monthly, and Tier 3 is biweekly), observing classroom practices, use of core and intervention materials, and student engagement in literacy activities. During these walkthroughs, principals utilize district developed observation tools to document implementation of reading strategies, differentiation, and intervention supports.

In addition to walkthroughs, principals regularly meet with the school literacy team to review progress monitoring data, discuss instructional adjustments, and address any barriers to effective implementation. Feedback from these meeting is used to provide targeted professional development and support for teachers.

Principals also participate in district led training sessions to stay current on evidence-based practices and monitoring protocols. The combination of frequent walkthroughs, collaborative data review, and ongoing

professional learning ensures that principals are actively engaged in monitoring and supporting the successful implementation of the reading plan.

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

Principals at each of our two charter schools are establishing systems to ensure the effective collection and use of assessment data as part of the first-year implementation of the District CERP. Principals oversee the administration of screening, progress monitoring, diagnostic, and summative assessments according to the district's literacy assessment plan.

Assessment data including FAST results, classroom assessments, and intervention logs are collected and reviewed regularly by school literacy teams. Principals facilitate regular meetings with teachers and literacy coaches to analyze student performance data, identify students in need of additional support, and adjust instructional strategies and intervention groups accordingly.

Principals also use data dashboards and district provided tools to monitor trends in student achievement and the effectiveness of reading interventions. This ongoing review process allows principals to provide targeted feedback to teachers, ensure fidelity to evidence-based practices, and allocate resources where they are most needed.

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

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

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

☒ Yes

☐ No

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

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

The district's literacy coach model is communicated to principals through multiple channels to ensure clarity and consistency. At the start of each school year, principals receive a detailed overview of the literacy coach model during district leadership meetings and professional development sessions. The expectations, roles, and responsibilities of literacy coaches are outlined in written guidance documents, which are distributed electronically and posted on the district's internal portal for easy access.

Additionally, the district's curriculum and instruction team provides principals with ongoing updates and support regarding the literacy coach model through monthly principal meetings, email communications, and collaborative planning sessions. Principals are encouraged to engage in regular dialogue with their assigned literacy coaches and district literacy leadership to address questions, share best practices, and monitor implementation fidelity. This multi-faceted approach ensures that principals are well-informed and equipped to support the effective integration of literacy coaches within their schools.

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

As a fairly new district, we are developing ongoing support to literacy coaches to ensure their effectiveness and professional growth. At the beginning of the school year, literacy coaches participate in a district-led

orientation that outlines their roles, responsibilities, and the evidence-based practices expected in reading instruction.

Throughout the year, the district offers professional development sessions focused on the latest research in literacy, data analysis, and instructional coaching strategies. Literacy coaches are included in regular Professional Learning Communities (PLCs) with other coaches and instructional leaders, fostering collaboration and the sharing of best practices.

The district ensures that literacy coaches have access to high-quality instructional resources, assessment tools, and technology to support their work with teachers and students. Additionally, literacy coaches are encouraged to attend state and regional literacy conferences and workshops, with the district providing funding and time for these opportunities. Ongoing communication is maintained through bi-weekly check-ins and email updates. This comprehensive support system empowers literacy coaches to drive instructional improvement and positively impact student literacy outcomes across both of our current charter schools.

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

The district supports literacy coaches by providing clear structures and ongoing guidance to ensure their work is focused on activities that have the greatest impact on student achievement. Coaches participate in regular professional development sessions that emphasize the use of student data to identify instructional needs, set measurable goals, and develop targeted action plans with teachers.

Coaches are equipped with district-approved data analysis tools and receive training on interpreting state assessment results. They collaborate with teachers during scheduled data meetings to review student progress, identify trends, and adjust instructional strategies.

To further prioritize high-impact activities, the district provides coaches with a framework for instructional coaching cycles, including classroom observations, modeling effective literacy practices, and offering individualized feedback. Professional learning opportunities are differentiated based on school and teacher needs, ensuring that coaches can address specific gaps in reading instruction.

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

The district monitors the implementation of the literacy coach model through a combination of structured oversight, ongoing data review, and regular feedback mechanisms.

The district facilitates regular meetings with principals to discuss implementation challenges, share best practices, and collaboratively problem-solve. Feedback from teachers is gathered through surveys and informal interviews to assess the effectiveness of coaching support.

The district also uses progress monitoring data from state assessments to evaluate the impact of coaching on student literacy outcomes. Adjustments to the coach model are made as needed based on these data and feedback, ensuring continuous improvement and alignment with district literacy goals.

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

The district measures the effectiveness of literacy coaches using a combination of quantitative and qualitative indicators. State student achievement data are analyzed to determine growth in reading proficiency among students who receive targeted support.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district's strategic plan for the charter schools is intentionally designed to align with Florida's Formula for Reading Success, ensuring that all students including those with disabilities and English language learners receive high quality, evidence-based reading instruction.

Core Components:

- Instruction addresses all six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
- The plan incorporates four types of classroom assessments: screening, progress monitoring, diagnostic, and summative, with designated schedules and procedures for each.
- Three tiers of instruction are provided: Tier 1 (core), Tier 2 (supplemental), and Tier 3 (intensive), with interventions matched to student need and delivered by qualified personnel.

Access:

- The strategic plan ensures that students with disabilities receive accommodations and individualized supports as outlined in their IEPs or 504 plans, and that English language learners benefit from differentiated instruction and language supports.
- Evidence-based supplemental and intervention programs are adopted for students needed additional instruction beyond core, including multisensory strategies for students with characteristics of dyslexia.

Monitoring and Continuous Improvement:

- Regular progress monitoring and formative feedback are embedded in all tiers, allowing teachers and administrators to adjust instruction and interventions based on student data.
- School administrators are supported in conducting instructional walkthroughs to ensure fidelity to evidence-based practices and the BEST ELA standards.

By aligning the district's strategic plan with Florida's Formula for Reading Success, our district charter schools are committed to providing rigorous, inclusive, and responsive literacy instruction for all students.

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

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

The Decision Trees must contain the following information:

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

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

- (A) ...an activity, strategy or intervention that –
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;

- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades 6-8

8. Grades 6-8 Assessments

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

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

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

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades 6-8 who require Tier 2 and Tier 3 interventions. The identification process is grounded in a comprehensive review of multiple data sources, including classroom assessment, state assessment results, and teacher observations.

Teachers are integral to this process and are encouraged to submit referrals for students who exhibit academic or behavioral challenges. Once a referral is made, the MTSS team comprised of teachers,

administrators, and support staff convene to review the student's performance data and determine the appropriate level of support.

Students who demonstrate a need for additional assistance beyond core instruction are provided with Tier 2 interventions, which typically involve targeted small-group instruction and regular progress monitoring. If a student does not respond adequately to Tier 2 supports, the team may recommend Tier 3 interventions, which are more intensive and individualized.

This collaborative, data-driven approach ensures that each student receives the support necessary to succeed academically and behaviorally.

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

The district uses a systematic, data-driven problem-solving process to monitor and improve the effectiveness of Tier 1 reading instruction for students in grades 6-8. School administrators, literacy coaches, ELA teachers, and members of the school-based MTSS team review multiple sources of student performance data, including FAST ELA Reading results at each progress-monitoring window, district common assessment results, standards-aligned classroom assessments, student work samples, and instructional walkthrough data.

Tier 1 instruction is considered effective when at least 80% of students score at or above Level 3 on FAST ELA Reading and at least 80% of students demonstrate proficiency, defined as 70% or higher, on district common and standards-aligned classroom reading assignments. Student performance is reviewed following each FAST administration and during regularly scheduled grade-level and MTSS data meetings.

When fewer than 80% of students meet an identified grade-level or standards-based benchmark, the team first examines Tier 1 instruction before referring individual students for supplemental intervention. The team identifies the specific ELC benchmark or reading component presenting difficulty and reviews the alignment and fidelity of core instruction, including the use of the adopted instructional materials, instructional time, explicit and systematic teaching practices, differentiation, opportunities for guided practice, corrective feedback, and alignment among standards, instruction, and assessment.

Based on the findings, the team develops and documents an instructional action plan that identifies the area of need, instructional adjustment, responsible staff member, implementation timeline, and evidence that will be used to measure improvement. Corrective actions may include collaborative lesson planning, instructional coaching, modeling of evidence-based practices, targeted professional learning, regrouping within Tier 1, additional guided practice, or adjustments to pacing and instructional delivery. The team reviews subsequent classroom, district, and FAST data to determine whether the changes improved student performance. If the data do not demonstrate sufficient improvement, the team continues the problem-solving cycle by revising the action plan and providing additional instructional support.

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

The district uses a systematic, data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 2 reading interventions for students in grades 6-8. Students are identified for Tier 2 support through a review of multiple academic data sources, which may include ELA Reading results, standards-aligned classroom assessments, skill-specific diagnostic measures, student work, and prior intervention data. Tier 2 interventions are provided in addition to Tier 1 core reading instruction and are

matched to each student's identified area of need in phonemic awareness, phonics, fluency, vocabulary, or comprehension.

For each student receiving Tier 2 support, the teacher documents the student's baseline performance, targeted reading skill, measurable intervention goal, selected evidence-based intervention or instructional practice, group size, frequency and duration of sessions, progress-monitoring measure, and staff member responsible for implementation. Tier 2 interventions are generally delivered in small groups three times per week of 20-30 minutes per session.

Student progress is monitored using an assessment aligned with the targeted reading skill. Progress monitoring data are collected at least every two weeks and reviewed during regularly scheduled grade-level, literacy leadership, or MTSS meetings. The team compares the student's current performance with the baseline, established intervention goal, expected rate of improvement, and grade-level benchmark. The team also reviews intervention attendance, implementation records, and evidence that the intervention was delivered as designed before determining whether the intervention itself was ineffective.

Based on the data, the MTSS team determines whether to continue, modify, intensify, or gradually discontinue the Tier 2 intervention. When a student demonstrates progress toward or meets the established goal across at least two consecutive data points, the team may continue the intervention, reduce its intensity, or return the student to Tier 1 only support with continued monitoring. When a student demonstrates some improvement but remains below the expected goal, the team may continue the intervention and adjust the instructional focus.

When a student demonstrates insufficient growth across at least three consecutive progress-monitoring data points, the team conducts a problem-solving review to identify possible causes. After verifying implementation fidelity, the team may change the targeted skill, instructional strategy, intervention program, group size, session frequency, session duration, or opportunities for guided practice and corrective feedback. If the student continues to show an insufficient response after the revised Tier 2 intervention has been implemented with fidelity, the MTSS team may conduct or revise additional diagnostic assessment data and consider the need for Tier 3 intensive intervention. All intervention data, instructional adjustments, team decisions, and parent communication are documented.

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

The district uses a systematic, data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 3 reading interventions for students in grades 6-8. Tier 3 interventions are provided to students who demonstrate substantial reading deficiencies or who have not made sufficient progress after receiving appropriately matched Tier 2 interventions implemented with fidelity. Placement decisions are based on multiple academic data sources, which may include FAST Ela Reading results, standards-aligned classroom assessments, skill-specific diagnostic assessments, Tier 2 progress-monitoring data, and previous intervention records.

For each student receiving Tier 3 support, the MTSS team develops and documents an individualized intervention plan. The plan identifies the student's specific area or areas of reading need in phonemic awareness, phonics, fluency, vocabulary, or comprehension along with baseline performance, measurable short-term goals, the evidence-based intervention or instructional practice to be used, group size, frequency and duration of intervention sessions, the progress-monitoring measure, and the qualified instructional personnel responsible for providing the intervention. Tier 3 interventions are delivered during the regular school day.

Student progress is monitored using diagnostic and progress-monitoring measures aligned with the specific reading skills being addressed. Data are collected weekly, or at least biweekly when appropriate to the selected measure, and reviewed during regularly scheduled MTSS meetings. The team compares the student's current performance with baseline data, the established intervention goal, the expected rate of improvement, and applicable grade-level benchmarks. The team also reviews intervention schedules, attendance and lesson or intervention logs to verify that the intervention was delivered as designed before determining whether the intervention was effective.

When the student meets or demonstrates adequate progress toward the intervention goal across at least three consecutive data points, the MTSS team may continue the intervention, adjust the goal, or gradually reduce the intensity while continuing to monitor the student's performance. When data show improvement but the student remains substantially below the established goal or benchmark, the intervention may be continued with targeted adjustments.

When the student demonstrates insufficient growth across at least three consecutive progress monitoring data points, the MTSS team conducts a problem-solving review to identify barriers to progress. After verifying implementation fidelity, the team may increase the frequency or duration of intervention session, provide additional modeling and guided practice, increase opportunities for immediate corrective feedback, revise the targeted skill or measurable goal, or select a different evidence-based intervention matched to the student's diagnosed need. Additional diagnostic assessment may be administered when existing data do not adequately identify the underlying reading deficit.

The MTSS team documents the student's progress-monitoring results, implementation-fidelity data, intervention adjustments, and decisions. Parents or guardians are informed of the student's identified reading needs, intervention plan, progress, and any significant changes to the intervention. The cycle of assessment, intervention, progress monitoring, fidelity review, and instructional adjustment continues until the student demonstrates sufficient progress to reduce the intensity of support or until additional educational needs must be considered through the district's established problem-solving procedures.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: 1. FAST ELA Reading: The student scored Level 3, Level 4, or Level 5 on the previous year's FAST PM3 or the current year's FAST PM1. 2. HMM Vocabulary and Comprehension: The student scored 70% or higher on the HMM beginning of year assessment measuring vocabulary and reading comprehension. 3. HMM Standards-Based Classroom Assessment: The student scored 70% or higher on the designated HMM standards-aligned selection, module, or unit assessment administered at the beginning of the school year.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Tier 1 instruction is considered sufficient if at least 80% of students meet or exceed these benchmarks at the start of the year. Tier 1 core reading instruction is considered sufficient and effective when at least 80% of students meet the following performance targets: 1. At least 80% of students score at or above Level 3 on the previous year's FAST PM3 or the current year's FAST PM1.	

2. At least 80% of students score 70% or higher on the HMH beginning of the year assessment measuring vocabulary and reading comprehension; and
3. At least 80% of students score 70% or higher on the HMH standards-aligned classroom or common assessment.

If fewer than 80% of students meet one or more of these performance targets, the school's literacy leadership and MTSS teams will review the alignment and fidelity of Tier 1 instruction, identify the specific ELA benchmark or reading component requiring improvement, and determine appropriate instructional adjustments, coaching, or professional learning.

Core Instruction

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

Name of Program

Year of Program Adoption

Houghton Mifflin Harcourt (HMH)

2025-2026

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

Tier 2 interventions may be added during the school year when multiple current year data sources indicate that a student is not making sufficient progress through Tier 1 instruction alone. The school based MTSS team reviews the student's FAST ELA Reading results, HMH assessments, and student work. A student may be considered for Tier 2 intervention when one or more of the following indicators are present:

- The student scores below 70% on two consecutive HMH unit assessments measuring vocabulary, reading comprehension, or the ELA benchmark currently being taught.
- The student does not meet the HMH designated proficiency benchmark on two consecutive HMH progress monitoring measures.
- The student demonstrates insufficient growth across at least three consecutive progress monitoring data points on designated HMH assessment aligned with the targeted reading skill. Insufficient growth is indicated when the student's scores remain below the established benchmark or do not show progress toward the measurable goal established by the teacher or MTSS team.
- A skill-specific screening or diagnostic assessment indicates performance below the assessment's established benchmark in phonemic awareness, phonics, fluency, vocabulary, or reading comprehension.
- The student demonstrates difficulty mastering a specific B.E.S.T. ELA benchmark, as evidenced by a score below 70% on two consecutive assessments or assignments measuring that same benchmark, after the teacher has provided differentiated Tier 1 instruction, guided practice, and corrective feedback.

The MTSS team reviews the identified area of need and verifies that Tier 1 instruction was provided as designed before adding Tier 2 support. Tier 2 intervention is targeted to the specific reading skill identified through the assessment data and is provided in addition to Tier 1 core instruction. The student's baseline performance, intervention goal, intervention schedule, progress-monitoring measure, and expected performance target are documented in the intervention plan.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year: 1. Students scoring below Level 3 on previous year's FAST PM3 and/or current year's PM1. 2. Students scoring below 70% on HMH beginning of year assessment measuring vocabulary and reading comprehension. 3. Below benchmark on screening assessments: Students score between the 10th and 25th percentile on the FAST ELA Progress Monitoring 1 (PM1). 4. Teacher documentation: Teachers document academic concerns related to reading, indicating that Tier 1 supports are insufficient and the student may benefit from targeted small group instruction.		
Number of times per week interventions are provided: 3X per week Number of minutes per intervention session: 20-30 minutes Course(s) where interventions take place: English/Language Arts		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 3 interventions are considered when students do not respond adequately to Tier 2 supports and continue to demonstrate significant gaps in reading achievement. The following criteria prompt the addition of Tier 3 interventions: 1. Current FAST Performance: The student scores Level 1 on the most recent current-year FAST ELA Reading progress-monitoring assessment. 2. HMH Performance: The student scores below 70% on two consecutive HMH assessments measuring the same reading component or BEST ELA benchmark.		

3. Performance below the HMH Benchmark: The student performs below the HMH-designated grade-level proficiency benchmark on two consecutive HMH progress-monitoring measures, despite receiving targeted Tier 2 interventions.
4. Skill-Specific Assessment Results: The student scores below the established benchmark on a diagnostic or skill-specific assessment measuring phonemic awareness, phonics, fluency, vocabulary, or reading comprehension, indicating a need for intensive, individualized instruction.
5. Insufficient Response to Tier 2: The student demonstrates insufficient growth across at least three consecutive Tier 2 progress-monitoring data points and remains below the measurable intervention goal.
6. Failure to Meet the Tier 2 Goal: The student does not meet the established Tier 2 intervention goal after completing an intervention cycle delivered at the documented frequency and duration and with verified implementation fidelity.
7. Persistent Difficulty with a BEST ELA Benchmark: The student scores below 70% on two consecutive assessments measuring the same BEST ELA benchmark, despite receiving differentiated Tier 1 instruction and targeted Tier 2 intervention.
8. Continued Performance Substantially Below Expectations: Multiple current-year data sources including FAST, HMH, and Tier 2 progress-monitoring results demonstrate that the student continues to perform substantially below the applicable grade-level or skill benchmark and requires more frequent, explicit, systematic, and individualized reading instruction.

Before assigning or modifying Tier 3 intervention, the MTSS team verifies that the Tier 2 intervention was matched to the student's identified need and implemented as designed. The team reviews intervention attendance, frequency, duration, instructional records, and progress monitoring data. If implementation fidelity is confirmed, the team develops an individualized Tier 3 intervention plan that identifies the targeted reading skill, baseline performance, measurable goal, evidence-based intervention, frequency and duration, group size, and progress monitoring measure. Tier 3 intervention is delivered during the regular school day in addition to, and not in place of, Tier 1 core reading instruction and Tier 2 support.

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

Beginning of Year Data

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

1. Students earning Level 1 in previous year PM3 or current year PM1.
2. Consistently earning below 70% on classroom assessments.
3. Significantly below benchmark on screening assessments: Students score below the 10th percentile on the FAST ELA Progress Monitoring 1 (PM1).
4. Demonstrate substantial deficiency in reading skills: Students show major gaps in foundational reading skills (phonemic awareness, phonics, vocabulary, comprehension, fluency) as measured by classroom-based assessments and teacher observation.
5. Unable to access grade-level curriculum: Students are unable to participate in grade-level reading activities due to persistent reading deficiencies.
6. Minimal or no growth over multiple data points: Progress monitoring data from previous years or assessment windows shows little or no improvement in reading skills, even after Tier 2 interventions.

7. Teacher documentation: Teachers document ongoing academic concerns related to reading, indicating that Tier 1 and Tier 2 supports have not been sufficient.

Students meeting these criteria at the beginning of the year are identified for Tier 3 intensive interventions, which involve highly individualized, frequent, and intensive support in addition to Tier 1 and Tier 2 instruction.

Number of times per week interventions are provided: 4-5 per week

Number of minutes per intervention session: 45-60 minutes

Course(s) where interventions take place:

Tier 3 interventions are provided during a designated intervention period or other scheduled instructional support period within the regular school day. Tier 3 interventions are delivered in addition to Tier 1 core ELA instruction and Tier 2 support and do not replace students' participation in grade-level ELA instruction. Students receive intensive, individualized reading intervention aligned to identified skill deficits while maintaining access to core instruction.

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Grades 9-12

13. Grades 9-12 Assessments

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

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

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

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

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades 9-12 who require Tier 2 and Tier 3 interventions. The identification process is grounded in a comprehensive review of multiple data sources, including classroom assessment, state assessment results, and teacher observations.

Teachers are integral to this process and are encouraged to submit referrals for students who exhibit academic or behavioral challenges. Once a referral is made, the MTSS team comprised of teachers, administrators, and support staff convene to review the student's performance data and determine the appropriate level of support.

Students who demonstrate a need for additional assistance beyond core instruction are provided with Tier 2 interventions, which typically involve targeted small-group instruction and regular progress monitoring. If a student does not respond adequately to Tier 2 supports, the team may recommend Tier 3 interventions, which are more intensive and individualized.

This collaborative, data-driven approach ensures that each student receives the support necessary to succeed academically and behaviorally.

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

The district uses a systematic, data-driven problem-solving process to monitor and improve the effectiveness of Tier 1 reading instruction for students in grades 9-12. School administrators, ELA teachers, and members of the school-based MTSS team review multiple sources of current student-performance data, including FAST ELA Reading results for grades 9-10, McGraw Hill Florida StudySync

assessments for grades 9-12, standards-aligned classroom assessments, student work samples, and instructional walkthrough data.

Tier 1 instruction is considered effective when at least 80% of students meet the district's established grade-level performance targets. For grades 9-10, these targets include at least 80% of students scoring at or above Level 3 on FAST ELA Reading and at least 80% meeting the proficiency benchmark on the designated Florida StudySync and classroom assessments. For grades 11-12, the target is at least 80% of students meeting the proficiency benchmark on the designated Florida StudySync and standards-aligned classroom assessments. Proficiency is defined as 70% or higher.

Student-performance data are reviewed after each applicable FAST progress-monitoring administration and during regularly scheduled collaborative planning, and MTSS data meetings. The team disaggregates assessment results by grade level, course, classroom, student group, B.E.S.T. ELA benchmark, and reading component to identify patterns of strength and areas requiring improvement.

When fewer than 80% of students meet an identified performance target, the team first examines the alignment, implementation, and effectiveness of Tier 1 instruction before referring individual students for supplemental intervention. The review includes:

- Alignment of Florida StudySync lessons and assessments with the applicable B.E.S.T. ELA benchmarks;
- Consistent implementation of the Florida StudySync core curriculum;
- Adequacy of instructional time and pacing;
- Use of explicit and systematic reading instruction;
- Differentiation and scaffolding based on student need;
- Opportunities for guided practice and corrective feedback;
- Alignment among standards, instruction, student tasks, and assessments; and
- Appropriate instructional accommodations and supports for students with disabilities and English language learners.

The team identifies the specific B.E.S.T. ELA benchmark or reading component requiring improvement and conducts a problem analysis to determine the likely instructional cause. Based on the findings, the team develops and documents a Tier 1 instructional improvement plan that identifies the baseline data, measurable student-performance target, instructional adjustment, responsible staff member, implementation timeline, and assessment that will be used to measure improvement.

Instructional adjustments may include collaborative lesson planning, changes to pacing or instructional delivery, flexible grouping within Tier 1, additional explicit instruction, modeling, guided practice, corrective feedback or targeted professional learning aligned with the identified B.E.S.T. ELA benchmark or reading component.

The team reviews subsequent FAST, Florida StudySync, and standards-aligned classroom assessment data to determine whether the instructional changes improved student performance. If at least 80% of students meet the established target, the team continues the effective Tier 1 practices and maintains routine monitoring. If fewer than 80% of students meet the target, the team verifies implementation of the improvement plan, revises the instructional response, provides additional coaching or professional

learning, and reviews the next available assessment data. Students who continue to demonstrate an individual reading need after Tier 1 instruction has been reviewed and strengthened may be considered for additional diagnostic assessment and Tier 2 intervention through the school-based MTSS process.

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

The district uses a systematic, data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 2 reading interventions for students in grades 9-12. Students are identified for Tier 2 intervention through a review of multiple current-year academic data sources, including FAST ELA Reading results for grades 9-10, district-designated McGraw Hill Florida StudySync assessments for grades 9-12, standards-aligned classroom assessments, student work, skill-specific diagnostic assessments, and available intervention data. Tier 2 interventions are provided in addition to Tier 1 core ELA instruction and are matched to each student's identified reading need.

For each student receiving Tier 2 intervention, the teacher, interventionist, and school-based MTSS team develop and document an intervention plan that includes:

- The specific reading skill or B.E.S.T. ELA benchmark requiring support;
- The student's baseline performance;
- A measurable intervention goal;
- The evidence-based intervention or instructional practice;
- The frequency and duration of intervention sessions;
- The intervention group size;
- The staff member responsible for providing the intervention;
- The progress-monitoring assessment; and
- The schedule for reviewing student progress.

Student progress is monitored using Florida StudySync assessments, standards-aligned classroom assessments, curriculum-based measures, or skill-specific assessments that directly measure the reading skill addressed by the intervention. Progress-monitoring data are collected at least every two weeks and reviewed during regularly scheduled MTSS meetings. The team compares the student's current performance with the baseline, measurable intervention goal, expected rate of improvement, and applicable grade-level benchmark.

The MTSS team also reviews intervention implementation records, including attendance, frequency, duration, group size, instructional focus, and completion of planned intervention sessions. These data are used to determine whether the intervention was implemented as designed before concluding that the intervention was ineffective.

Based on the progress-monitoring and implementation data, the MTSS team determines whether to continue, modify, intensify, or gradually discontinue the Tier 2 intervention. The following decision-making procedures are used:

- Adequate response: If the student meets or demonstrates sufficient progress toward the intervention goal across at least two consecutive progress-monitoring data points, the team may continue the intervention, establish a new goal, reduce the intervention's intensity, or return the student to Tier 1 only instruction with continued monitoring.
- Partial response: If the student demonstrates measurable improvement but remains below the established goal or grade-level benchmark, the team may continue the intervention and adjust the instructional focus, strategy, frequency, duration, or grouping.
- Insufficient response: If the student remains below the intervention goal and demonstrates insufficient growth across at least three consecutive progress-monitoring data points, the team conducts additional problem analysis. After confirming implementation fidelity, the team may revise the targeted skill, increase intervention frequency or duration, reduce group size, increase explicit instruction and guided practice, provide additional corrective feedback, administer a skill-specific diagnostic assessment, or select a different evidence-based intervention.

If the student continues to demonstrate an insufficient response after the revised Tier 2 intervention has been implemented with fidelity, the MTSS team reviews all current data to determine whether the student requires Tier 3 intensive intervention. All assessment results, intervention sessions, implementation-fidelity data, instructional adjustments, MTSS decisions, and parent communications are documented.

Tier 2 interventions are delivered during a designated intervention, enrichment, or instructional support period within the regular school day. They are provided in addition to the student's grade-level Tier 1 ELA course and do not replace or reduce access to core instruction using McGraw Hill Florida StudySync.

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

The district uses a systematic, data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 3 reading interventions for students in grades 9-12. Tier 3 interventions are provided to students who demonstrate substantial reading deficiencies or who have not made sufficient progress after receiving appropriately matched Tier 2 interventions implemented with fidelity. Placement and instructional decisions are based on multiple current-year academic data sources, including FAST ELA Reading results for grades 9-10, district-designated McGraw Hill Florida StudySync assessments for grades 9-12, standards-aligned classroom assessments, skill-specific diagnostic assessments, Tier 2 progress-monitoring results, and intervention implementation records.

For each student receiving Tier 3 intervention, the school-based MTSS team develops and documents an individualized intervention plan. The plan identifies:

- The specific reading skill or B.E.S.T. ELA benchmark requiring intensive support;
- The student's baseline performance;
- A measurable short-term intervention goal;
- The evidence-based intervention or instructional practice;
- The frequency and duration of intervention sessions;

- The intervention group size;
- The qualified instructional personnel responsible for providing the intervention;
- The skill-specific progress-monitoring assessment;
- The expected rate of improvement; and
- The schedule for reviewing student progress.

Tier 3 progress monitoring is conducted weekly, or at least biweekly when appropriate for the selected assessment, using a measure aligned with the student's identified need in phonemic awareness, phonics, fluency, vocabulary, or reading comprehension. For grades 9-10, the MTSS team also reviews the student's most recent FAST ELA Reading performance. For grades 9-12, the team reviews applicable Florida StudySync assessments, standards-aligned classroom assessments, diagnostic results, and intervention progress-monitoring data.

During regularly scheduled MTSS meetings, the team compares the student's current performance with baseline data, the measurable intervention goal, the expected rate of improvement, and the applicable grade-level or skill benchmark. The team also reviews intervention attendance, frequency, duration, group size, lesson or intervention logs, and completion of scheduled sessions to verify that the intervention was delivered as designed before concluding that the intervention was ineffective.

The MTSS team uses the following problem-solving procedures to evaluate the student's response and improve the effectiveness of the Tier 3 intervention:

- Adequate response: When the student meets the intervention goal or demonstrates sufficient progress toward the goal across at least three consecutive progress-monitoring data points, the team may continue the intervention, establish a new goal, or gradually reduce the intensity of support while closely monitoring student performance.
- Partial response: When the student demonstrates measurable growth but remains below the established goal or benchmark, the team continues the intervention and may adjust the instructional focus, frequency, duration, group size, or amount of explicit instruction, guided practice, and corrective feedback.
- Insufficient response: When the student remains below the intervention goal and demonstrates insufficient growth across at least three consecutive progress-monitoring data points, the team conducts additional problem analysis. After confirming implementation fidelity, the team may increase the frequency or duration of intervention sessions, reduce group size, revise the targeted reading skill, administer additional diagnostic assessments, increase opportunities for explicit instruction and guided practice, or select a different evidence-based intervention matched to the student's identified need.

If the student continues to demonstrate insufficient progress after the revised Tier 3 intervention has been implemented with fidelity, the MTSS team reviews all available data and follows the district's established problem-solving procedures to determine whether additional instructional, diagnostic, or educational supports should be considered. Tier 3 intervention data are not used as the sole basis for making decisions about eligibility for exceptional student education services.

All progress-monitoring results, intervention sessions, implementation-fidelity data, instructional adjustments, MTSS decisions, intervention goals, and parent communications are documented. Parents

or guardians are informed of the student's identified reading need, intervention plan, progress toward the established goal, and significant changes to the intervention.

Tier 3 interventions are provided during a designated intervention or instructional support period **within the regular school day**. Tier 3 intervention is delivered in addition to, and does not replace or reduce, the student's access to Tier 1 core ELA instruction using McGraw Hill Florida StudySync and applicable Tier 2 support.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students are initially considered appropriate for Tier 1 core instruction without supplemental Tier 2 or Tier 3 intervention when multiple beginning of year data sources demonstrate grade-level reading performance. The following measurable performance criteria are used: 1. FAST ELA Reading for grades 9-10: The student scored Level 3, Level 4, or Level 5 on the previous year's FAST PM3 or the current year's FAST PM1. 2. Florida StudySync vocabulary and comprehension assessment: The student scored 70% or higher on the district-designated McGraw Hill Florida StudySync beginning-of-year assessment measuring vocabulary and reading comprehension. 3. Standards-aligned classroom assessment: The student scored 70% or higher on the beginning-of-year classroom assessment aligned with the applicable grade-level B.E.S.T. ELA benchmarks. 4. Grades 11-12 performance: Because FAST ELA Reading is not used as the statewide progress-monitoring assessment for grades 11-12, students in these grades demonstrate grade-level performance by earning 70% or higher on Florida StudySync beginning-of-year assessment and 70% or higher on the applicable standards-aligned classroom assessment. 5. Additional diagnostic data, when warranted: Available screening or diagnostic results do not indicate performance below the assessment's established benchmark in phonemic awareness, phonics, fluency, vocabulary, or reading comprehension. Placement decisions are based on multiple data sources rather than a single assessment score. When FAST, Florida StudySync, classroom, or diagnostic assessment results are inconsistent, the school-based MTSS team reviews all available beginning-of-year data to determine whether Tier 1 core instruction alone is appropriate or whether additional diagnostic assessment or Tier 2 supplemental intervention is needed.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Tier 1 core instruction is considered sufficient and effective when at least 80% of students meet the following performance targets:

- For grades 9-10, at least 80% of students score at or above Level 3 on FAST ELA Reading (PM1 or the most recent progress-monitoring assessment).
- At least 80% of students score 70% or higher on district-designated McGraw Hill Florida StudySync assessments measuring vocabulary, comprehension, and mastery of grade-level B.E.S.T. ELA benchmarks.
- At least 80% of students score 70% or higher on standards-aligned classroom assessments tied to currently taught B.E.S.T. ELA benchmarks.
- At least 80% of students demonstrate mastery of identified grade-level reading standards as evidenced by StudySync performance tasks, writing assignments, and unit assessments.

When fewer than 80% of students meet one or more of these targets, the school's literacy leadership and MTSS teams review the fidelity and effectiveness of Tier 1 instruction, including curriculum implementation, pacing, differentiation, assessment alignment, and instructional practices, and develop an instructional improvement plan as needed.

Core Instruction

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

Name of Program	Year of Program Adoption
McGraw Hill – Florida Study Sync Grades 9, 10, 11, 12	2026-2027

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

Tier 2 interventions may be added during the school year when current-year data indicate that a student is not making sufficient progress through Tier 1 instruction alone. A student may be considered for Tier 2 intervention when one or more of the following criteria are present:

- FAST ELA Reading: Student scores below Level 3 on the most recent FAST ELA Reading Progress Monitoring assessment (Grades 9-10).
- Florida StudySync Assessments: Student scores below 70% on two consecutive Florida StudySync assessments measuring the same vocabulary, comprehension, or B.E.S.T. ELA benchmark.
- Standards-Aligned Classroom Assessments: Student scores below 70% on two consecutive standards-aligned classroom assessments measuring the same grade-level reading standard or benchmark.
- Failure to Meet Grade-Level Expectations: Student scores below 70% on two or more assessments measuring vocabulary, reading comprehension, fluency, or mastery of the same B.E.S.T. ELA benchmark.
- Limited Growth Over Multiple Data Points: Student demonstrates less than expected growth across at least three consecutive progress-monitoring measures, including Florida StudySync assessments, classroom assessments, FAST progress-monitoring results, or other district-approved reading assessments.
- Documented Academic Reading Concerns: Student performance data indicate recurring difficulty with specific reading skills or benchmarks as evidenced by repeated assessment scores below proficiency despite differentiated Tier 1 instruction.

- **Foundational Reading Skill Deficits:** Student performs below the established benchmark on a diagnostic or skill-specific assessment measuring phonics, fluency, vocabulary, or reading comprehension.
- **Need for Targeted Small-Group Instruction:** Multiple data sources (FAST, Florida StudySync assessments, classroom assessments, and/or diagnostic assessments) indicate a specific reading skill deficit requiring supplemental, targeted instruction beyond Tier 1 supports.

Before implementing Tier 2 interventions, the school-based MTSS team reviews all available assessment data, verifies that Tier 1 instructional supports have been implemented with fidelity, identifies the student's specific area of need, and establishes a measurable intervention goal and progress-monitoring plan.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

1. **FAST ELA Reading (Grades 9-10):** Student scored below Level 3 on the previous year's FAST PM3 or the current year's FAST PM1.
2. **Florida StudySync Assessment:** Student scored below 70% on the district-designated beginning-of-year McGraw Hill Florida StudySync assessment measuring vocabulary, reading comprehension, and grade-level B.E.S.T. ELA standards.
3. **Standards-Aligned Classroom Assessment:** Student scored below 70% on the beginning-of-year standards-aligned classroom reading assessment.
4. **Foundational Reading Skills Deficits:** Student scored below the established benchmark on a diagnostic or screening assessment measuring phonemic awareness, phonics, fluency, vocabulary, or reading comprehension, indicating a need for targeted reading support.
5. **Limited Growth Across Multiple Data Sources:** Historical reading data, including FAST PM3 results, prior Florida StudySync assessments, district assessments, and classroom assessment data, indicate that the student did not meet expected growth targets and remained below grade-level expectations across multiple assessment periods.
6. **Documented Academic Reading Concerns:** Multiple assessment data sources indicate recurring difficulty with the same reading component or B.E.S.T. ELA benchmark, evidenced by two or more assessment scores below 70% despite receiving differentiated Tier 1 instruction.

Students meeting one or more of these criteria at the beginning of the year are identified for Tier 2 interventions, which involve targeted small-group instruction and regular progress monitoring in addition to Tier 1 core instruction.

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

Number of minutes per intervention session: 20-30 minutes

Course(s) where interventions take place: English/Language Arts

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 3 interventions may be considered when students demonstrate a substantial reading deficiency or fail to make sufficient progress after receiving Tier 2 interventions with fidelity. The following criteria may prompt the addition of Tier 3 intensive interventions: • FAST ELA Reading Performance: Student scores Level 1 on the most recent FAST ELA Reading Progress Monitoring assessment (Grades 9-10). • Florida StudySync Assessments: Student scores below 70% on two consecutive Florida StudySync assessments measuring the same reading component or B.E.S.T. ELA benchmark. • Standards-Aligned Classroom Assessments: Student scores below 70% on two consecutive standards-aligned classroom assessments measuring the same grade-level reading standard or benchmark. • Failure to Respond to Tier 2 Interventions: Student fails to meet the established Tier 2 intervention goal after a documented intervention cycle implemented with fidelity. • Limited Growth Across Multiple Data Points: Progress-monitoring data from Florida StudySync assessments, classroom assessments, FAST results, and intervention progress-monitoring measures indicate insufficient growth across at least three consecutive progress-monitoring data points despite Tier 2 intervention. • Diagnostic Assessment Results: Student performs below the established benchmark on a diagnostic or skill-specific assessment measuring phonemic awareness, phonics, fluency,		

vocabulary, or reading comprehension, indicating a substantial reading deficit requiring intensive intervention.

- Persistent Skill Deficits: Multiple data sources demonstrate continued difficulty mastering the same reading component or B.E.S.T. ELA benchmark, evidenced by repeated assessment scores below proficiency despite differentiated Tier 1 instruction and targeted Tier 2 intervention.
- Need for Intensive Individualized Support: Assessment data indicate the student requires more frequent, explicit, systematic, and individualized instruction than can be provided through Tier 2 intervention alone.

Before assigning Tier 3 intervention, the school-based MTSS team reviews all available assessment data, verifies that Tier 2 interventions were implemented with fidelity, identifies the student's specific area(s) of need, and develops a documented intervention plan that includes baseline performance, measurable goals, intervention frequency and duration, progress-monitoring measures, and a schedule for reviewing student progress.

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

Beginning of Year Data

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

1. Student scores below the 10th percentile on FAST ELA Reading PM1.
2. Student earns Level 1 on the previous year's FAST PM3 or current year's FAST PM1.
3. Demonstrates a substantial reading deficiency as evidenced by one or more of the following:
 - Scores below 60% on the district-designated beginning-of-year Florida StudySync assessment measuring vocabulary and reading comprehension.
 - Scores below 60% on the beginning-of-year standards-aligned classroom assessment.
 - Scores below the established benchmark on a diagnostic or skill-specific assessment measuring phonemic awareness, phonics, fluency, vocabulary, or reading comprehension.
 - Demonstrates deficits in multiple reading components as evidenced by assessment results below proficiency on two or more measures.
4. Unable to access grade-level curriculum: Student scores below 60% on multiple grade-level reading assessments and demonstrates persistent difficulty mastering grade-level B.E.S.T. ELA benchmarks despite previous intervention support.
5. Minimal or no growth over multiple data points: Historical data from FAST, Florida StudySync assessments, district assessments, and progress-monitoring measures demonstrate insufficient growth across three or more consecutive assessment periods, despite documented Tier 2 interventions.
6. Documented intervention history: Intervention records and assessment data indicate that the student failed to meet the measurable goals established during Tier 2 intervention and continues to perform below grade-level expectations.

Students meeting one or more of these criteria at the beginning of the year are identified for Tier 3 intensive interventions, which provide highly individualized, frequent, and intensive instruction in addition to Tier 1 core instruction and Tier 2 supports.		
Number of times per week interventions are provided: 4-5 times per week Number of minutes per intervention session: 30-45 minutes Course(s) where interventions take place: ELA class period with pull-out or push-in support. Dedicated intervention periods.		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;

- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
B.E.S.T. ELA Standards Implementation Workshop	Middle and High School Teachers	This learning series provides middle and high school teachers with an in-depth understanding of Florida's B.E.S.T. ELA Standards. Participants will explore the structure and progression of the standards, examine grade-level expectations, and learn strategies for aligning curriculum, instruction, and assessment. The workshop includes collaborative lesson planning, model instructional practices, and guidance on integrating evidence-based reading and writing strategies to ensure all students meet rigorous literacy goals.
Evidence Based Strategies for Adolescent Literacy	Middle and High School Teachers	This professional learning series equips secondary teachers with research-based instructional approaches proven to improve literacy outcomes for adolescent learners. Teachers will learn how to implement strategies for vocabulary development, reading comprehension, and critical thinking across content areas. The session emphasizes differentiation for diverse learners, including students with disabilities and English language learners, and provides practical tools for progress monitoring and intervention.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. N/A		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. The district provides a comprehensive professional learning system to support instructional personnel in earning certification, credentials, endorsement, and advanced degrees in scientifically researched and evidence-based reading instruction.		

1. Tuition Assistance and Incentives:

Financial support is provided for teachers pursuing advanced degrees or endorsements in reading instruction, including tuition reimbursement, stipends, and recognition incentives.

2. Targeted Professional Development:

Ongoing PD sessions focus on evidence-based reading practices, B.E.S.T. ELA Standards, and instructional strategies for diverse learners. Sessions are scheduled throughout the year and differentiated based on teacher needs and progress monitoring data.

3. Collaboration with Higher Education:

The district partners with local colleges and universities to facilitate advanced degree programs and endorsement coursework for instructional personnel and PreK teachers.

Documentation and Tracking:

The district maintains records of professional learning participation, credential attainment, and endorsement progress to ensure compliance with FEFP funding requirements and state statutes.

The district uses a data-driven approach to differentiate and intensify professional learning for teachers:

- **Analysis of Progress Monitoring Data:**
Teachers' professional learning needs are identified through regular review of student progress monitoring data (e.g., FAST ELA, classroom assessments, intervention logs). Data is analyzed at the school and district level to pinpoint areas where students are not meeting literacy benchmarks.
- **Targeted Professional Development:**
Professional learning sessions are tailored to address specific instructional gaps revealed by data. For example, if data shows students are struggling with vocabulary or comprehension, targeted workshops and coaching cycles are provided on those topics.
- **Flexible Delivery Models:**
Professional learning is offered in multiple formats—whole group, small group, PLCs, coaching cycles, and online modules—to meet the varied needs of teachers.
- **Intensified Support for Identified Teachers:**
Teachers whose students demonstrate persistent gaps in reading achievement receive intensified support, such as additional coaching, classroom modeling, and individualized feedback.
- **Ongoing Monitoring and Adjustment:**
The effectiveness of professional learning is monitored through follow-up data reviews and classroom observations. Adjustments are made to PD plans based on teacher feedback and subsequent student performance data.
- **Collaboration and Sharing of Best Practices:**
Teachers are encouraged to collaborate in PLCs and share strategies that have led to improved student outcomes. Model classrooms and mentor teachers are leveraged to provide real-time examples of effective literacy instruction.

By differentiating and intensifying professional learning based on progress monitoring data, the district ensures that teachers receive the support they need to address specific instructional challenges and improve student literacy outcomes.

Mentor Teachers

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

The school will implement a structured mentor teacher program to support new and developing educators. Mentor teachers will be identified based on clear criteria, including demonstrated instructional effectiveness, consistent student achievement growth, and leadership qualities. Selection will also consider strong classroom management, ability to model evidence-based practices, and a commitment to professional collaboration.

Model classrooms will be established by designating mentor teachers' classrooms as exemplars of best practice. These classrooms will serve as learning environments where high-impact instructional strategies, effective use of curriculum resources, and strong student engagement are consistently demonstrated. They will be utilized for:

- Observation Opportunities: New teachers will visit model classrooms to observe effective teaching techniques in action.
- Co-Teaching and Coaching: Mentor teachers will provide side-by-side instructional support and feedback during scheduled sessions.
- Professional Learning Walks: Teams of educators will engage in structured walkthroughs to analyze instructional practices and reflect on implementation.

This program will create a sustainable system for teacher development, ensuring that mentor teachers serve as instructional leaders and model classrooms function as living laboratories for continuous improvement.

Professional Learning Time

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

Faculty are provided a one hour planning block directly after school which is used for professional learning, faculty meetings, committee meetings.

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

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

Name of Tutoring Program	Target Audience	Description
N/A		

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

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

In accordance with s. 1008.25(5)(d), F.S., our district has established a process to immediately notify parents or guardians when their child is identified as having a substantial deficiency in reading. Upon identification—based on screening, progress monitoring, or diagnostic assessment results—parents are notified within 5 days through both written communication (letter or email) and a follow-up phone call from school staff.

The notification includes:

- A clear explanation of the student’s reading deficiency and the specific areas of concern.
- Information about the interventions and supports that will be provided at school.
- Guidance on how parents can support their child’s reading development at home, including access to a read-at-home plan and recommended resources.
- An invitation to meet with school staff to discuss the student’s progress and collaborate on strategies for improvement.

This immediate and multi-channel notification process ensures that families are informed, engaged, and empowered to support their child’s literacy growth in partnership with the school.

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

We have not yet established literacy partnerships or programs. As a new district, this is something we are working on as we further develop and fully implement our CERP.

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

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

N/A- Our school does not serve this grade level.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.

	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Calandra Stringer, Ph.D.
Vice President and Provost

SUBJECT: 2026-2027 Mental Health Assistance Allocation Plan

Item Description

This item requests Board approval of the 2026-2027 Mental Health Assistance Allocation (MHAA) Plan for the Tallahassee State College School District. The plan outlines the College's approach to providing evidence-based mental health services, supports, prevention activities, and partnerships that promote student well-being and academic success for the charter schools.

Overview and Background

Section 1006.042, Florida Statutes, requires eligible local education agencies receiving Mental Health Assistance Allocation funds to implement a school-based mental health assistance program that expands access to mental services, supports early identification of student needs, and provides intervention, treatment, and recovery services.

The 2026-2027 MHAA Plan details TSC's multi-tiered system of supports for mental health services and identifies the evidence-based Positive Action for School Climate program as the foundational framework for promoting social-emotional wellness, positive school climate, and student resilience. The plan includes procedures for mental health screening, crisis response, suicide prevention, referral services, family engagement, and coordination with community-based providers. TSC will continue partnering with Disc Village to provide behavioral health services and support for students and families for the charter schools.

Funding/ Financial Implications

There is no cost to the College. The plan includes \$124,564 to support the mental health services. Funding is included within the charter school funding from the Florida Education Finance Program.

Past Actions by the Board

None

Recommended Action

Approve the 2026-2027 Mental Health Assistance Allocation (MHAA) Plan.

2026-27 |

HOPE
COMMUNICATION
RESILIENCE
WELLNESS
KINDNESS



FAMILY
POSITIVITY
AWARENESS
WELLNESS
MENTAL
HEALTH

TSC

MENTAL HEALTH APPLICATION

Mental Health Assistance Allocation Plan



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I. Introduction

Plan Purpose

The Mental Health Assistance Allocation (MHAA) is created to provide funding to assist local education agencies (LEA) in implementing their school-based mental health assistance program pursuant to section (s.) 1006.041, Florida Statutes (F.S.).

Each LEA must implement a school-based mental health assistance program that includes training classroom teachers and other school staff to detect and respond to mental health concerns and connect children, youth and families experiencing behavioral health needs with appropriate services. The program must also implement a multi-tiered system of supports to expand access to evidence-based mental health services, including assessment, diagnosis, intervention, treatment and recovery, for students with mental health or co-occurring substance use needs and those at high risk.

These funds are allocated annually in the General Appropriations Act to each eligible LEA.

Each LEA shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment

Charter schools that submit a plan separate from the LEA are entitled to a proportionate share of LEA funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. *(Section [s.] 1006.041, Florida Statutes [F.S.]*)

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2026**.

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

II. MHAA Plan

A. MHAA Plan Assurances

1. LEA Assurances

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.



Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).



Collaboration with FDOE to disseminate mental health information and resources to students and families.



A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received:



- targeted mental health screenings or assessments;
- the number of students referred to school-based mental health services providers;
- the number of referrals made to school-based mental health services providers;
- the number of students referred to community-based mental health services providers;
- the number of referrals made to community-based mental health services providers;
- the number of students who received school-based interventions, services or assistance;
- and the number of students who received community-based interventions, services or assistance.

MHAA Plans for charter schools that opt out of the LEA MHAA plan have been reviewed by the LEA charter school sponsor.



Curriculum and materials purchased using MHAA funds have reviewed by the LEA and all content is in compliance with State Board of Education Rules and Florida Statutes.



The MHAA Plan is focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Section 1006.041, F.S.



2. LEA School Board Policies and Procedures

Students referred to a school-based or community-based mental health services provider for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.



School-based mental health services are initiated within 15 calendar days of identification and assessment.



Community-based mental health services are initiated within 30 calendar days of referral.



Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health services providers.



Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.



LEA-adopted assessment procedures, at a minimum, include the use of a Department-approved functional assessment tool as required in Rule 6A-4.0013, Florida Administrative Code (F.A.C.) (effective February 24, 2026).



LEA schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, F.A.C.



Procedures to assist a mental health services provider or a behavioral health provider as described in s. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S.



Procedures include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.





The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the LEA either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team or be a direct or contracted LEA employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school-sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

B. LEA Program Implementation

1. MHAA-Funded Evidence-Based Program (EBP)

#1

Evidence-Based Program (EBP)

Positive Action for School Climate - This program focuses on promoting mental health and well being among students through a holistic approach.

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.

What Works Clearinghouse (WWC) (<https://bit.ly/3HpjPzg>)

Tier(s) of Implementation

Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.

The Positive Action for School Climate program is a comprehensive, school-wide program designed to improve academic achievement, behavior, and mental health by fostering a positive school climate. The program operates on the belief that positive actions lead to positive feelings about oneself and others, which in turn foster an environment conducive to learning and personal growth. Positive Action for School Climate is recognized as an evidence-based program in the Suicide Prevention Resource Center (SPRC) Best Practices Registry, which identifies interventions that meet criteria for effectiveness and quality. The program promotes positive behaviors and school climate through structured lessons and school-wide strategies, supporting protective environments and coping skills development. In addition, Positive Action is listed by other national repositories such as What Works Clearinghouse and Blueprints for Healthy Youth Development, both of which cite randomized controlled trials demonstrating improvements in academic achievement and reductions in problem behaviors. While the program does not appear in SAMHSA's Evidence-Based Practices Resource Center, its inclusion in multiple registries confirms its status as an empirically supported intervention for school-based mental health and climate improvement.

What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/Intervention/208>)

Suicide Prevention Resource Center (<https://sprc.org/bpr-programs/positive-action/>)

Blueprints for Healthy Youth Development (<https://www.blueprintsprograms.org/programs/182999999/>)

1. School-Wide Implementation

- Universal Application: The program is designed for school-wide use, affecting all students, staff, and teachers to create a cohesive and consistent positive climate.
- All Stakeholders Involvement: The program encourages the involvement of administrators,

teachers, counselors, parents, and community members.

2. Positive School Culture Development

- Core Belief System: Reinforces the idea that positive actions lead to a positive self-concept, improved behavior, and academic success.
- Behavioral Expectations: Establishes and promotes clear, positive behavioral expectations throughout the school.
- Character Development: Focuses on building character traits such as honesty, respect, responsibility, and empathy.

3. Self-Management Skills

- Personal Responsibility: Lesson emphasize taking responsibility for one's actions, understanding how actions affect others, and developing self-control.
- Goal Setting: Students are taught to set personal goals for positive behavior and academic success.

4. Reinforcement of Positive Behavior

- Positive Reinforcement System: The program encourages the use of positive reinforcement to acknowledge and reward positive behavior.
- Recognition Programs: Schools can develop systems to celebrate student achievements in positive behavior and fostering a culture of recognition.

5. Professional Development

- Training for Staff: Ongoing professional development for teachers, staff, and administrators helps them effectively implement and model the principles of Positive Action.
- Sustainability Practices: Focuses on building long-term sustainability within the school by developing internal capacity for ongoing program delivery.

6. Data-Driven Decision Making

- Program Monitoring: Our school uses data to monitor the effectiveness of Positive Action in improving school climate and behavior.
- Outcome Evaluation: Regular evaluations and adjustments based on data help ensure that the program continues to meet the needs of the students and the school.

7. Mental Health and Social and Emotional Competency Building

- Emotional Regulation: The program includes components aimed at helping students understand and manage their emotions, leading to improved emotional well-being.
- Conflict Resolution: Students learn strategies for resolving conflicts peacefully and fostering positive peer relationships.
- Mindfulness and Coping Skills: Teaches student skills to cope with stress and challenges in a constructive manner.

8. Focus on Academic Achievement

- Holistic Development: Recognizes that a positive self-concept and positive actions lead to improved academic performance by fostering a focus on effort, perseverance, and positive attitudes toward learning.

These components work together to help schools foster a positive environment that promotes the holistic development of students, not only in terms of academic achievement but also in their emotional and social well-being.

Early Identification

Explain how your program strategies will reduce the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

District Plan for Implementing Evidence-Based Mental Health Services

Our district is committed to the mental well-being of our students and recognizes the critical importance of addressing social, emotional, and behavioral challenges early. To improve early identification and intervention for issues such as social-emotional problems, behavioral disorders, substance use, depression, anxiety, and trauma, we have implemented a multi-tiered, evidence-based approach. This strategy not only supports students at risk but also fosters a positive and safe school environment for all.

1. Multi-Tiered System of Support (MTSS) for Mental Health

- Tier 1: Universal Prevention and Education: All students receive instruction in social-emotional learning (SEL) through evidence-based programs. The programs teach emotional regulation, healthy coping strategies, and positive decision-making, helping to build resilience and prevent the development of mental health problems.
- Tier 2: Targeted Interventions: For students identified as at-risk, we offer small group interventions that focus on reducing anxiety, improving emotional regulation, and preventing escalation of behavioral issues.
- Tier 3: Intensive, Individualized Services: Students requiring more intensive support receive individualized counseling and therapy sessions from licensed mental health professionals. We partner with community mental health agencies (Disc Village) who provide services for students affected by trauma and violence.

2. Safe and Supported Environments

- By creating environments that emphasize safety, trust, and empowerment, we foster an atmosphere where students feel supported in dealing with trauma and violence.

3. Crisis Intervention and Support for Suicidal Students

- **Suicide Prevention Programs:** We have implemented evidence-based programs and provide regular suicide prevention training for students, staff, and parents. This includes teaching students how to recognize signs of depression and suicidal thoughts in themselves and others and encouraging help-seeking behavior.
- **Crisis Response Teams:** Each school has a trained crisis response team equipped to handle mental health emergencies, including students exhibiting suicidal tendencies. Immediate support is provided by licensed mental health professionals through partnerships with local crisis intervention services.
- **Postvention:** In the unfortunate event of a suicide or traumatic event, our district employs a postvention plan to provide support for affected students and staff, preventing further emotional distress or contagion effects.

4. Ongoing Monitoring, Collaboration, and Family Support

- **Regular Monitoring and Evaluation:** We continuously monitor the effectiveness of our mental health services through data collection, feedback from stakeholders, and student progress reports. This allows us to adjust and improve services as needed.
- **Collaborative Partnerships:** Our district works closely with local mental health organizations, healthcare providers, and social services to ensure a comprehensive continuum of care for our students.
- **Family Engagement:** Recognizing the vital role of families in student mental health, we provide families with educational workshops, counseling support, and resources to help them understand and support their children's mental and emotional needs.

By implementing these evidence-based mental health services, our district aims to create a proactive, supportive, and responsive environment where students can thrive both academically and emotionally. This approach helps mitigate the risks of social, emotional, and behavioral problems, improve the early identification of mental health concerns, and provide targeted, trauma-informed interventions to address the unique needs of our students. Together, these efforts create a healthier, safer, and more supportive school climate that promotes the overall well-being of all students.

High Risk Students

Explain how the multitiered system of supports will deliver evidence-based mental health assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Our district is committed to ensuring that students with mental health needs, including those with co-occurring substance abuse diagnoses, receive high-quality, evidence-based care across the continuum of mental health services. We have developed a multi-tiered approach that prioritizes early identification, accurate diagnosis, effective intervention, treatment, and recovery services tailored to meet the individual needs of students.

1. Comprehensive Mental Health Assessment and Diagnosis

- **School-Based Mental Health Professionals:** The district contracts with licensed mental health professionals and employs school counselors who conduct thorough assessments for students exhibiting signs of mental health issues or co-occurring substance use.
- **Collaboration with Healthcare Providers:** For more complex cases, the district uses additional mental health providers and pediatricians to ensure a comprehensive diagnostic process. This includes formal diagnoses of mental health disorders such as anxiety, depression, ADHD, and substance abuse disorders using validated diagnostic criteria, such as those in the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders).
- **Regular Screening for At-Risk Students:** Students identified as high-risk for mental health or substance abuse issues undergo regular screenings and evaluations. This early detection strategy enables timely interventions before issues escalate.

2. Targeted, Evidence-Based Interventions

- **Individualized Support Plans (ISP):** Following diagnosis, students are provided with an Individualized Support Plan tailored to their specific needs. This plan outlines the evidence-based interventions and services required to address their mental health or co-occurring disorders.

3. Coordinated Treatment and Recovery Services

- **Collaboration with Community Mental Health Agencies:** Our district partners with local mental health and substance abuse treatment centers to ensure students have access to comprehensive care, including individual and group therapy, psychiatric care, and medication management when appropriate. These partnerships ensure a seamless connection between school-based services and community-based treatment options.
- **Telehealth Services:** We leverage telehealth platforms to provide students with access to licensed mental health professionals for assessment, counseling, and ongoing treatment, particularly in cases where transportation or geographic barriers exist.

4. Supporting High-Risk Students

- **Wraparound Services for At-Risk Students:** We implement wraparound services for students at high risk for mental health or substance abuse diagnoses. This approach provides holistic,

individualized care that encompasses academic, behavior, mental health, and social services support, creating a safety net for the student.

5. Monitoring and Evaluating Outcomes

- **Ongoing Progress Monitoring:** We use data-driven methods to continuously monitor student progress, including mental health assessments, behavioral tracking, and academic performance reviews. Students are evaluated regularly to determine the effectiveness of interventions and adjust treatment plans as needed.
- **Outcome Evaluation:** Our district evaluates the effectiveness of our mental health and substance abuse services through surveys, feedback from students and families, and analysis of key metrics such as reductions in disciplinary incidents, improvements in academic performance, and mental health recovery rates. This data informs ongoing improvements to our services and ensures that they remain aligned with best practices in mental health care.

Our district's comprehensive approach to evidence-based mental health care ensures that students with one or more mental health or co-occurring substance use diagnoses receive the appropriate level of support. Through early identification, individualized interventions, coordinated treatment, and ongoing recovery services, we address the full continuum of mental health needs. By creating a supportive, collaborative, and responsive system, we aim to promote the well-being, academic success, and long-term recovery of all students.

2. Additional Programs (optional)

#1

Program Name

Tier(s) of Implementation

No options checked

Program Description

Provide a brief description of the program and its purpose.

No Answer Entered

3. Policy, Roles, and Responsibilities

Direct Employment

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

To address the growing mental health needs of our students and improve overall well-being, our district is committed to the contracting of and direct employment school-based mental health services providers. By

increasing the number of guidance counselors, and contracting with other licensed mental health professionals on staff, we reduce the staff-to-student ratios, ensuring more individualized attention and timely intervention for students in need.

1. Increased Capacity for Mental Health Support

- **Lower Ratios for More Personalized Support:** By directly employing additional guidance counselors, we aim to lower the staff-to-student ratio. This increase in staffing ensures that each mental health provider is responsible for a smaller group of students, allowing them to focus more time and attention on each individual student's needs.
- **Proactive Mental Health Care:** Lower staff-to-student ratios allow for more proactive services such as regular check-ins, early intervention for emerging issues, and ongoing monitoring of students' mental health and academic performance. When providers have fewer students on their caseload, they can build stronger relationships with students and respond more effectively to early signs of distress.

2. More Comprehensive and Timely Interventions

- **Quicker Access to Services:** A reduction in the staff-to-student ratio means students will have quicker access to mental health services. Long wait times for counseling or psychological services can be detrimental to a student's mental health, particularly during crises. More staff means students can receive timely assessments, counseling, and intervention services when they need them most.
- **Increased Availability for High-Needs Students:** Some students require more frequent and intensive services, such as those with diagnosed mental health conditions, behavioral issues, or those recovering from trauma. By lowering the caseloads of mental health providers, we can ensure that these high-needs students receive the dedicated time and attention necessary for effective treatment and support.

3. Greater Collaboration and Preventative Efforts

- **Team-Based Approach:** When staff-to-student ratios are reduced, school-based mental health

professionals have more capacity to collaborate with teachers, administrators, and parents. This allows for a team-based approach to supporting student well-being, addressing issues early, and preventing more severe mental health problems from developing.

- **School-Wide Initiatives:** A higher number of mental health professionals also means more opportunities to implement and manage school-wide mental health initiatives, such as social emotional learning (SEL) programs, bullying prevention, and mental health awareness campaigns. These preventative efforts are more sustainable and effective when staff members are not overwhelmed with high caseloads.

4. Compliance with National Recommendations

- **Alignment with Best Practices:** Professional organizations such as the American School Counselor Association (ASCA) and the National Association of School Psychologists (NASP) recommend lower staff-to-student ratios to provide effective mental health care in schools. By employing an additional guidance counselor, we have lowered our student-staff ratio to 1:171.

- **Improved Student Outcomes:** Research shows that lower staff-to-student ratios are associated with improved student outcomes, including higher academic achievement, better attendance, reduced disciplinary incidents, and improved mental health. By lowering ratios, our district will be better positioned to positively impact these critical areas.

Direct employment of school-based guidance counselors and contracting with outside certified mental health providers is a strategic investment in the well-being and academic success of our students. By reducing staff-to-student ratios, we will provide more personalized, timely, and effective mental health services, allowing our students to thrive in a supportive, responsive environment. This approach will not only improve individual student outcomes but also contribute to a healthier and more positive school climate overall.

Policies and Procedures

Describe your LEA's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

Our district reviews staffing needs on a regular basis in order to determine additional needs for mental health assistance. We are committed to ensuring students have the needed mental health support.

Providers and Partners

Describe the role of school-based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

We rely on mental health-providers and community based partners to support our students' mental health needs. Our current charter high school is beginning its fourth year, and our charter middle

school is beginning its second year, and as the school grows, we will continue to partner with outside mental health providers to ensure we are meeting the mental health needs of the students in our district.

4. Community Contracts/Interagency Agreements

Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

Disc Village Partnerships - DISC Village, Inc. is a private, non-profit, 501c3 corporation providing child welfare, criminal justice and a full continuum of behavioral healthcare services. From prevention and intervention to residential treatment and recovery services our agency is dedicated to the needs of families and individuals adversely affected by alcohol and drugs.

5. Employment Verification

#1

No Document Uploaded

C. MHAA Planned Funds and Expenditures

1. Allocation Funding Summary

MHAA funds provided in the 2026-2027 Florida Education Finance Program (FEFP):	124,563
Unexpended MHAA funds from previous fiscal years:	0
Grand Total MHAA Funds:	124,563

2. MHAA planned Funds and Expenditures Form

Please complete the **MHAA planned Funds and Expenditures Form** to verify the use of funds in accordance with s. 1006.041, F.S.

LEA's are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

Uploaded Document:

[TSC_26-27 MHAA Planned Funds and Expenditures .xlsx](#) 

D. LEA School Board Approval

This application certifies that the School Superintendent and School Board approved the district's MHAA Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the MHAA in accordance with s. 1006.041(14), F.S.

Note: The charter schools listed below have ***Opted Out*** of the LEA's MHAA Plan and are expected to submit their own MHAA Plan to the LEA for review.

Charter School Number and Name

81-0100 Tallahassee Collegiate Academy

Charter School Number and Name

Innovation Academy of Excellence

Approval Date:

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Barbara Wills, Ph.D.
Vice President for Administrative Services and Chief Business Officer

SUBJECT: Attorney Invoices – Bryant Miller Olive (September 2026)

Item Description

Request for approval to pay invoices from Bryant Miller Olive, P.A. for legal services provided related to collective bargaining process and related to Faculty labor relations.

Overview and Background

The College engaged Bryant Miller Olive, P.A. for representation during the collective bargaining process.

Past Actions by the Board

The Board of Trustees approved the agreement for these services at the October 17, 2022 Board Meeting.

Funding/ Financial Implications

Funding is budgeted in Fund 1, the Current Unrestricted Fund. The current amount due is \$7,400 for September 2026.

Recommended Action

Authorize payment of invoices as presented.



Barbara K. Wills
Chief Business Officer, Vice President for Administrative
Services
Tallahassee State College
444 Appleyard Drive
Tallahassee, Florida 32304

Invoice Date: October 7, 2026
Invoice No. 89189
Client No. 25480.002

For professional services rendered and expenses incurred
regarding Tallahassee State College / L&E / General

Statement of Legal Services

			Hours	
09/11/2026	DMH	Review and reply to email from Arbitrator	0.10	
09/14/2026	DMH	Review correspondence from Arbitrator	0.10	
09/14/2026	DMH	Draft email to client	0.10	
09/14/2026	DMH	Review email and grievance and draft reply	0.20	
09/20/2026	DMH	Review grievance and draft response	0.30	
09/22/2026	DMH	Review materials from client	0.30	
Current Services			1.10	\$275.00

Recapitulation

<u>Timekeeper</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Denise M. Heekin	1.10	\$250.00	\$275.00

Payments

09/15/2026	Payment	ACH rec'd 9/15/26 Inv 88582, 88714	16,010.00
			16,010.00

Total Current Work	\$275.00
Previous Balance Due	\$100.00
Balance Due	\$375.00

Tallahassee State College

Invoice Date:	October 07, 2026
Invoice No.	89189
Client No.	25480.002

Please Reference Client Number On Checks And Wire Transfers

Mail Checks to:
1545 Raymond Diehl Road, Suite 300
Tallahassee, FL 32308
850-222-8611 FEIN 59-1315801

Send wire transfers to Capital City Bank, ABA #063100688
for credit to Bryant Miller Olive, Account #2132834901
Thank you for your business



Barbara K. Wills
Chief Business Officer, Vice President for Administrative
Services
Tallahassee State College
444 Appleyard Drive
Tallahassee, Florida 32304

Invoice Date: October 7, 2026
Invoice No. 89190
Client No. 25480.006

For professional services rendered in connection with Tallahassee
State College - Labor and Employment - UFF Bargaining

Purchase Order No. PO-023898-1

Statement of Legal Services

			Hours	
09/15/2026	DMH	Review bargaining history and proposal	3.10	
09/15/2026	DMH	Attend Zoom conference with bargaining team	1.20	
09/16/2026	DMH	Draft proposals for bargaining	3.40	
09/16/2026	DMH	Prepare for and attend bargaining	2.20	
09/16/2026	DMH	Review Article 13	0.30	
09/17/2026	DMH	Review email from UFF and draft email to client	0.10	
09/20/2026	DMH	Review email from UFF and draft response	0.30	
09/22/2026	DMH	Draft email to UFF	0.20	
09/29/2026	DMH	Review and reply to email regarding bargaining	0.10	
09/29/2026	DMH	Draft email to UFF	0.10	
09/30/2026	DMH	Revise Article 13	1.80	
Current Services			12.80	\$3,200.00

Recapitulation

<u>Timekeeper</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Denise M. Heekin	12.80	\$250.00	\$3,200.00

Total Current Work	\$3,200.00
Previous Balance Due	\$3,825.00

Tallahassee State College

Invoice Date: October 07, 2026
Invoice No. 89190
Client No. 25480.006

Balance Due \$7,025.00

Please Reference Client Number On Checks And Wire Transfers

Mail Checks to:
1545 Raymond Diehl Road, Suite 300
Tallahassee, FL 32308
850-222-8611 FEIN 59-1315801

Send wire transfers to Capital City Bank, ABA #063100688
for credit to Bryant Miller Olive, Account #2132834901
Thank you for your business

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Barbara Wills, Ph.D.
Vice President for Administrative Services and Chief Business Officer

DSUBJECT: Architect Invoice(s)

Item Description

This item requests that the Board approve the architect invoice(s) submitted from September 10 - October 5, 2026.

Overview and Background

The College is under contract with six architectural firms: Architects I Lewis I Whitlock PA, B I Inc. Architecture, Clemons, Rutherford I Associates, Inc., DAG Architects Inc., EMI Architects and Fitzgerald Collaborative Group, LLC to provide architectural and engineering services for projects at all sites and counties. To ensure quality, the six firms will be assigned projects on a rotational basis with standardized hourly fees.

Architects I Lewis I Whitlock, PA - \$0.00
B I Inc. Architecture - \$0.00
Clemons, Rutherford I Associates, Inc. - \$0.00
DAG Architects, Inc. - \$33,181.00
EMI Architects - \$0.00
Fitzgerald Collaborative Group, LLC - \$0.00

Past Actions by the Board

The Board last authorized architect invoices at the September 21, 2026 meeting.

Recommended Action

Authorize payment of architectural invoice(s) as presented.

DAG Architects

Tallahassee State College
Don Herr
444 Appleyard Drive
Tallahassee, FL 32304

Invoice number 26043_0926
Date 09/30/2026

Project 26043 TSC GADSDEN CENTER
EXPANSION

Professional Architectural Services

PO-025543

Description	Contract Amount	Percent Complete	Prior Billed	Total Billed	Current Billed
Schematic Design	89,510.00	24.92	8,200.00	22,310.00	14,110.00
Design Development	67,132.00	0.00	0.00	0.00	0.00
Construction Documents	156,642.00	0.00	0.00	0.00	0.00
Bidding & Negotiations	22,377.00	0.00	0.00	0.00	0.00
Construction Administration	111,887.00	0.00	0.00	0.00	0.00
Programming	10,000.00	100.00	5,000.00	10,000.00	5,000.00
Interior Design	30,000.00	0.00	0.00	0.00	0.00
Graphic and Signage Design	5,000.00	0.00	0.00	0.00	0.00
In House Renderings	10,000.00	0.00	0.00	0.00	0.00
Weekly Site Visits	36,000.00	0.00	0.00	0.00	0.00
Gotechnical Engineering	7,975.00	0.00	0.00	0.00	0.00
Civil and Survey	78,180.00	0.00	0.00	0.00	0.00
Landscape & Irrigation Design	31,625.00	0.00	0.00	0.00	0.00
Landscape & Irrigation Design Task #4	11,550.00	0.00	0.00	0.00	0.00
Voice / DATA	13,465.00	0.00	0.00	0.00	0.00
Access Control	8,976.00	0.00	0.00	0.00	0.00
Security CCTV	8,976.00	0.00	0.00	0.00	0.00
Site Lighting	3,850.00	0.00	0.00	0.00	0.00
Commissioning - Electrical	4,400.00	0.00	0.00	0.00	0.00
Life Cycle Cost	2,515.00	0.00	0.00	0.00	0.00
Energy Forms	1,375.00	0.00	0.00	0.00	0.00
Commissioning - HVAC	11,495.00	0.00	0.00	0.00	0.00
Total	722,930.00	4.47	13,200.00	32,310.00	19,110.00

*Reimbursable Expenses \$237.97 \$33,418.97

Invoice total **19,110.00**

Aging Summary

Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
26043_0926	09/30/2026	19,110.00	19,110.00				
	Total	19,110.00	19,110.00	0.00	0.00	0.00	0.00

DAG Architects

Tallahassee State College

Project 26043 TSC GADSDEN CENTER EXPANSION

Invoice number 26043_0926

Date 09/30/2026

We appreciate your business. Please remit payment at your earliest convenience to: DAG Architects Inc., 1223 Airport Road, Destin, FL 32541. If you have any questions, please contact Michelle Neu, Tammi Roberts or Kara Kaegebein at 850.837.8152 or accounting@dagarchitects.com.

DAG Architects

Tallahassee State College
Don Herr
444 Appleyard Drive
Tallahassee, FL 32304

Invoice number 25061_0726
Date 07/31/2026

Project **25061 TSC WEI Classroom / Shelter
Design**

Professional Architectural Services

Hourly Professional Architectural Services

Professional Fees

	Hours	Rate	Billed Amount
Principal III	29.00	275.00	7,975.00
Consultant			
	Units	Rate	Billed Amount
Civil Engineer			
George & Associates, Consulting Engineers, Inc.			6,096.00
Phase subtotal			14,071.00
Invoice total			14,071.00

Aging Summary

Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
25061_0726	07/31/2026	14,071.00	14,071.00				
	Total	14,071.00	14,071.00	0.00	0.00	0.00	0.00

We appreciate your business. Please remit payment at your earliest convenience to: DAG Architects Inc., 1223 Airport Road, Destin, FL 32541. If you have any questions, please contact Michelle Neu, Tammi Roberts or Kara Kaegebein at 850.837.8152 or accounting@dagarchitects.com.

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Barbara Wills, Ph.D.
Vice President for Administrative Services and Chief Business Officer

SUBJECT: Disposition of Surplus Property Assets

Item Description

This item requests Board approval to dispose of property assets designated as surplus.

Overview and Background

The College has the responsibility to record the College's property assets and conduct an annual inventory for the designated items and to periodically dispose of accumulated surplus property, assets which are obsolete and serve no useful function or their continued use is not economically feasible. These assets may include IT equipment, furniture and vehicles, but not facilities or land.

Florida Statutes (section 274.05) allows a government unit discretion to classify as surplus any of the property assets that meet the description listed above. The College has deemed the items on the following list as surplus in accordance with this statute.

Florida Statutes (section 274.06) allows property assets to be disposed of in the most efficient and cost-effective manner as determined by the government unit. The College may offer these items for sale according to the provisions of the statute, or the items may be donated or destroyed if they are without value.

Funding/ Financial Implications

There are no funding or financial implications.

Past Actions by the Board

The Board has authorized the College to dispose of surplus property items in accordance with the procedures defined in Florida statutes.

Recommended Action

Authorize the disposal of the item(s) designated as surplus.

Asset(s) for Surplus / Disposal

Asset #	Description	Date Acquired	Purchase Amount	Depreciated Value	Code
BA-000017458	John Deere Gator Utility Vehicle	10/08/2020	8,165.00	0.00	1

Asset Codes:

- 1 Obsolete - To Be Disposed
- 2 Salvaged – To be Used for Parts
- 3 Surplus - To Be Sold or Donated
- 4 Trade - Asset To Be Used for Trade-In Value
- 5 Lost/Stolen (Police report filed)

October 19, 2026

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Barbara Wills, Ph.D.
Vice President for Administrative Services and Chief Business Officer

SUBJECT: Sponsored Programs – Provider

Item Description

This item requests that the Board approve the receipt of funding for the listed projects.

Overview and Background

The following are recommended for approval.

I. Receipt, Amendment, Extension of Resources

AW-000000789: Perkins Strengthening Career & Technical Education for the 07/01/2026 *(The purpose of partnering with the Department to employ two professional staff to be responsible providing strategic outreach and communication planning and counsel, management of all facets of Division of Career and Technical Education (DCAE) communication and social media efforts and overseeing the implementation of special population and non-traditional recruitment strategic plan)*

The award is as follows: This award is active 07/01/2026 to 08/20/2027 for a total award amount of \$813,264.00 containing an indirect amount of \$38,727.00.

AW-000000795: Adult Education and Family Literacy, Adult Augment 07/01/2026 *(Partnering with the Department to employ two professional staff to be responsible providing strategic outreach and communication planning and counsel, management of all facets of Division of Career and Technical Education (DCAE) communication and social media efforts and overseeing the implementation of special population and non-traditional recruitment strategic plan)*

The award is as follows: This award is active 07/01/2026 to 08/20/2027 for a total award amount of \$371,720.00 containing an indirect amount of \$17,701.00.

AW-000000801: IDEA Part B, K-12 Entitlement FY26-27 07/01/2026

(IDEA Part B, K-12 Entitlement Grant)

The award is as follows: This award is active 07/01/2026 to 08/20/2027 for a total award amount of \$100,395.00 containing an indirect amount of \$00.00.

AW-000000802: 100 Hour Skills Education Program FY 26/27 09/01/2026

(This Contractual Purchase Order is for the provision of seventy-three (73) full-time Career Development Specialists, twelve (12) full-time Pre-Release Employment Navigators, and four (4) full-time Industry Engagement Coordinator that will provide services to assist in the operation of the Department's "100 Hour Transition Skills Education Program" at eighty-one (81) Department-operated correctional institutions.)

The award is as follows: This award is active 09/01/2026 to 06/30/2027 for a total award amount of \$4,774,910.95 containing an indirect amount of \$434,082.82.

AW-000000804: Linking Industry to Nursing Education (LINE) Fund 07/01/2025

(Funds allocated for use in the nursing program, including scholarships for nursing students, supplies and expenses for nursing students, and the purchase of AI simulation technology to support success of the nursing program)

The award is as follows: This award is active 07/17/2026 to 8/20/2027 for a total award amount of \$110,000.00 containing an indirect amount of \$00.00.

AW-000000805: Impaired Driving Major College Sports Marketing FY 10/01/2026

(Impaired Driving Major College Sports Marketing FY26-27)

The award is as follows: This award is active 07/17/2026 to 8/20/2027 for a total award amount of \$400,000.00 containing an indirect amount of \$14,074.00.

AW-000000806: Impaired Driving Professional Sports Marketing FY2 10/01/2026

(Impaired Driving Professional Sports Marketing FY26/27)

The award is as follows: This award is active 10/1/2026 to 9/30/2027 for a total award amount of \$1,800,000.00 containing an indirect amount of \$44,000.00.

AW-000000807: Traffic Safety Support FY26/27 10/01/2026

(Fiscal Assistant to support the FDOT awards)

The award is as follows: This award is active 10/1/2026 to 9/29/2027 for a total award amount of \$520,000.00 containing an indirect amount of \$38,518.00.

AW-000000809: Florida Teen Traffic Safety FY26-27 10/01/2026

(To provide a coordinated national highway safety program to reduce traffic crashes, deaths, injuries, and property damage. This award provides coordinating activities for the alcohol prevention activities at college and high school levels.)

The award is as follows: This award is active 10/1/2026 to 9/30/2027 for a total award amount of \$1,320,000.00 containing an indirect amount of \$92,497.00.

AW-000000810: Traffic Records Coordinating Committee Support

(Traffic Records Coordinating Committee Support FY26-27)

The award is as follows: This award is active 10/1/2026 to 9/30/2027 for a total award amount of \$76,206.00 containing an indirect amount of \$4,000.00.

II. Commitments, Expenditures, Contracts for Service

None at this time

Recommended Action

Authorize funding for the awards and contracts as presented.