

# ESA and Reimbursement Packet

CivicOS Labs

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# ESA Documentation Guide

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**Guidance for Florida families using Education Scholarship Account (ESA) funds — including the Family Empowerment Scholarship (FES) — to purchase or document use of *The Open Source Student* — *Florida Educator's Edition*.**

This guide helps Florida families and educators document the curriculum's educational value for ESA reimbursement applications and program compliance.

**Verify current Family Empowerment Scholarship eligibility criteria, allowable expenses, and documentation requirements at <https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/fes/> before relying on this guide for purchasing decisions.** Florida ESA programs evolve; specific rules change from year to year.

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## What this guide is not

- This is not legal or financial advice
  - This is not an official statement from the Florida Department of Education
  - This is not a guarantee of ESA reimbursement; eligibility decisions are made by program administrators
  - This is documentation that supports a family's reimbursement application; the application itself is the family's responsibility
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## What this guide is

A documentation kit families can adapt for their specific ESA reimbursement application, including:

- Summary of the curriculum's educational purpose
- Standards alignment documentation
- Implementation evidence templates
- Suggested categories the curriculum may fit under
- Common questions ESA reviewers ask, with documented answers

**For paste-able application language and template letters,** see the dedicated ESA templates collection:

- the Family Application Packet — pre-filled application language for FES-UA, the Step Up For Students portal, and FTC-PEP, in both short-form and long-form variants
- the Pre-Purchase Eligibility Letter — template letter a family can request from CivicOS Labs confirming the curriculum's eligibility characteristics (in both short-form and long-form variants, with program-specific addenda)
- the Eligibility Letter Fulfillment Workflow — CivicOS operations workflow defining intake, signer authority, turnaround time, and recordkeeping for issued letters

- the Reviewer Evidence Packet — documentation aimed at the ESA program reviewer, designed for review efficiency (short-form and long-form variants)

This high-level orientation guide and the templates are designed to be used together: read this guide first for context, then go to the templates for the specific application language.

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## Curriculum summary for ESA documentation

When you describe *The Open Source Student — Florida Educator’s Edition* on an ESA application, this is the documented summary you can adapt:

*The Open Source Student — Florida Educator’s Edition* is a standards-aligned civic technology curriculum developed by CivicOS Labs, LLC. It teaches middle school students (primary audience: grades 6–8; grade 9 usable as early high school transition or enrichment but not separately standards-mapped) to understand artificial intelligence, verify information against reliable sources, protect privacy, use digital tools responsibly, and apply technology to civic problem-solving. The curriculum aligns with current Florida B.E.S.T. Computer Science Standards (July 2024 revision — Emerging Technologies including AI benchmarks SC.6/7/8.ET.2, Programming and Software Engineering including SC.8.PE.3.3 model limits, Communication and Collaboration, Personal Health and Safety, Technological Impact, Cyber Security, Computing Components including SC.8.CO.3.1 local-vs-cloud), Florida Civics and Government Standards (SS.7.CG.2.8 media/groups influencing government, SS.7.CG.2.9 bias/propaganda analysis, SS.7.CG.2.10 citizens addressing state/local problems — primary anchor for the Civic Tech Mini-Project, plus grade 8 extensions SS.8.CG.2.2 / 2.3 / 2.4 / 2.6), and Florida B.E.S.T. ELA Standards for grades 6–8. The Pilot Kit contains five paired Teacher/Student lessons designed for one-week intensive instruction, with alternative paces for after-school programs, microschool blocks, or homeschool relaxed pacing. The full curriculum (Phase 2: nine-week module; Phase 3: full-year edition) is in development. Materials are licensed under Creative Commons BY-NC-SA 4.0 for educational use.

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## Standards alignment summary

The curriculum aligns with three Florida standards frameworks at the middle school level:

- **Florida B.E.S.T. Computer Science Standards (grades 6–8, July 2024 revision)** — primary technical alignment across Emerging Technologies, Programming and Software Engineering, Communication and Collaboration, Personal Health and Safety, Technological Impact, Cyber Security, and Computing Components strands
- **Florida Civics and Government Standards (grades 7–8)** — co-primary alignment with SS.7.CG.2.8 / 2.9 / 2.10 at grade 7 and SS.8.CG.2.2 / 2.3 / 2.4 / 2.6 extensions at grade 8
- **Florida B.E.S.T. ELA Standards (grades 6–8)** — embedded throughout reading informational text, communication (note: B.E.S.T. uses C-prefix for what other frameworks call Writing), vocabulary, and K-12 ELA Expectations for collaborative discussion

For specific per-lesson standards alignment, see the Standards Alignment Matrix. The detailed matrix is appropriate to attach to an ESA reimbursement application or to share with reviewers who need detailed alignment evidence.

**Standards information current as of May 2026; verify against published FDOE/CPALMS documents before formal program submission.**

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## Categories the curriculum may fit under

ESA programs typically allow reimbursement under various educational expense categories. The curriculum may fit under:

- **Curriculum and instructional materials** — primary category for most ESA programs; the curriculum is documented instructional material
- **Educational software and digital resources** — applicable framing if the program treats digital curriculum separately from print materials
- **Tutoring and instructional support** — applicable if a parent, microschool facilitator, or contracted educator delivers the curriculum to the student
- **Educational classes or programs** — applicable if the curriculum is delivered as part of a microschool, homeschool co-op, after-school program, or library program

The right category depends on your specific ESA program's structure and definitions. Consult your program's allowable expense list or program administrator for the right framing.

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## Implementation evidence

ESA programs often require documented evidence that purchased materials were used educationally. The Pilot Kit produces several evidence artifacts naturally:

**Student work portfolio:** By the end of the curriculum, each student has produced: - An AI Concept Map (Lesson 1) - A Source Verification Log entry (Lesson 2) - A Media Analysis (Lesson 3) - An AI Use Disclosure (Lesson 4) - A Civic Issue Brief (Lesson 5)

These are concrete artifacts that demonstrate educational use. Photograph or scan these and keep them in your student's homeschool portfolio.

**Educator records:** - Lessons taught (date, lesson number, time spent) - Notes on student engagement and learning - Pilot Feedback Form (also documented in the Pilot Feedback Form)

**Standards alignment documentation:** - Standards Alignment Matrix (the Standards Alignment Matrix) shows the specific Florida standards the curriculum addresses - Suitable to include as supporting documentation for ESA applications

**Optional completion record:** - The Pilot Kit does not include a pre-formatted Certificate of Completion artifact. Families who want one for their records may create a simple completion record themselves (date the pilot was completed, lessons taught, student name, educator name and signature). The full curriculum

(Phase 2 nine-week module / Phase 3 full-year edition) is planned to include a formatted Student Portfolio System with a Certificate of Completion artifact.

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## Common ESA reviewer questions, with suggested answers

### **“Is this an approved curriculum?”**

The Pilot Kit is published instructional material with documented standards alignment. ESA programs typically do not maintain pre-approved curriculum lists at the curriculum-by-curriculum level; instead, they evaluate whether purchased materials serve educational purposes for the student. The standards alignment documentation provides the evidence reviewers look for.

### **“What grade level is this for?”**

Grades 6 through 9 (middle school plus early high school transition). Reading level calibrated to Florida B.E.S.T. ELA grades 6–8.

### **“Does the curriculum require specialized software or equipment?”**

No. The default delivery requires only a browser-capable device. No installations are required for the core curriculum. An optional installation extension exists for students with capable home setups; it is not required.

### **“Does the curriculum collect or share student data?”**

No. The curriculum collects no student data. See the Data Privacy Statement for full documentation.

### **“How is the curriculum aligned to Florida standards?”**

Aligned to current Florida B.E.S.T. Computer Science Standards (July 2024 revision), Florida Civics and Government Standards (notably SS.7.CG.2.8 / 2.9 / 2.10 at grade 7, with grade 8 SS.8.CG extensions), and Florida B.E.S.T. ELA Standards at the middle school level. See the Standards Alignment Matrix for per-lesson alignment with confirmed benchmark codes and source URLs.

### **“What evidence will the family produce?”**

Student work portfolio (AI Concept Map, Source Verification Log, Media Analysis, AI Use Disclosure, Civic Issue Brief) and educator records (lessons taught, dates, notes). Families may also create an informal completion record for their files; the curriculum does not include a pre-formatted Certificate of Completion in the Pilot Kit phase. All artifacts are produced through the normal course of the curriculum.

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## Recommendations for the application process

**Before purchasing:** 1. Read your ESA program’s current allowable expense list 2. If digital/software-format curriculum has specific requirements, verify the curriculum format meets them 3. If pre-approval is required for new curriculum items, submit the curriculum summary and standards alignment matrix for pre-approval 4. Save all relevant program documentation for your records

**During implementation:** 1. Keep dated records of lessons taught 2. Photograph or scan student work artifacts as they are produced 3. Have the student keep their own portfolio of completed work 4. Note any deviation from the standard curriculum (e.g., if you modify pacing or add supplementary materials)

**After implementation:** 1. Compile the student work portfolio 2. Prepare a brief written summary (1–2 pages) of what was taught and what was learned 3. If your records benefit from one, create an informal completion record (date, lessons taught, student name, educator signature) — the Pilot Kit does not include a pre-formatted Certificate of Completion 4. Submit the reimbursement application according to your ESA program's instructions 5. Keep all documentation for the program's required retention period

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## If your ESA reimbursement application is denied or questioned

If your application is denied or a reviewer requests additional documentation:

1. Read the specific reason for the denial or request carefully
2. The most common reason for denial is incomplete documentation; review the Standards Alignment Matrix, the student work portfolio, and the educator records to ensure all are included
3. If the question is about the curriculum's nature or purpose, the curriculum summary and Standards Alignment Matrix are the primary supporting documents
4. If the question is about specific allowable expense categories, consult your program administrator directly
5. If you believe the denial is in error, your ESA program has an appeals process; consult the program documentation

For questions specifically about the curriculum that arise during your application: contact CivicOS Labs at [civicoslabs.com](https://civicoslabs.com) with the specific question and reviewer feedback. We can provide additional documentation as needed.

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## A note on Pilot Kit pricing

The Florida Pilot Kit is currently free during the pilot phase. For families using ESA funds, the pilot phase represents an opportunity to evaluate the curriculum at no cost; reimbursement-eligible purchases would apply to the paid curriculum versions when those become available.

Proposed 2026 launch anchors for post-pilot products are:

- Phase 2 nine-week module: \$149 family license, \$495 single-teacher classroom license, \$1,995 school site license
- Phase 3 semester/full-year edition: \$349 family digital license, \$895 single-teacher classroom license, \$39 per student workbook/text, \$4,995 school site license
- District, LMS, SCORM, professional-development, printed-materials, and commercial-use pricing: quoted separately



See Institutional Pricing Information for the full draft pricing menu, referral-credit policy, and license notes. Final reimbursement determinations rest with the Scholarship Funding Organization or program reviewer, not with CivicOS Labs.

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## Verification reminder

This guide is based on Family Empowerment Scholarship and related Florida ESA program documentation as of May 2026. Florida ESA programs change. Verify current rules at:

- <https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/fes/>
- <https://www.stepupforstudents.org/> (program administrator for FES)
- Your specific scholarship program's official documentation

If you discover the rules have changed in ways that affect this guide, please flag the change through the Pilot Feedback Form so we can update the documentation for future families.

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*This guide is informational and supports educational documentation; it is not legal or financial advice. Verify all program rules with official Florida sources before relying on this guide for purchasing or reimbursement decisions.*

# ESA Templates — README

**Application-ready language and supporting documentation for Florida scholarship programs.**

This subdirectory contains three template families, each in **short-form** and **long-form** variants. The ESA Documentation Guide introduces the curriculum and the general ESA fit. The templates here are the actual paste-able / submit-able language.

All templates target three Florida scholarship pathways the curriculum is most likely to be reimbursed under:

- **FES-UA** — Family Empowerment Scholarship for Students with Unique Abilities (for students with an IEP or a qualifying disability diagnosis; per FDOE, a 504 plan alone is not sufficient for FES-UA eligibility — verify current eligibility criteria with the program before applying)
- **Step Up For Students** — the largest administering organization for Florida choice scholarships, including FES-EO, FES-UA, FTC, and FTC-PEP; templates here are formatted for the SUFS portal language conventions
- **FTC-PEP** — Florida Tax Credit Scholarship Personalized Education Program (for students not enrolled full-time in a public or private school; per FDOE and Step Up For Students, part-time private school enrollment is an eligible use category — verify current eligibility criteria with the program before applying)

## What’s in this directory

File	Purpose	Audience
the Family Application Packet	Pre-filled application language a family can adapt for an ESA portal submission	Family / parent / student’s educational guardian
the Pre-Purchase Eligibility Letter	Template letter a family can request from CivicOS Labs documenting curriculum-side attributes that may support ESA review	Family to request; CivicOS to issue; ESA program may file with reimbursement
Eligibility Letter Fulfillment Workflow	Internal-facing workflow that defines intake fields, signer authority, standard turnaround time, rush handling, and recordkeeping for issued letters	CivicOS operations / curriculum compliance
the Reviewer Evidence Packet	Documentation aimed at the ESA program reviewer evaluating an application or reimbursement request	ESA program reviewer (Step Up For Students staff, FES-UA case manager, FTC-PEP reviewer)

Each file contains both:

- **Short-form variant** — concise application/letter/summary language, typically 1–2 pages, suitable for ESA portal text fields with character limits and for reviewers who want a quick read
- **Long-form variant** — full standards-alignment documentation quoting v3.3 matrix codes verbatim, typically 4–6 pages, suitable for review of larger reimbursement amounts or detailed compliance documentation

Use the variant that fits your specific program's submission format and your reviewer's preference.

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## How to use these templates

### For a family preparing an ESA application:

1. Read the Family Application Packet and choose the program section that matches yours
2. Adapt the pre-filled language to your specific situation (replace bracketed placeholders)
3. Submit through your ESA portal or paper application
4. Attach the Pre-Purchase Eligibility Letter (request from CivicOS Labs beforehand if your program requires it)
5. If your program requires detailed curriculum review, also attach the Reviewer Evidence Packet short-form or long-form

### For CivicOS Labs issuing eligibility letters:

1. Family requests an eligibility letter via [civicoslabs.com](https://civicoslabs.com)
2. Use the Eligibility Letter Fulfillment Workflow to confirm intake, signer, turnaround tier, and recordkeeping
3. Issue the customized the Pre-Purchase Eligibility Letter with date, family identifying information, and any program-specific addenda
4. Letter is valid only for the curriculum version named in it

### For an ESA reviewer encountering this curriculum:

1. Start with the short-form section of the Reviewer Evidence Packet
2. If detailed standards alignment is needed for your review, see the long-form section + the linked Standards Alignment Matrix
3. For verification of any benchmark code or course code cited, follow the public CPALMS/FDOE URLs included in the matrix

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## Standards information currency and verification responsibility

All benchmark alignment in these templates was verified against public CPALMS and FDOE sources on **2026-05-15** as part of the Standards Alignment Matrix verification pass. The M/J Language Arts 2/3, M/J Grade 6/7/8 Digital Discoveries, and current M/J Intensive Reading support course-code items were closed against official public sources on **2026-05-17**. Specific benchmark codes, official benchmark text, course codes, and source URLs are documented in the Standards Alignment Matrix v3.3.

Florida standards undergo periodic revision and FDOE Course Code Directory entries may shift between major reviews. Families and reviewers preparing formal submissions should confirm the most current eligibility requirements with their specific ESA program before relying on these templates. Specifically:

- **FES-UA / FES-EO eligibility, allowable expense categories, and reimbursement procedures** — current information at <https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/fes/> and the SUFS family portal

- **FTC-PEP eligibility and procedures** — current information at <https://www.stepupforstudents.org> and AAA Scholarship Foundation
- **Florida Course Code Directory** — current at <https://www.fldoe.org/policy/articulation/ccd/>
- **Florida B.E.S.T. CS, Civics, and ELA standards** — current at <https://www.cpalms.org>

The templates document the curriculum's structural attributes (what it teaches, how it aligns to Florida standards, what artifacts students produce, what licensing applies). Whether a specific implementation in a specific family's situation qualifies for reimbursement under a specific program is determined by the program administrator, not by these templates.

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## What these templates do not do

- **They do not guarantee approval.** ESA program reviewers make eligibility determinations based on their program's specific rules and your family's specific situation. The templates document the curriculum side; the program-side determination is independent.
  - **They do not cover every Florida scholarship program.** FES-UA, Step Up For Students, and FTC-PEP are the three programs most likely to reimburse a curriculum like this one. Per FDOE, the McKay Scholarship for Students with Disabilities was rolled into FES-UA effective July 1, 2022 — former McKay participants are now handled through FES-UA. Other programs (Hope Scholarship, etc.) have their own structures; if you are using one of those, contact CivicOS Labs through [civicoslabs.com](https://civicoslabs.com) for guidance.
  - **They do not replace the family's responsibility to keep records.** All ESA programs require receipts, attestations, and (in many cases) evidence that purchased materials were actually used for the student's education. The portfolio artifacts the curriculum produces (AI Concept Map, Source Verification Log, Media Analysis, AI Use Disclosure, Civic Issue Brief) serve as that evidence.
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# ESA Family Application Packet

**Pre-filled application language a family can adapt for an ESA portal submission, plus supporting attachments.**

This packet contains short-form and long-form variants of the application language for three Florida scholarship programs: **FES-UA, Step Up For Students** (which administers multiple Florida scholarships), and **FTC-PEP**. Choose the variant and program section that matches your family’s situation; replace bracketed placeholders with your specifics; submit through your program’s portal or paper application.

## Quick guide: which variant should I use?

Use the short-form if...	Use the long-form if...
Your portal has character limits in description fields	The reviewer requested detailed standards alignment
Your reimbursement amount is small or routine	Your reimbursement amount is larger and warrants documentation
Your program has a streamlined approval flow	Your program requires curriculum review prior to purchase
You’re attaching the Reviewer Evidence Packet	You’re submitting standards alignment as part of the family application itself

When in doubt, submit the short-form first. If the reviewer asks for more, attach the long-form.

## Common information across both variants

These items are required in nearly every ESA application; have them ready before you start:

- **Curriculum title:** *The Open Source Student — Florida Educator’s Edition* (Florida Pilot Kit)
- **Publisher:** CivicOS Labs, LLC
- **Curriculum version:** v1.0 — Florida Pilot Kit (released May 2026)
- **License:** Creative Commons Attribution-NonCommercial-ShareAlike 4.0 (CC BY-NC-SA 4.0); commercial license available separately if needed for your situation
- **Cost:** Pilot Kit free during pilot phase. Proposed 2026 post-pilot launch anchors for paid products: Phase 2 from \$149 family / up to \$495 single-teacher classroom / \$1,995 school site; Phase 3 from approximately \$349 family digital / up to \$895 single-teacher classroom / \$39 student workbook-text / \$4,995 school site. Final reimbursement determination rests with the Scholarship Funding Organization or program reviewer.
- **Grade levels served:** 6 through 9 (ages 11 through 15)
- **Hours of instruction:** Approximately 5–6 hours of student-facing time (Lessons 1–4 are ~45 minutes core each; Lesson 5 is 60–75 minutes core as a capstone project; per-lesson independent student work adds 20–30 minutes per lesson)
- **Standards alignment frameworks:** Florida B.E.S.T. Computer Science (July 2024 revision), Florida Civics and Government (grade 7 with grade 8 extensions), Florida B.E.S.T. ELA (grades 6–8)

- **Student artifacts produced (curriculum portfolio):** AI Concept Map, Source Verification Log, Media Analysis, AI Use Disclosure, Civic Issue Brief
- **Source for full standards alignment:** the Standards Alignment Matrix (v3.3; benchmark verification 2026-05-15; M/J Language Arts 2/3, Digital Discoveries, and current M/J Intensive Reading support course-code hardening 2026-05-17)

## Section A — FES-UA Application Language

The Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) is for Florida students who have an IEP or a qualifying disability diagnosis. **Per FDOE, a 504 plan alone is not sufficient for FES-UA eligibility.** FES-UA allows broad expense categories including curriculum, instructional materials, tutoring, and educational therapies. Step Up For Students and AAA Scholarship Foundation are the administering organizations.

**Verify current FES-UA eligibility criteria, qualifying disability list, and expense rules at:**

<https://www.fl DOE.org/schools/school-choice/k-12-scholarship-programs/fes/> (see FES-UA FAQs at <https://www.fl DOE.org/core/fileparse.php/18766/urlt/FES-UA-FAQs.pdf>) and your administering organization's portal.

### Short-form (FES-UA)

Use this in description fields with character limits, or for routine reimbursement requests under standard category amounts.

**Item:** *The Open Source Student — Florida Educator's Edition* (Florida Pilot Kit), v1.0 — May 2026

**Category:** Instructional materials and curriculum

**Educational purpose:** Standards-aligned middle school civic technology curriculum teaching artificial intelligence literacy, source verification, media analysis, privacy and ethics, and civic problem-solving. Aligned to Florida B.E.S.T. Computer Science Standards (July 2024 revision), Florida Civics and Government Standards SS.7.CG.2.8 / 2.9 / 2.10 plus grade 8 extensions, and Florida B.E.S.T. ELA Standards for grades 6–8. Five lessons (~5–6 hours total instruction) with student portfolio artifacts (AI Concept Map, Source Verification Log, Media Analysis, AI Use Disclosure, Civic Issue Brief).

**Student name:** [child's name]

**Student grade level / IEP designation:** [as applicable]

**How materials will support the student's IEP goals:** [specific to your child — example: "supports IEP goals related to reading comprehension of informational text, written communication, source evaluation, and digital citizenship"]

### Long-form (FES-UA)



Use this when the reviewer requests detailed standards alignment, when reimbursement amounts warrant documentation, or for IEP-team curriculum review.

**Curriculum:** *The Open Source Student — Florida Educator’s Edition* — Florida Pilot Kit v1.0 (May 2026)

**Publisher:** CivicOS Labs, LLC **License:** Creative Commons Attribution-NonCommercial-ShareAlike 4.0

**Description.** *The Open Source Student — Florida Educator’s Edition* is a standards-aligned civic technology curriculum for middle school students (primary audience: grades 6–8; grade 9 usable as early high school transition or enrichment but not separately standards-mapped). It teaches students to understand artificial intelligence and its limitations, verify information against reliable sources, analyze media and identify bias, protect privacy and use AI ethically, and apply technology to civic problem-solving with evidence and public purpose. The curriculum’s substantive design connects AI literacy with civic literacy: the same skills that protect students from misinformation also prepare them for informed civic participation.

**Standards alignment.** The curriculum aligns with three Florida standards frameworks at the middle school level:

- **Florida B.E.S.T. Computer Science Standards (grades 6–8, July 2024 revision)** — primary technical alignment across multiple strands. Confirmed benchmark anchors include: Emerging Technologies (SC.6.ET.2.1, SC.6.ET.2.2, SC.7.ET.2.1, SC.8.ET.2.1, SC.8.ET.2.2 — AI characteristics, benefits, applications, and intelligent behavior); Programming and Software Engineering (SC.8.PE.3.3 — “Evaluate the benefits and limitations of the use of models,” anchoring critical evaluation of AI as a model); Personal Health and Safety (SC.7.HS.1.4, SC.7.HS.1.6, SC.7.HS.1.7, SC.8.HS.1.2, SC.8.HS.3.2 — privacy, safety, digital media influence on behavior); Cyber Security (SC.7.CS.1.1, SC.7.CS.3.3, SC.8.CS.2.1, SC.8.CS.2.3 — data states, vulnerabilities, network privacy, data permanency); Technological Impact (SC.7.TI.1.3, SC.7.TI.2.1, SC.7.TI.2.2, SC.7.TI.2.4, SC.8.TI.2.2 — media influence, ethical/responsible technology use, civic engagement via government websites); Computing Components (SC.8.CO.3.1 — “Compare the benefits and limitations of desktop applications and their complimentary online subscription version,” anchoring the curriculum’s local-vs-cloud privacy framing); Communication and Collaboration (SC.7.CC.2.2 — research-informed digital artifact creation).
- **Florida Civics and Government Standards (grade 7 with grade 8 extensions)** — co-primary alignment. Grade 7 anchors include SS.7.CG.2.8 (“Examine the impact of media, individuals, and interest groups on monitoring and influencing government”), SS.7.CG.2.9 (“Analyze media and political communications and identify examples of bias, symbolism and propaganda”), and SS.7.CG.2.10 (“Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action” — the primary anchor for the curriculum’s Civic Tech Mini-Project capstone). Grade 8 extensions include SS.8.CG.2.2 (citizen responsibilities at local, state, national levels), SS.8.CG.2.3 (civic virtue), SS.8.CG.2.4 (civic and political participation history), and SS.8.CG.2.6 (expanded civic participation through constitutional amendments) — taught within M/J U.S. History (#2100010).

- **Florida B.E.S.T. ELA Standards (grades 6–8)** — embedded throughout. Grade 7 anchors include Reading Informational Text (ELA.7.R.2.1, R.2.4, R.3.3, R.3.4 — structure, argument, comparative reading, rhetoric); Communication (ELA.7.C.1.3 argument, ELA.7.C.2.1 oral, ELA.7.C.4.1 research, ELA.7.C.5.1 multimedia, ELA.7.C.5.2 technology in communication — note B.E.S.T. ELA uses C-prefix for what other frameworks call Writing); Vocabulary (ELA.7.V.1.1, V.1.3); K-12 ELA Expectations (ELA.K12.EE.4.1 collaborative discussion, ELA.K12.EE.6.1 voice and tone). Parallel codes exist at grades 6 and 8.

Per-benchmark, per-lesson alignment with confirmed public CPALMS / FDOE source URLs is documented in the Standards Alignment Matrix (v3.3). Benchmark codes were verified on 2026-05-15; the M/J Language Arts 2/3, M/J Grade 6/7/8 Digital Discoveries, and current M/J Intensive Reading support course-code items were closed on 2026-05-17. No codes are speculative.

**Florida course code fit.** The curriculum supplements multiple Florida middle school courses, including: M/J Navigating Technology: Digital Literacy and Digital Citizenship (#0200024), M/J Grade 6/7/8 Digital Discoveries (#0200021 / #0200022 / #0200023), M/J Civics (#2106010), M/J Civics and Digital Technologies (#2106029), M/J Language Arts 1/2/3 (#1001010 / #1001040 / #1001070), and M/J Civics & Career Planning (#2106016).

**Instructional structure.** Five paired lessons (Teacher Edition + Student Edition for each). Lessons 1–4 each provide ~45 minutes of core instruction plus ~20–25 minutes of independent student work; Lesson 5 (the Civic Tech Mini-Project capstone) is 60–75 minutes of core instruction plus 30+ minutes of project completion time. Combined student-facing time totals approximately 5–6 hours. Alternative paces (one-week intensive, two-week relaxed, five-week after-school program, weekend microschool intensive) are documented in the curriculum’s pacing guide.

**Student artifacts (portfolio).** Five artifacts demonstrate student learning: AI Concept Map (Lesson 1), Source Verification Log (Lesson 2), Media Analysis (Lesson 3), AI Use Disclosure (Lesson 4), Civic Issue Brief (Lesson 5). Each artifact has a defined rubric in the Teacher Edition and serves as evidence of standards mastery.

**IEP support.** The curriculum’s Differentiation Notes document explicit accommodations for common IEP categories including reading-level differentiation (Lexile range 1050L–1200L with grade-level scaffolding), processing-time accommodations, multi-modal access (visual, auditory, kinesthetic options), and assistive technology compatibility. Full accessibility documentation is in the Accessibility Statement.

**Privacy.** The curriculum collects no student data and operates no infrastructure that would create or store student records. Full privacy documentation is in the Data Privacy Statement.

**How this curriculum supports my child’s IEP goals:** [family-specific narrative — example: “[Child’s name]’s IEP includes goals related to reading grade-level informational text with comprehension, written communication with claim and evidence, source evaluation in research contexts, and digital citizenship. The five lessons of the Florida Pilot Kit directly exercise each of these areas through structured activities with student artifacts that demonstrate progress.”]



## Section B — Step Up For Students Portal Application Language

Step Up For Students (SUFS) administers most Florida choice scholarships, including FES-EO, FES-UA, FTC, and FTC-PEP. The SUFS family portal has its own format conventions. The language below is structured for typical SUFS portal fields.

**Verify current SUFS submission requirements at:** <https://www.stepupforstudents.org>

### Short-form (SUFS portal)

**Provider / Vendor name:** CivicOS Labs, LLC

**Item description:** *The Open Source Student — Florida Educator's Edition* — Florida Pilot Kit v1.0. Five-lesson middle school civic technology curriculum teaching AI literacy, source verification, media analysis, privacy/ethics, and civic problem-solving. Aligned to Florida B.E.S.T. CS Standards (July 2024 revision), Florida Civics SS.7.CG.2.8 / 2.9 / 2.10, and Florida B.E.S.T. ELA grades 6–8. License: CC BY-NC-SA 4.0.

**Expense category:** Curriculum and instructional materials

**Student grade and educational setting:** [grade] / [homeschool / microschool / private school / other]

**How this supports my student's education:** [brief — 1–2 sentences specific to your situation]

### Long-form (SUFS portal — for larger reimbursements or curriculum review)

Same as the FES-UA long-form above, with these SUFS-specific notes added:

**Curriculum source:** Available directly from CivicOS Labs (<https://civicoslabs.com>). The Florida Pilot Kit is currently free during the pilot phase. Proposed post-pilot launch anchors are \$149 for the Phase 2 family license, up to \$495 for the Phase 2 single-teacher classroom license, \$1,995 for the Phase 2 school site license, approximately \$349 for the Phase 3 family digital license, up to \$895 for the Phase 3 single-teacher classroom license, \$39 per student workbook/text, and \$4,995 for the Phase 3 school site license. District, LMS, SCORM, printed-materials, professional-development, and commercial-use pricing are quoted separately.

**Provider verification:** A pre-purchase eligibility letter is available from CivicOS Labs on request — request the Pre-Purchase Eligibility Letter for vendor documentation. Detailed standards alignment evidence is available in the Reviewer Evidence Packet.

**Submission attachments:** Standards Alignment Matrix v3.3 (the Standards Alignment Matrix) — recommended attachment for any reimbursement request involving substantial curriculum review. Pre-Purchase Eligibility Letter — recommended for any program requiring vendor pre-approval.

## Section C — FTC-PEP Application Language

The Florida Tax Credit Scholarship Personalized Education Program (FTC-PEP) is a newer scholarship (created 2023) designed for students who are not enrolled full-time in a public or private school and instead receive their education in a non-traditional setting (homeschool, microschool, hybrid programs). **Per FDOE and Step Up For Students, part-time private school enrollment is an eligible use category for PEP** — the program is structured around full-time non-enrollment, not total non-enrollment. FTC-PEP allows reimbursement for curriculum, instructional materials, tutoring, and similar educational expenses up to the per-student annual amount.

**Verify current FTC-PEP eligibility and procedures at:** <https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/ftc/pep-faqs.stml> and the Step Up For Students PEP page at <https://www.stepupforstudents.org/scholarships/personalized-education-program/>. Per-student annual amounts and eligible expense categories may change between funding years.

### Short-form (FTC-PEP)

**Curriculum:** *The Open Source Student — Florida Educator’s Edition* — Florida Pilot Kit v1.0 (May 2026)

**Publisher:** CivicOS Labs, LLC

**Educational purpose:** Standards-aligned middle school civic technology and AI literacy curriculum. Five lessons; approximately 5–6 hours of instruction. Aligned to Florida B.E.S.T. Computer Science Standards (July 2024 revision), Florida Civics and Government Standards SS.7.CG.2.8 / 2.9 / 2.10 plus grade 8 SS.8.CG extensions, and Florida B.E.S.T. ELA Standards (grades 6–8). Student artifacts: AI Concept Map, Source Verification Log, Media Analysis, AI Use Disclosure, Civic Issue Brief.

**Educational setting:** [homeschool / microschool / hybrid program / co-op]

**License:** Creative Commons Attribution-NonCommercial-ShareAlike 4.0

### Long-form (FTC-PEP)

Same as the FES-UA long-form above, with these FTC-PEP-specific notes added:

**Setting suitability for FTC-PEP.** The curriculum’s design accommodates the non-school educational settings FTC-PEP students typically use:

- **Homeschool families** can run the Pilot Kit with a single educator (parent) and one student or sibling group; no specialized infrastructure required
- **Microschools and co-ops** can run the Pilot Kit with one facilitator and a small group; the lessons accommodate group sizes from 2 to ~25 students
- **Hybrid programs** can integrate the Pilot Kit as a one-week intensive unit, a five-week after-school sequence, or a weekend intensive

The curriculum includes specific implementation notes for non-classroom settings in the Teacher Quick Start and the Pacing Guide.

**Documentation that supports FTC-PEP record-keeping.** The five student portfolio artifacts produced by the curriculum (AI Concept Map, Source Verification Log, Media Analysis, AI Use Disclosure, Civic Issue Brief) provide concrete evidence of student work that **supports** FTC-PEP record-keeping for the curriculum-instruction component. **PEP has additional compliance obligations beyond curriculum artifacts** — notably the Student Learning Plan (SLP) and annual assessment requirements administered by Step Up For Students. The portfolio artifacts contribute to PEP documentation but do not, on their own, satisfy the program's full record/compliance expectations. The educator (parent / microschool facilitator) maintains a brief log of when each lesson was taught; the curriculum's Pilot Feedback Form template provides a structure for that log.

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## Recommended attachments for any application

Whichever program you apply through, these attachments strengthen the application:

1. **Standards Alignment Matrix** — the Standards Alignment Matrix. The v3.3 matrix includes benchmark verification from 2026-05-15 and course-code hardening from 2026-05-17; recommended for any submission.
2. **Pre-Purchase Eligibility Letter** — the Pre-Purchase Eligibility Letter (request the actual signed letter from CivicOS Labs via [civicoslabs.com](https://civicoslabs.com)); recommended for programs that require vendor pre-approval.
3. **Reviewer Evidence Packet** — the Reviewer Evidence Packet; recommended for substantial reimbursement amounts or programs that conduct detailed curriculum review.
4. **Data Privacy Statement** — the Data Privacy Statement; recommended where the program reviewer asks about data practices.
5. **Accessibility Statement** — the Accessibility Statement; recommended for FES-UA applications and any submission where the student's IEP is relevant.

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## After submission: maintaining records

ESA programs typically require that families keep records demonstrating that purchased materials were actually used for the student's education. The curriculum makes this straightforward:

- **Lesson dates and duration:** Record when each of the five lessons was taught (a one-line entry per lesson is sufficient)
- **Student artifacts:** Keep the student's five portfolio artifacts (AI Concept Map, Source Verification Log, Media Analysis, AI Use Disclosure, Civic Issue Brief) — these are the work products the curriculum produces
- **Receipts:** Keep your CivicOS Labs receipt (or, during the pilot phase when the kit is free, a record of the pilot adopter agreement)
- **Educator log:** A brief educator log noting any adaptations made for your student is helpful for IEP-aligned reimbursements specifically

*Standards information verified 2026-05-15. Verify current ESA program eligibility, expense categories, and submission procedures with your specific program before relying on this packet for purchasing decisions.*

# Pre-Purchase Eligibility Letter — Template

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A template letter a family can request from CivicOS Labs documenting the curriculum's structural attributes — standards alignment, instructional design, license terms — that may support review under a Florida scholarship program.

This letter is issued by CivicOS Labs on family request and may be attached to ESA portal submissions or filed with reimbursement requests where the program asks for curriculum documentation. The letter is **not a guarantee of reimbursement and not an eligibility determination**. Per FDOE guidance, Scholarship Funding Organizations (SFOs) and program reviewers determine purchase and reimbursement eligibility based on each program's specific rules and the family's specific situation. This letter is a structural attestation about what the curriculum is, what it teaches, and how it aligns to Florida standards — it documents curriculum-side attributes that may support the reviewer's determination.

This file contains both:

- **Short-form variant** — one-page letter suitable for routine reimbursement attachments and for most ESA portal pre-approval submissions
- **Long-form variant** — two-to-three-page letter with full standards alignment evidence, suitable for substantial reimbursement amounts or for programs that conduct detailed curriculum review

CivicOS Labs issues the letter customized with date, family name, and student name (where the family wishes those included). Families request the letter via [civicoslabs.com](https://civicoslabs.com). CivicOS staff should follow the Eligibility Letter Fulfillment Workflow in this folder before issuing a customized letter.

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## How families request this letter

1. Visit [civicoslabs.com](https://civicoslabs.com) and use the contact form (or email address listed there)
  2. Specify which ESA program the letter is needed for (FES-UA / Step Up For Students / FTC-PEP / other)
  3. Specify whether the letter should be addressed to the family generically, to the family by name, or to a specific reviewer or program contact
  4. CivicOS Labs issues the letter using the standard turnaround in the Eligibility Letter Fulfillment Workflow: two business days after a complete request; one business day for accepted rush requests received before 12:00 p.m. Eastern Time; up to five business days when information is missing or program-specific review is needed
  5. The letter is delivered as a PDF; families attach it to their ESA application or reimbursement request
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## How CivicOS Labs issues this letter

When responding to a family request, CivicOS Labs customizes the appropriate variant below by:

- Adding date of issue

- Adding family identifying information (name, student name, or both, as the family requested)
- Adding the program-specific addendum if the family identified a particular program
- Signing by an authorized CivicOS representative (Founder/Managing Member, Director of Curriculum, Director of Operations, or another written designee)
- Converting to PDF and delivering to the family

CivicOS Labs does not issue letters that make reimbursement guarantees (those are the program's determination, not the publisher's). The letter strictly attests to the curriculum's structural attributes.

## Short-form variant

[CivicOS Labs letterhead]

[Date of issue]

To Whom It May Concern,

This letter confirms that \*The Open Source Student – Florida Educator's Edition\* (Florida Pilot Kit, v1.0, May 2026) is a standards-aligned middle school civic technology curriculum published by CivicOS Labs and copyrighted by CivicOS Labs, LLC.

### CURRICULUM ATTESTATION

Title: The Open Source Student – Florida Educator's Edition (Florida Pilot Kit, v1.0)  
 Publisher: CivicOS Labs  
 Copyright: © 2026 CivicOS Labs, LLC  
 License: Creative Commons Attribution-NonCommercial-ShareAlike 4.0 (CC BY-NC-SA 4.0)  
 Audience: Middle school students, grades 6 through 8; grade 9 usable as transition/enrichment without separate grade 9 benchmark alignment  
 Format: Five paired lessons (Teacher Edition + Student Edition for each), with implementation readiness packet  
 Hours: Approximately 5 to 6 hours of contact instruction (5 lessons × ~45 minutes core + ~25 minutes student independent work per lesson)

### STANDARDS ALIGNMENT

The curriculum is aligned to current Florida standards in three frameworks:

1. Florida B.E.S.T. Computer Science Standards (grades 6–8, July 2024 revision)
2. Florida Civics and Government Standards (grade 7 with grade 8 extensions)
3. Florida B.E.S.T. ELA Standards (grades 6–8)

All benchmark codes were verified against public CPALMS and FDOE sources on 2026-05-15. Per-lesson, per-benchmark alignment with confirmed source URLs is documented in the curriculum's Standards Alignment Matrix.

### EDUCATIONAL OUTPUTS

The curriculum produces five student portfolio artifacts that demonstrate student work and standards mastery:

1. AI Concept Map (from Lesson 1)
2. Source Verification Log (from Lesson 2)
3. Media Analysis (from Lesson 3)
4. AI Use Disclosure (from Lesson 4)
5. Civic Issue Brief (from Lesson 5)

These artifacts may support ESA program record-keeping, IEP progress documentation conversations (when used together with the student's plan and provider/educator records), and homeschool portfolio submission. Eligibility and progress determinations rest with the relevant program reviewer, IEP team, or homeschool evaluator – not with this letter or with the artifacts alone.

#### EXPENSE CATEGORY FIT

The curriculum is designed as instructional materials and curriculum, suitable for the typical "curriculum and instructional materials" or equivalent expense category in Florida ESA programs (FES-UA, FTC-PEP, and similar).

Whether this curriculum qualifies for reimbursement under a specific ESA program in a specific family's situation is determined by the program administrator, not by this letter. This letter attests only to the curriculum's structural attributes.

Sincerely,

[Signed]  
CivicOS Labs  
Published by CivicOS Labs · © 2026 CivicOS Labs, LLC  
civicoslabs.com

For questions about this letter, contact CivicOS Labs through the website.

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## Long-form variant

[CivicOS Labs letterhead]

[Date of issue]

To Whom It May Concern,

This letter confirms that \*The Open Source Student – Florida Educator's Edition\* (Florida Pilot Kit, v1.0, May 2026) is a standards-aligned middle school civic technology curriculum published by CivicOS Labs and copyrighted by CivicOS Labs, LLC. This letter is provided in support of an ESA reimbursement application, vendor pre-approval submission, or institutional adoption review.

#### CURRICULUM ATTESTATION



Title: The Open Source Student – Florida Educator's Edition (Florida Pilot Kit, v1.0)  
Publisher: CivicOS Labs  
Copyright: © 2026 CivicOS Labs, LLC  
License: Creative Commons Attribution–NonCommercial–ShareAlike 4.0 (CC BY-NC-SA 4.0)  
Audience: Middle school students, grades 6 through 8; grade 9 usable as transition/enrichment without separate grade 9 benchmark alignment  
Reading Level: Calibrated for Florida B.E.S.T. ELA grades 6–8 (Lexile range approximately 1050L to 1200L)  
Format: Five paired lessons (Teacher Edition + Student Edition for each), with comprehensive implementation readiness packet (Teacher Quick Start, Administrator Overview, Principal & Superintendent Forward Packet, IT Approval Checklist, Parent/Guardian Letter, Student AI Use Agreement, Accessibility Statement, Data Privacy Statement, Pilot Feedback Form, ESA Documentation Guide, and ESA Templates subdirectory)  
Hours: Approximately 5 to 6 hours of contact instruction  
Pacing: Multiple options – one-week intensive, two-week relaxed, five-week after-school program, weekend microschool intensive

## CURRICULUM SUBSTANCE

The curriculum teaches middle school students to:

1. Understand artificial intelligence – what it actually is, what it can do, where it fails (Lesson 1)
2. Verify AI claims and other information against reliable sources (Lesson 2)
3. Read across multiple media sources critically and identify bias (Lesson 3)
4. Use AI ethically, protect privacy, maintain academic integrity (Lesson 4)
5. Apply all of the above to a real local or state civic issue (Lesson 5)

The substantive design connects AI literacy with civic literacy: the same skills that protect students from misinformation also prepare them for informed civic participation.

## DETAILED STANDARDS ALIGNMENT

The curriculum is aligned to current Florida standards in three frameworks. All benchmark codes below have been verified against public CPALMS and FDOE sources as of 2026-05-15. Per-lesson, per-benchmark alignment with confirmed source URLs is documented in the curriculum's Standards Alignment Matrix v3.3.

1. FLORIDA B.E.S.T. COMPUTER SCIENCE STANDARDS (grades 6–8, July 2024 revision). Confirmed benchmark anchors include:
  - Emerging Technologies: SC.6.ET.2.1, SC.6.ET.2.2, SC.7.ET.2.1, SC.8.ET.2.1, SC.8.ET.2.2 (AI characteristics, benefits, applications, intelligent behavior)
  - Programming and Software Engineering: SC.8.PE.3.3 ("Evaluate the benefits and limitations of the use of models")
  - Personal Health and Safety: SC.7.HS.1.4, SC.7.HS.1.6, SC.7.HS.1.7, SC.8.HS.1.2, SC.8.HS.3.2 (privacy, safety, digital media influence)



- Cyber Security: SC.7.CS.1.1, SC.7.CS.3.3, SC.8.CS.2.1, SC.8.CS.2.3 (data states, vulnerabilities, network privacy, data permanency)
- Technological Impact: SC.7.TI.1.3, SC.7.TI.2.1, SC.7.TI.2.2, SC.7.TI.2.4, SC.8.TI.2.2 (media influence, ethical/responsible use, civic engagement via government websites)
- Computing Components: SC.8.CO.3.1 (desktop applications vs. complementary online subscription version – anchoring local-vs-cloud privacy framing)
- Communication and Collaboration: SC.7.CC.2.2 (research-informed digital artifact creation)

## 2. FLORIDA CIVICS AND GOVERNMENT STANDARDS (grade 7 with grade 8 extensions). Grade 7 anchors:

- SS.7.CG.2.8: "Examine the impact of media, individuals, and interest groups on monitoring and influencing government"
- SS.7.CG.2.9: "Analyze media and political communications and identify examples of bias, symbolism and propaganda"
- SS.7.CG.2.10: "Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action" (primary anchor for the Civic Tech Mini-Project)

Grade 8 extensions (taught within M/J U.S. History #2100010):

- SS.8.CG.2.2 (citizen responsibilities at local, state, national levels)
- SS.8.CG.2.3 (civic virtue)
- SS.8.CG.2.4 (civic and political participation history)
- SS.8.CG.2.6 (expanded civic participation through constitutional amendments)

## 3. FLORIDA B.E.S.T. ELA STANDARDS (grades 6–8). Grade 7 anchors (parallels at grades 6 and 8):

- Reading Informational Text: ELA.7.R.2.1, R.2.4, R.3.3, R.3.4 (structure, argument, comparative, rhetoric)
- Communication: ELA.7.C.1.3 (argument), C.2.1 (oral), C.4.1 (research), C.5.1 (multimedia), C.5.2 (digital tools) – note B.E.S.T. ELA uses C-prefix for what other frameworks call Writing
- Vocabulary: ELA.7.V.1.1, V.1.3
- K-12 ELA Expectations: ELA.K12.EE.4.1 (collaborative discussion), ELA.K12.EE.6.1 (voice and tone)

## FLORIDA COURSE CODE FIT

The curriculum supplements multiple Florida middle school courses, including:

- M/J Navigating Technology: Digital Literacy and Digital Citizenship (#0200024)
- M/J Grade 6 Digital Discoveries (#0200021), M/J Grade 7 Digital Discoveries (#0200022), M/J Grade 8 Digital Discoveries (#0200023)
- M/J Civics (#2106010); M/J Civics, Advanced (#2106020)
- M/J Civics & Career Planning (#2106016)
- M/J Civics and Digital Technologies (#2106029)
- M/J Language Arts 1 (#1001010), M/J Language Arts 2 (#1001040), M/J Language

### Arts 3 (#1001070)

- M/J U.S. History (#2100010, embeds SS.8.CG benchmarks)

## EDUCATIONAL OUTPUTS (PORTFOLIO)

The curriculum produces five student portfolio artifacts that demonstrate student work and standards mastery, suitable for ESA program record-keeping, IEP progress documentation, and homeschool portfolio submission:

1. AI Concept Map (Lesson 1) – visual demonstration of conceptual understanding of AI and its limits
2. Source Verification Log (Lesson 2) – documented verification of an AI claim against multiple real sources
3. Media Analysis (Lesson 3) – structured analysis of multiple sources on a topic, identifying claim, evidence, audience, missing context, bias
4. AI Use Disclosure (Lesson 4) – honest documentation of student's own AI use practices
5. Civic Issue Brief (Lesson 5) – capstone research project on a real local or state issue, demonstrating verification, source analysis, ethical AI use, and evidence-based civic engagement

## PRIVACY AND DATA PRACTICES

The curriculum collects no student data and operates no infrastructure that would create or store student records. It is published as standard text files (Markdown) that students read and work in; all student work stays within the academic environment the school or family already uses. Full privacy documentation, including FERPA review notes and Florida student data privacy considerations, is in the curriculum's Data Privacy Statement.

## ACCESSIBILITY

The curriculum is designed for accessibility, including: screen reader compatibility (standard Markdown text); no essential information conveyed only by color; keyboard navigation for all activities; multiple modalities (visual, auditory, kinesthetic options); explicit IEP/504 differentiation guidance. Full accessibility documentation is in the curriculum's Accessibility Statement.

## EXPENSE CATEGORY FIT

The curriculum is designed as instructional materials and curriculum, suitable for the typical "curriculum and instructional materials" expense category in Florida ESA programs (FES-UA, FTC-PEP, and similar). It may also fit under "educational software and digital resources" or "tutoring and instructional support" depending on how the family delivers the curriculum and how the ESA program structures its categories.

## LIMITATIONS OF THIS LETTER

This letter does not guarantee ESA reimbursement. Reimbursement determinations are made by the ESA program administrator based on the program's specific rules, the family's specific situation, and (in some programs) the student's IEP or educational plan. This letter attests only to the curriculum's structural attributes.

This letter is issued in May 2026 and reflects benchmark information verified on 2026-05-15 and course-code hardening verified on 2026-05-17. Florida standards and course codes undergo periodic revision; for formal adoption submissions or for reimbursement requests in subsequent funding years, families and reviewers should confirm the most current standards alignment status.

#### CONTACT FOR VERIFICATION

For verification of this letter or for follow-up questions about the curriculum's structural attributes:

CivicOS Labs  
civicoslabs.com

The complete curriculum, including the Standards Alignment Matrix v3.3 with per-benchmark public CPALMS / FDOE source URLs, is available through the same channel.

Sincerely,

[Signed]  
CivicOS Labs  
Published by CivicOS Labs · © 2026 CivicOS Labs, LLC  
civicoslabs.com

## Program-specific addenda

When CivicOS Labs issues a letter for a specific program, one of the following addenda may be added at the end of the letter (before the signature). The family identifies the program in their request.

### FES-UA addendum

#### ADDENDUM: FES-UA RELEVANCE

This curriculum's structural attributes may support review under the Family Empowerment Scholarship for Students with Unique Abilities (FES-UA). Per FDOE, FES-UA eligibility requires an IEP or qualifying disability diagnosis; a 504 plan alone is not sufficient. Reimbursement eligibility is determined by the SFO / program reviewer, not by this letter. Specific FES-UA-relevant curriculum attributes:

- The curriculum's Differentiation Notes document accommodations for common IEP categories including reading-level differentiation, processing-time accommodations, multi-modal access, and assistive technology compatibility
- Five student portfolio artifacts demonstrate progress on goals related to informational text comprehension, written communication, source evaluation, digital citizenship, and civic engagement
- The curriculum's accessibility design (screen reader compatibility, no color-only information, keyboard navigation, multiple modalities) supports

students with a range of access needs

- The curriculum operates in any educational setting (homeschool, microschool, private school, public school) and adapts to the family's specific delivery arrangement

## Step Up For Students addendum

### ADDENDUM: STEP UP FOR STUDENTS PORTAL FILING

This letter is suitable for attachment in the Step Up For Students family portal as supporting documentation for a curriculum reimbursement request or provider pre-approval submission. The accompanying Standards Alignment Matrix is recommended as an additional attachment for substantive reimbursement amounts or for any submission requiring detailed curriculum review.

## FTC-PEP addendum

### ADDENDUM: FTC-PEP RELEVANCE

This curriculum's structural attributes may support review under the Florida Tax Credit Scholarship Personalized Education Program (FTC-PEP). Per FDOE and Step Up For Students, PEP is for students not enrolled full-time in a public or private school; part-time private enrollment is an eligible use category. PEP also imposes Student Learning Plan (SLP) and annual assessment obligations beyond curriculum-instruction documentation. Reimbursement eligibility is determined by the SFO / program reviewer, not by this letter. Specific FTC-PEP-relevant curriculum attributes:

- Designed for non-school educational settings (homeschool, microschool, hybrid programs, co-ops) – adapts to the family's chosen delivery
- Pacing options accommodate one-week intensive, multi-week relaxed, after-school program, and weekend microschool formats
- Five student portfolio artifacts provide concrete evidence of student work suitable for FTC-PEP record-keeping and progress documentation
- The educator (parent / facilitator / contracted instructor) maintains a brief lesson log; the curriculum's templates support that documentation

## Maintenance and reissue

This template is current as of **2026-05-15**. CivicOS Labs reviews and updates the template when:

- Florida standards or course codes are revised by FDOE
- Florida ESA program rules or expense categories change materially
- The curriculum version changes (Phase 2 nine-week module, Phase 3 full-year edition)

Families who received an earlier version of this letter and need a current version may request reissue through [civicoslabs.com](https://civicoslabs.com).

*Standards information verified 2026-05-15. CivicOS Labs issues customized letters on family request via [civicoslabs.com](https://civicoslabs.com).*

# Reviewer Evidence Packet

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**Documentation aimed at the ESA program reviewer evaluating an application or reimbursement request involving this curriculum.**

This packet is intended for ESA program staff (Step Up For Students reviewers, FES-UA case managers, FTC-PEP reviewers, AAA Scholarship Foundation reviewers, and similar). It distills the curriculum's standards alignment, instructional structure, student outputs, and verification provenance into a form designed for review efficiency.

The packet contains both:

- **Short-form variant** — one-to-two-page summary suitable for rapid review and routine reimbursement determinations
- **Long-form variant** — full standards-alignment evidence with confirmed public CPALMS / FDOE source URLs, suitable for detailed review of substantial reimbursement amounts or for programs that conduct curriculum-level evaluation prior to approval

Either variant can stand alone, or both can be submitted together with the short-form serving as an executive summary atop the long-form.

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## Short-form variant — one-page reviewer summary

### What this curriculum is

*The Open Source Student — Florida Educator's Edition* is a five-lesson middle school civic technology curriculum published by CivicOS Labs, LLC, released May 2026. It teaches students grades 6–8 (primary audience; grade 9 usable as early high school transition or enrichment but not separately standards-mapped) to understand artificial intelligence, verify information against reliable sources, analyze media critically, use AI ethically and protect privacy, and apply technology to civic problem-solving. Approximately 5–6 hours of student-facing time. Licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0.

### Standards alignment (summary)

Aligned to three current Florida standards frameworks at the middle school level. All benchmark codes verified against public CPALMS / FDOE sources on **2026-05-15**:

- **Florida B.E.S.T. Computer Science Standards (grades 6–8, July 2024 revision)** — primary technical alignment across Emerging Technologies (incl. AI benchmarks SC.6/7/8.ET.2), Programming and Software Engineering (SC.8.PE.3.3 model limits), Personal Health and Safety, Cyber Security, Technological Impact, Computing Components (SC.8.CO.3.1 desktop-vs-cloud), Communication and Collaboration

- **Florida Civics and Government Standards** — grade 7 anchors SS.7.CG.2.8, SS.7.CG.2.9, SS.7.CG.2.10 (with SS.7.CG.2.10 the primary anchor for the Civic Tech Mini-Project capstone); grade 8 extensions SS.8.CG.2.2 / 2.3 / 2.4 / 2.6 (taught within M/J U.S. History #2100010)
- **Florida B.E.S.T. ELA Standards (grades 6–8)** — embedded throughout reading informational text, communication (B.E.S.T. uses C-prefix for argument and research), vocabulary, and K-12 ELA Expectations for collaborative discussion

Per-benchmark, per-lesson alignment with confirmed public CPALMS / FDOE source URLs is documented in the curriculum's Standards Alignment Matrix v3.3 (the Standards Alignment Matrix).

## Florida course code fit

Supplements multiple Florida middle school courses, including: M/J Navigating Technology (#0200024); M/J Grade 6/7/8 Digital Discoveries (#0200021 / #0200022 / #0200023); M/J Civics (#2106010); M/J Civics, Advanced (#2106020); M/J Civics & Career Planning (#2106016); M/J Civics and Digital Technologies (#2106029); M/J Language Arts 1/2/3 (#1001010 / #1001040 / #1001070); M/J U.S. History (#2100010, embeds SS.8.CG benchmarks).

## Student outputs (portfolio artifacts)

Five distinct student work products, each with a defined rubric in the Teacher Edition:

1. **AI Concept Map** (Lesson 1) — visual evidence of conceptual understanding
2. **Source Verification Log** (Lesson 2) — documented verification of an AI claim against multiple real sources
3. **Media Analysis** (Lesson 3) — structured analysis of multiple sources on a topic
4. **AI Use Disclosure** (Lesson 4) — honest documentation of student's AI use practices
5. **Civic Issue Brief** (Lesson 5) — capstone research project on a real local or state issue

These artifacts serve as evidence of standards mastery suitable for ESA record-keeping, IEP progress documentation, and homeschool portfolio submission.

## Privacy and accessibility

The curriculum collects no student data and operates no infrastructure that would create or store student records (full documentation: the Data Privacy Statement). Designed for accessibility including screen reader compatibility, no color-only information, keyboard navigation, multiple modalities, and explicit IEP/504 differentiation guidance (the Accessibility Statement).

## Reviewer's quick verification path

If you want to verify any claim in this summary against the public source:

- **Standards alignment:** open the Standards Alignment Matrix v3.3; each benchmark row links to a public CPALMS or FDOE source
- **Course codes:** verify course codes in the relevant CPALMS course preview pages or in the FDOE 2025–26 Course Code Directory at <https://www.fldoe.org/policy/articulation/ccd/>

- **License terms:** Creative Commons Attribution-NonCommercial-ShareAlike 4.0, full text at <https://creativecommons.org/licenses/by-nc-sa/4.0/>
- **Publisher:** CivicOS Labs, LLC; contact via [civicoslabs.com](https://civicoslabs.com)

## Reviewer's quick determination questions

- Does the program reimburse "curriculum and instructional materials"? → Yes is the typical fit
- Does the program require Florida standards alignment? → The Standards Alignment Matrix v3.3 documents per-benchmark alignment with public CPALMS / FDOE source URLs
- Does the program require evidence of student work? → Five portfolio artifacts are the structural output
- Does the program have IEP-specific requirements? → Differentiation Notes and Accessibility Statement document accommodations
- Does the program have data privacy concerns? → The curriculum collects no student data; Data Privacy Statement provides full documentation

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## Long-form variant — full standards alignment evidence

### Verification provenance

All standards information is sourced from the curriculum's Standards Alignment Matrix v3.3 (the Standards Alignment Matrix). Benchmark verification was completed on **2026-05-15** against public CPALMS and FDOE sources; M/J Language Arts 2/3, M/J Grade 6/7/8 Digital Discoveries, and current M/J Intensive Reading support course-code hardening was completed on **2026-05-17** against official public FDOE / CPALMS sources. The verification pass included:

- Confirmation of every benchmark code against either the official Florida B.E.S.T. CS Standards PDF, the B.E.S.T. ELA Standards PDF, the B.E.S.T. Social Studies Standards Book, the FDOE 6-8 Civics Instructional Guide (Updated February 2026), or the relevant CPALMS individual standard preview page
- Confirmation of every primary course code against either the FDOE 2025-26 Course Code Directory, the FDOE 2025-26 student database update list, or CPALMS public related-course listings
- Honest disclosure of substance-match limits (specifically: Florida B.E.S.T. CS does not use the term "hallucination" but covers the substance under SC.8.PE.3.3; B.E.S.T. ELA underspecifies citation conventions by placing them in the Conventions Progression Chart appendix rather than in numbered benchmarks)
- Closure of the prior course-code caveats for M/J Language Arts 2/3, M/J Grade 6/7/8 Digital Discoveries, and current M/J Intensive Reading support lanes. The older M/J Reading 1/2/3 sequence is documented as terminated and is not used as a current adoption lane.

CPALMS and the FDOE Course Code Directory are public resources — no subscription required. Reviewer verification of any code can be performed against the URLs documented in the matrix.

### Detailed standards alignment by lesson



The curriculum has five lessons, each with multiple confirmed benchmark anchors. Below is the per-lesson alignment with the primary anchors highlighted; the full per-benchmark table with official benchmark text and source URLs is in the Standards Alignment Matrix v3.3.

## Lesson 1: What AI Is and Is Not

*Standards anchored:* Florida B.E.S.T. CS (Emerging Technologies — SC.6.ET.2.1, SC.6.ET.2.2, SC.7.ET.2.1, SC.8.ET.2.1, SC.8.ET.2.2 for AI characteristics, benefits, applications, and intelligent behavior; **Programming and Software Engineering — SC.8.PE.3.3 “Evaluate the benefits and limitations of the use of models” as the primary substance fit for the lesson’s “what AI is not good at” content**; Communication and Collaboration — SC.7.CC.2.2; Computing Components — SC.7.CO.2.2). Florida Civics SS.7.CG.2.9 (introduced through hallucination + verification framing). Florida B.E.S.T. ELA (Reading Informational Text — ELA.7.R.2.1; Vocabulary — ELA.7.V.1.1, V.1.3; Communication — ELA.7.C.2.1; K-12 ELA Expectations — ELA.K12.EE.4.1).

*Student artifact:* AI Concept Map demonstrating conceptual understanding.

## Lesson 2: Verifying AI Answers With Sources

*Standards anchored:* Florida B.E.S.T. CS (Emerging Technologies — SC.7.ET.2.1; **Programming and Software Engineering — SC.8.PE.3.3 as primary substance fit because verification IS the model-limits evaluation practice**; Personal Health and Safety — SC.7.HS.1.4, SC.7.HS.1.6; Communication and Collaboration — SC.7.CC.2.2). Florida Civics **SS.7.CG.2.9 primary** (analyzing media for bias, symbolism, propaganda); SS.7.CG.2.8 introduced. Florida B.E.S.T. ELA (Reading — ELA.7.R.2.4; **Communication — ELA.7.C.4.1 primary** “conduct research drawing on multiple reliable and valid sources”; Vocabulary — ELA.7.V.1.1; K-12 EE — ELA.K12.EE.4.1).

*Student artifact:* Source Verification Log documenting verification of an AI claim against multiple real sources.

## Lesson 3: Media Bias, Claims, and Digital Persuasion

*Standards anchored:* Florida B.E.S.T. CS (**Technological Impact — SC.7.TI.1.3 “Identify how media is used to influence information” as strong primary fit**; Personal Health and Safety — SC.7.HS.1.7, SC.8.HS.3.2). Florida Civics **SS.7.CG.2.9 primary**; SS.7.CG.2.8 continued; SS.8.CG.2.4 grade 8 extension (taught within M/J U.S. History). Florida B.E.S.T. ELA (Reading — ELA.7.R.2.4 argument, R.3.3 comparative, R.3.4 rhetoric; Communication — ELA.7.C.1.3 argument; Vocabulary — ELA.7.V.1.1; K-12 EE — ELA.K12.EE.4.1, EE.6.1).

*Student artifact:* Media Analysis applying a six-question framework across multiple sources on a topic.

## Lesson 4: Privacy, Ethics, and Academic Integrity

*Standards anchored:* Florida B.E.S.T. CS (Personal Health and Safety — SC.7.HS.1.4, SC.7.HS.1.6, SC.7.HS.1.7, **SC.8.HS.1.2 strong primary** “Develop procedures to protect personal information while accessing the Internet”; Cyber Security — SC.7.CS.1.1 data states, SC.7.CS.3.3 vulnerabilities, SC.8.CS.2.1 network privacy, SC.8.CS.2.3 data permanency including “Right to be Forgotten”; Technological Impact — SC.7.TI.2.1, **SC.7.TI.2.2 strong primary** “Describe and model responsible use of modern communication media and devices”, SC.7.TI.2.4 ethical use of collected data; **Computing Components — SC.8.CO.3.1 strong primary** “Compare the benefits and limitations of desktop applications and their complimentary online subscription

version" anchoring the local-AI-vs-cloud-AI privacy framing). Florida Civics SS.8.CG.2.2 responsibilities, SS.8.CG.2.3 civic virtue (taught within M/J U.S. History). Florida B.E.S.T. ELA (Communication — ELA.7.C.1.3; Vocabulary — ELA.7.V.1.1; K-12 EE — ELA.K12.EE.4.1, EE.6.1).

*Student artifact:* AI Use Disclosure documenting the student's own AI use practices honestly.

## Lesson 5: Civic Tech Mini-Project (capstone)

*Standards anchored:* Florida Civics **SS.7.CG.2.10 PRIMARY — near-verbatim benchmark match:** the benchmark text reads *"Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action,"* which is essentially a description of the Civic Tech Mini-Project's five-step structure. Also: SS.7.CG.2.9 continued, SS.7.CG.2.8 continued, SS.8.CG.2.2 + SS.8.CG.2.6 (grade 8 extensions). Florida B.E.S.T. CS (**Technological Impact — SC.8.TI.2.2 "Use a local or federal government website to engage with a public official" as near-perfect fit**, SC.7.TI.2.2 responsible communication-media use; Emerging Technologies — SC.7.ET.2.1; Communication and Collaboration — SC.7.CC.2.2). Florida B.E.S.T. ELA (Communication — ELA.7.C.1.3 argument, C.4.1 research, C.2.1 oral, C.5.1 multimedia, C.5.2 digital tools; Reading — ELA.7.R.3.3 comparative; Vocabulary — ELA.7.V.1.1; K-12 EE — ELA.K12.EE.4.1).

*Student artifact:* Civic Issue Brief — capstone research project on a real local or state civic issue, demonstrating verification, source analysis, ethical AI use, and evidence-based civic engagement.

## Cross-reference: standards coverage across lessons

The curriculum exercises Florida B.E.S.T. ELA Vocabulary (V.1.1) and K-12 ELA Expectations (EE.4.1) in **all five lessons**. Florida B.E.S.T. CS Emerging Technologies and Programming/Software Engineering anchors appear in Lessons 1 and 2. Florida B.E.S.T. CS Personal Health and Safety, Technological Impact, and Cyber Security anchors cluster in Lessons 2, 3, and 4. Florida Civics SS.7.CG.2.8, 2.9, 2.10 distribute across Lessons 2, 3, and 5 with SS.7.CG.2.10 primary in Lesson 5. Grade 8 SS.8.CG extensions appear in Lessons 3, 4, and 5.

The full cross-reference table is in the Standards Alignment Matrix v3.3.

## Hours of instruction documentation

The curriculum delivers approximately **5 to 6 hours of contact instruction** total:

- Lessons 1–4: ~45 minutes core instruction each (180 minutes total)
- Lesson 5 (Civic Tech Mini-Project capstone): 60–75 minutes core instruction (the project nature warrants the longer in-class time)
- Combined core: ~4 hours
- 5 lessons × 25 minutes student independent work = 125 minutes (~2 hours)
- Lesson 5 Civic Tech Mini-Project includes additional project completion time, frequently 30+ minutes beyond the standard pacing

Pacing options documented in the Pacing Guide include:

- **One-week intensive** — five consecutive school days; standard pacing
- **Two-week relaxed** — five lessons over two weeks with extended discussion / project time
- **Five-week after-school program** — one lesson per week

- **Weekend microschool intensive** — five lessons over one or two weekends

For ESA programs that document hours-of-instruction explicitly, the per-lesson timing breakdown above can be reproduced in family record-keeping logs.

## Educational outputs documentation

Each of the five student portfolio artifacts has a defined rubric in the Teacher Edition. Rubric criteria are calibrated for grades 6–8 work quality (parallel codes for grades 6 and 8 documented in the matrix). The artifacts together demonstrate:

- **Conceptual understanding** (AI Concept Map — Lesson 1)
- **Information evaluation methodology** (Source Verification Log — Lesson 2)
- **Cross-source critical analysis** (Media Analysis — Lesson 3)
- **Ethical reasoning and self-disclosure** (AI Use Disclosure — Lesson 4)
- **Integrated civic application of all prior skills** (Civic Issue Brief — Lesson 5)

Reviewers evaluating IEP-aligned reimbursements may find the Civic Issue Brief especially useful as evidence of grade-level mastery in writing with claim and evidence (ELA.7.C.1.3), research with multiple sources (ELA.7.C.4.1), and reading across perspectives (ELA.7.R.3.3).

## Privacy and FERPA documentation

The curriculum has no infrastructure that creates or stores student data:

- No telemetry, analytics, or tracking
- No accounts on commercial AI platforms required in the core delivery path
- No data sharing agreements required (the curriculum does not collect data)
- All student work stays within the educational environment the family or school already uses

Adoption of the curriculum does not require changes to the family's or school's existing FERPA-compliant student data practices. The full Data Privacy Statement (the Data Privacy Statement) covers practical privacy considerations for both the no-install default delivery and the optional local-installation extension track (which is more privacy-protective, not less, because no data leaves the student's device).

## IEP and accessibility documentation

For FES-UA reviewers and other reviewers handling IEP-relevant submissions:

- **Reading-level differentiation:** lessons calibrated for Lexile 1050L–1200L with explicit scaffolding for students reading above or below grade level
- **Processing-time accommodations:** all activities support extended timing without changes to the lesson structure
- **Multi-modal access:** most lessons offer auditory, visual, and kinesthetic options
- **Assistive technology compatibility:** standard Markdown text format works with major screen readers; no essential information conveyed only by color; keyboard navigation throughout
- **IEP/504 differentiation guidance:** explicit notes for common accommodation categories in Differentiation Notes

The Accessibility Statement (the Accessibility Statement) provides full documentation suitable for compliance review.

## Reviewer's deeper verification path

If you need to verify the curriculum's substantive claims beyond the surface attestations:

1. **Open the curriculum directly.** *The Open Source Student — Florida Educator's Edition* publishes its full content (Teacher Editions, Student Editions, Implementation Readiness Packet, Standards Alignment Matrix) as standard Markdown text files. Available through CivicOS Labs ([civicoslabs.com](https://civicoslabs.com)).
2. **Verify standards alignment.** Use the Standards Alignment Matrix v3.3; each benchmark row links to a public CPALMS or FDOE source. Spot-check any row.
3. **Verify course codes.** Each course code in the matrix's Course Codes Section links to its CPALMS PreviewCourse page or to the relevant FDOE Course Code Directory section.
4. **Inspect student artifacts.** Each Student Edition lesson concludes with a templated artifact form. Reviewers can see exactly what student work the curriculum produces.
5. **Inspect rubrics.** Each Teacher Edition lesson includes the rubric the educator uses to evaluate the artifact. Reviewers evaluating mastery claims can review the rubric structure.

This level of transparency is structural to the curriculum's design. The materials are published openly under Creative Commons Attribution-NonCommercial-ShareAlike 4.0; reviewer verification is a first-class use case.

## Open verification item status

There are **no open verification items** for the Pilot Kit's standards, benchmark codes, or cited course lanes as of the v3.3 hardening pass. Prior caveats for M/J Language Arts 2/3, M/J Grade 6/7/8 Digital Discoveries, and current intensive-reading support lanes have been closed. The legacy M/J Reading 1/2/3 sequence is documented as terminated and is not cited as a current course lane.

## Determination support summary

For a reviewer making an approval determination, the structurally relevant facts are:

- The curriculum is **standards-aligned** to current Florida B.E.S.T. CS (July 2024 revision), Florida Civics, and Florida B.E.S.T. ELA at the middle school level, with per-benchmark alignment documented and verified
- The curriculum **fits multiple Florida course lanes** including M/J Navigating Technology #0200024, M/J Civics #2106010, and M/J Civics and Digital Technologies #2106029, each of which is a confirmed FDOE course code
- The curriculum **produces concrete student work** in the form of five portfolio artifacts that demonstrate mastery of standards
- The curriculum **collects no student data** and operates no infrastructure that would create student records
- The curriculum is **accessibility-designed** for IEP/504 compatibility and multiple modalities
- The curriculum is **transparent and verifiable** — every standards claim links to a public source

Whether these structural facts satisfy a specific program's reimbursement rules in a specific family's situation is the reviewer's determination.

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## Contact for verification or follow-up

For verification of any claim, follow-up questions about the curriculum, or requests for additional documentation:

CivicOS Labs · [civicoslabs.com](https://civicoslabs.com)

CivicOS Labs typically responds to reviewer-initiated verification requests within one business day during normal business hours.

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*All benchmark information verified against public CPALMS / FDOE sources on 2026-05-15. M/J Language Arts 2/3, M/J Grade 6/7/8 Digital Discoveries, and current M/J Intensive Reading support course-code hardening verified against public CPALMS / FDOE sources on 2026-05-17. The Standards Alignment Matrix v3.3 (the Standards Alignment Matrix) is the authoritative source for per-benchmark alignment with confirmed public source URLs.*

# Eligibility Letter Fulfillment Workflow

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## Operational workflow for issuing the Pre-Purchase Eligibility Letter.

This workflow defines who may sign eligibility letters, what information families submit, standard turnaround times, and recordkeeping expectations. It does not change the substance of the Pre-Purchase Eligibility Letter: the letter documents curriculum-side attributes only and does not guarantee reimbursement or determine ESA eligibility.

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## Scope

Use this workflow when a family, microschool, co-op, school, or ESA reviewer requests a customized letter for:

- FES-UA documentation
- Step Up For Students portal submission
- FTC-PEP documentation
- vendor pre-approval or curriculum review
- reimbursement support for *The Open Source Student — Florida Educator's Edition*

Do not use this workflow to issue legal opinions, reimbursement guarantees, IEP progress determinations, or school/district adoption approvals.

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## Intake information

The requester should provide:

1. Requester name and adult contact email
2. Program or pathway: FES-UA, Step Up For Students, FTC-PEP, school review, or other
3. Student grade band: grade 6, 7, 8, 9, mixed, or not applicable
4. Letter recipient: family, named reviewer, SFO, school, or generic "To Whom It May Concern"
5. Whether to include student name, family name, both, or neither
6. Curriculum version being documented
7. Requested letter variant: short-form, long-form, or not sure
8. Date needed
9. Any reviewer instructions or portal language requirements

Do not request or store student IEP documents, diagnoses, disability details, student birthdates, student ID numbers, medical records, or other sensitive student information unless a formal compliance process requires it. For FES-UA, it is enough for the family to identify that the letter is for FES-UA; eligibility documentation belongs with the family and SFO, not with CivicOS.

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# Who reviews the request

Primary review should be handled by one of:

- Director of Curriculum
- Director of Operations
- curriculum compliance designee
- founder / managing member

The reviewer confirms:

- the requested curriculum version exists and matches the current published package
  - the Standards Alignment Matrix version cited in the letter is current for the request
  - program-specific caveats are included where relevant
  - no reimbursement guarantee, eligibility determination, or legal advice language has been added
  - no sensitive student information is being unnecessarily collected or retained
- 

# Who signs

Letters should be signed by an authorized CivicOS representative:

- Founder / Managing Member
- Director of Curriculum
- Director of Operations
- another written designee authorized by CivicOS Labs, LLC

The signer should use a typed or digital signature block with:

- name
- title
- CivicOS Labs
- CivicOS Labs, LLC where appropriate
- date of issue
- contact channel

Teachers, families, contractors, pilot adopters, reviewers, or outside facilitators should not sign the CivicOS-issued letter.

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# Turnaround time

Use these default service levels:

Request type	Turnaround
Complete standard request	2 business days
Accepted rush request received by 12:00 p.m. Eastern Time	1 business day

Request type	Turnaround
Missing information, unusual program instructions, or special review needed	Up to 5 business days after the request is complete
Legal, district contract, DPA, or purchase-order language requested	Escalate; no standard turnaround applies

Do not promise same-day fulfillment. If the request is time-sensitive, acknowledge receipt and state whether it qualifies for the rush path.

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## Letter validity

Each issued letter should name:

- curriculum title
- curriculum version
- issue date
- standards matrix version
- intended program or generic review context

Recommended validity statement:

This letter reflects the curriculum version and standards documentation named above as of the issue date. Florida ESA program rules, allowable expense determinations, and FDOE course-code references may change. Families and reviewers should verify current program requirements with the relevant Scholarship Funding Organization before purchase or reimbursement.

For operational purposes, encourage families to request a fresh letter if more than 90 days have passed or if the request relates to a new funding year.

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## File naming

Use a consistent internal filename:

Eligibility\_Letter\_[Program]\_[RequesterLastName-or-Org]\_[YYYY-MM-DD].pdf

Examples:

- Eligibility\_Letter\_FES-UA\_Rivera\_2026-05-17.pdf
  - Eligibility\_Letter\_FTC-PEP\_CoastalCoop\_2026-05-17.pdf
  - Eligibility\_Letter\_Generic\_SchoolReview\_2026-05-17.pdf
- 

## Fulfillment checklist



Before issuing:

- ☐ Intake information complete
  - ☐ Correct letter variant selected
  - ☐ Correct program addendum included, if applicable
  - ☐ Standards Matrix version is current
  - ☐ No guarantee or eligibility-determination language added
  - ☐ No sensitive student records attached or retained unnecessarily
  - ☐ Authorized signer identified
  - ☐ PDF generated
  - ☐ Internal copy stored with date, requester, and version
  - ☐ Delivery email sent
- 

## Delivery email template

Subject: CivicOS eligibility letter for *The Open Source Student*

Hello [Name],

Attached is the requested curriculum documentation letter for *The Open Source Student — Florida Educator's Edition* ([version]).

Please note that this letter documents curriculum-side attributes such as standards alignment, instructional design, student artifacts, and license terms. It does not guarantee reimbursement or determine eligibility. Scholarship Funding Organizations and program reviewers make those determinations under their current program rules.

Regards,

[Signer Name]

[Title]

CivicOS Labs

civicoslabs.com

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## Escalation triggers

Escalate before issuing if:

- the requester asks CivicOS to state that reimbursement is guaranteed
  - the requester asks CivicOS to certify a student's disability, IEP status, progress, or placement
  - a school or district requests contract terms, vendor registration, purchase-order language, or a Data Privacy Agreement
  - a reviewer requests changes to the license terms
  - the request involves student PII beyond name / grade band
  - the request depends on a new funding year or program rule not yet verified
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