

AGENDA

REGULAR SCHOOL BOARD MEETING

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

June 24, 2025

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS
5. CITIZEN COMMENTS AND CONCERNS

ITEMS FOR CONSENT

6. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. May 27, 2025, 4:30 p.m. – School Board Financial Workshop
 - b. May 27, 2025, 6:00 p.m. - Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

7. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
 - a. Personnel 2024– 2025 – **SEE PAGE #4**

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2025 – 2026 – **SEE PAGE #6**

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS
 - a. School Board Truth in Millage (TRIM) Timetable – **SEE PAGE #13**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Request Approval for Contract - **SEE PAGE #15**

Fund Source: Spectrum Lease Compensation (T-Mobile)

Amount: \$41,500.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Renewal of Capital Health Plan, Inc. World Class Schools of Leon County, Inc. and Titus Sports Academy, LLC - **SEE PAGE #21**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. MOA Between Gadsden County School Board and Florida Department of Health
SEE PAGE #36

Fund Source: General Fund

Amount: \$100,100.00 (Quarterly payments will be made of \$25,025.00)

ACTION REQUESTED: The Superintendent recommends approval.

- e. Request for Approval of Service Contract – **SEE PAGE #42**

Fund Source: Title I

Amount: \$55,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- f. Contractual Agreement Between The School Board of Gadsden County and Coggin Toyota, Jacksonville, Florida – **SEE PAGE #47**

Fund Source: IDEA

Amount: \$91,740.00 (2 @ \$45,870.00)

ACTION REQUESTED: The Superintendent recommends approval.

- g. Panhandle Area Educational Consortium (PAEC-FLVS Franchise) Contract Agreement
SEE PAGE #50

Fund Source: FEFP

Amount: Undetermined – Based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.

- h. K-12 Florida LLC Virtual School Agreement – **SEE PAGE #54**

Fund Source: FEFP

Amount: Undetermined – Based upon enrollment.

ACTION REQUESTED: The Superintendent recommends approval.

- i. Medical Physicals 2025-2026 – **SEE PAGE #101**

Fund Source: 1100E

Amount: \$7,200.00

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS – **SEE ATTACHMENT**

- a. Student Expulsion – See back-up material

Case #130-2425-0231

ACTION REQUESTED: The Superintendent recommends approval.

10. SCHOOL FACILITY/PROPERTY

- a. Purchase Order Request for Rowe Roofing, Inc. - **SEE PAGE #105**

Fund Source: General Fund

Amount: \$21,600.00

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12. SCHOOL BOARD REQUESTS AND CONCERNS

13. ADJOURNMENT



THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

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

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

www.GadsdenSchools.org

June 24, 2025

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

Dear School Board Members:

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

Item 7A Instructional and Non-Instructional Personnel 2024-2025

Item 7B Instructional and Non-Instructional Personnel 2025-2026

The following reflects the total number of full-time employees in this school district for the 2024-2025 school term, as of June 24, 2025.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees June 2025</u>
Classroom Teachers and Other Certified	120 & 130	291.00
Administrators	110	54.00
Non-Instructional	150, 160, & 170	363.00
		<u>708.00</u>
Part Time Instructional		3.00
Part Time Non-Instructional		4.00
Total		<u>7.00</u>
100% Grant Funded		191.00
Split Grant Funded		23.00
Total Grant Funded of 708 Employees		<u>214.00</u>

Sincerely,

Elijah Key, Jr.

Superintendent of Schools

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

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

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

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

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

AGENDA ITEM 7A INSTRUCTIONAL AND NON-INSTRUCTIONAL 2024/2025**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
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NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Moore, Aviance	Maintenance	Administrative Assistant	05/28/2025
Robinson, Lisa	District/Academic Services	Asst. Supt of Academic Services	06/02/2025

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>End Date</u>
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RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bannerman, Viola	GWM	School Food Service Worker	05/01/2025
Bass, David	HMS	Teacher	06/30/2025
Brown, Nailah	SSES	Teacher	05/30/2025
Bruland, Bronze	GCHS	Math Coach	05/30/2025
Cifuentes, Katina	CES	Educational Paraprofessional	05/30/2025
Clarke Smith, Sanga	GWM	Teacher	05/30/2025
Fuller, Gloria	HMS	School Counselor	06/30/2025
Horn, Rebecca	District/ESE	School Social Worker	06/30/2025
Johnson, Bennie	HMS	School Food Service Worker	06/26/2025
Maddox, Jameson	SSES	Teacher	05/30/2025
Moore, Aviance*	Maintenance	Secretary	05/27/2025
Moore, Rondarius	SSES	Custodial Assistant	05/30/2025
Pearson, Betty	GBES	Custodial Assistant	06/12/2025
Pringle, Meishikia	HMS	Teacher	06/30/2025
Robinson, Lisa*	District/Academic Services	Director of Elem Education	05/30/2025
Sailor, Johnny	Transportation	Bus Attendant	05/30/2025
Shaw, Ahmiyah	HMS	Secretary	06/12/2025
Smith, Brenton	GCHS	Teacher	05/30/2025

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Oliver, Clifford	HMS/Custodian	GCHS/Custodian	06/03/2025

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Pitts, Stephen	GBES	Principal	06/30/2025
Riggins, Sandra	HMS	Assistant Principal	06/30/2025
Shaw, Jacqueline	Transportation	Bus Driver	06/30/2025

RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Hayes, Charles	GBES	Custodial Assistant	06/12/2025

TERMINATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Addison, Erica	JASMS	Educational Paraprofessional	06/24/2025
Presha, Anthony	GWM	School Food Service Worker	05/20/2025

AGENDA ITEM 7B INSTRUCTIONAL AND NON-INSTRUCTIONAL 2025/2026

DISTRICT ADMINISTRATION

Bryant, Matthew	Transportation	Director, Transportation
Brown, Kesandra	Exceptional Student Education	Director, Exceptional Student Education
Bruner, Marleni	Business and Finance	Director of Finance
Burgess, Samuel	School Food Service	Coordinator, Food Service
Cummings, Kimberly	Family and Community Engagement	Coordinator
Denson, Valencia	PreK/Head Start	Supervisor/ Early Childhood
Harris, Kynadi	Superintendent's Office	Coordinator, Community Services
Holmes, Loietta	Academic Services	Director/ Secondary Education
Hudson, Brenton	Maintenance and Facilities	Director, Facilities
Hughes-Leeks, Tamica	Family and Community Engagement	Coordinator
Jackson, Sonya	Human Resources	Director, Human Resources
Jackson, Sylvia	Support Services	Assistant Superintendent
Jones, Nickitra	Guidance Services	Coordinator
McKinnon, Caroline	Assessment	Coordinator, Assessment
Payton, Kecia	Exceptional Student Education	Coordinator, Mental Health
Robinson, Lisa	Academic Services	Assistant Superintendent
Russ-Sills, Gary	Family and Community Engagement	Volunteer Coordinator
Thomas, Jeanette	Federal Programs	Director, Federal Programs
Thomas, Johnny	Media and Technology	Network Coordinator
Weeks, Kameelah	Professional Learning	Director, Professional Learning
Wiggins, Sheantika	Media and Technology	Director, Media and Technology
Youmans, Darlean	Media and Technology	Coordinator, Technology

SCHOOL LEVEL ADMINISTRATION

Akins, Zola
Davis, Allysun
Floyd, Camry
Germany, Christopher
Hickman, Thelma
Jackson, Willie
Jones, Pamela
Kirkland, Germaine
Mills, James
Shaffer, Deborah
Simmons-Russ, Catina
Vernon, James
Wilson, Jonathan
Williams, Shannon
Wilson-Lewis, Sonja

District

Baker, Kavontaye	Exceptional Student Education	Physical Therapist
Baker, Kenneth	Exceptional Student Education	Program Specialist
Bibb-Mitchell, Dahlia	Support Services	Administrative Assistant
Black, Rutha	Media and Technology	Computer Programmer
Byrd, Lakeisha	Exceptional Student Education	School Psychologist
Cessna, Althea	Support Services	Receptionist
Chavers, Lisa	School Food Service	Account Clerk
Cherry, Avondika	Exceptional Student Education	Program Specialist
Clark, Tenesia	Professional Learning	Administrative Assistant
Collins, Melvin	Business and Finance	Account Clerk
Daniels, Anitria	Media and Technology	Administrative Assistant
Davis, Mary	Superintendent and Board	Administrative Assistant
Deese, Brandi	Business and Finance	Account Clerk
Fields, Euruka	Academic Services	Administrative Assistant
Gaines, Sherron	Ed Transformation Operations	Program Specialist
Griffin, Benita	Exceptional Student Education	School Psychologist
Hale, Desmona	Media and Technology	System Support Specialist
Herring, Regina	Exceptional Student Education	Administrative Assistant
Hinson, Thomas	Business and Finance	Inventory Control Specialist
Jordan, Erica	Ed Transformation Operations	Math Specialist
Kent, Joseph	Media and Technology	Technology Training Specialist
Knight, Ekemiha	Human Resources	Secretary
Lee, Laronda	Exceptional Student Education	Program Specialist
Lightfoot-Brown, Shayla	Exceptional Student Education	Program Specialist
Mire, Susan	Exceptional Student Education	Program Specialist
Murphy, Chelsea	Professional Learning	Program Specialist
Paden, Brittany	Exceptional Student Education	Program Specialist
Parker, Jesse	Media and Technology	Computer Network Specialist
Parson-Buckhalt, Tiffany	Safety and Security	Safety and Security Specialist
Quintanilla, Ashley	Exceptional Student Education	Employment Specialist
Robinson, Crystal	Human Resources	Administrative Assistant
Sanabria, Stacy	Business and Finance	Account Clerk
Sierra, Nancy	Human Resources	Human Resources Specialist
Suber, Angela	Exceptional Student Education	Computer Operator
Thomas, Laura	Business and Finance	Account Clerk
Thomas, Tawonda	Federal Programs	Administrative Assistant
Tillman, Montoyia	Federal Programs	Program Specialist
Toussaint, Karen	Exceptional Student Education	PreK Program Specialist
Ward, Kevin	Academic Services	Inventory Intake Specialist
Watkins, Robin	Family and Community Engagement	Secretary
Young, Deborah	Business and Finance	Account Clerk
Yzaguirre, Rosa	Business and Finance	Account Clerk

District Non-Instructional Annual (NA)

Akins, Cedrick	Media and Technology	Computer Technician
Gammon, Odis	School Food Service	Warehouse Worker/Driver
Jenkins, Robert	Media and Technology	Computer Technician
Stevens, James	Support Services	Custodian

INSTRUCTIONAL- ANNUAL (AC)

Akins, Serena	Dowdell, Garrett	Horton, Angelina
Alexander, Kieara	Dowdell, Shannon	House, Ira
Alexander, Maresha	Drummond, Shara	House, Lauren
Allen, May	Dunlap, Alesha	Howard Jr., Darrell
Allen, Sabrina	Ebanks, Keisha	Howell, Sheryl
Alston, Miriam	Edwards, Wendell	Hughes, Katanga
Amoako, Richard	Epps, Kathy	Hutley-Figgers, Latisha
Arbizu, Corelia	Espinosa Vaughn, Esther	Israel, Sarah
Ash, Gakeria	Estelle, Randall	Jackson, Barbara
Asiemoah, Prince	Evans, Lee	Jackson, Kadijah
Bailey, Deborah	Farmer, Armoni	Jackson, Rolanda
Bailey, Latrisa	Fitzgerald, Tamra	Jackson, Tameshia
Baker, Annette	Flynn, Christine	James, Pearlean
Baker, Carlicia	Ford, Nedra	Jeffery, Olivia
Ban, Kristin	Ford, Rudy	Jiles, Sonya
Bascom, Chinita	Forehand, Gwendolyn	Johnson, Carol
Battles, Linda	Francis, Carolyn	Johnson, Ni Jah
Battles, Lucretia	Francis, Linda	Johnson, Roosevelt
Bavose Seabra, Carla	Franklin, Onyx	Johnson, Tyree
Bell, Stanley	Frost, Diane	Johnson, Wineisha
Bork, Ronald	Gardiner, Grace	Joiner, Athanasia
Bowie, Nigel	Gayle, Khadijah	Jones, Tanya
Boyd, Aaliyah	Gee, Wendy	Joseph, Deandrea
Bradley, Terry	Gibbs, Kim	King, Marcelete
Bradwell, James	Gilcrease, Dana	Knight, Devonta
Branch, Whitney	Goldfarb, Andrea	Knight, Shirley
Brannon, Jada	Goodson, Sandra	Lacount, Portia
Bridges Bright, Gail	Graham, Sarah	Landrum, Jerlin
Brinson, William	Grandison, Sophia	Lawrence, Lillie
Brown, Willie	Gray, John	Layne Lawrence, Lois
Bryant, Cynthia	Gray, Valeria	Lee, Sharron
Canidate, Tyeise	Green, Erica	Leprell, John
Carroll, Taylor	Griffin, Ashley	Levinson, Jenny
Carroll, Vonkelia	Grimsley, Alesia	Lewis, Jari
Carter, Arlene	Hahn, Elizabeth	Lewis, Pierre
Carter, Joycelyn	Hairston, Tunisia	Lindsey, Jada
Clarke, Shauna-Kay	Hall, Amber	Luckey, Anthony
Cohen, Brittany	Hardemon, Kaitlyn	Martin, Felecia
Combs, Eugenia	Harden, Victoria	Mason, Brenda
Commodore, Shirley	Harley, Angelina	Matos, Gloria
Critelli, Susan	Harris, Ahja	Maynor, Shontesska
Curry, Qvaunda	Hatfield, Daren	McClendon, Marilyne
Davidson, Ruthann	Hendley, Natasha	McFadden, Timothy
Davis, Latheria	Henry, Joelle	McNeal, Kimberly
Davis, Lynda	Henson, Edna	McPhaul, David
Davis-Sweet, Eva	Hill, Brandon	McNealy, Eleanor
Dawkins, Tamara	Hinson, Candace	Moss, Travis
Demons, Tamita	Hinson, Ciara	Murphy, Sallie
Denton, April	Hinson, Doris	Murphy, Shendora
Dickey, Shelia	Hinson, Ruth	Nelson, Davia
Dix, Dante	Hogan, Elliott	Nelson, Rena

Pamplona, MaryJean
Paul, Jamila
Pegollo, Michael Arni
Peoples, Twyla
Pride, Latasha
Randolph, Jalia
Ravi, Shreelatha
Ray, Michael
Rittman, Jarvis
Robinson, Andreca
Robinson, Dominga
Robinson, Tony
Ross-Thomas, Marvin
Rowan, Megan
Salter, Jasmine
Sanders, Lavetra
Satchell, Verona
Schroer, Hannah
Serwaa, Abigail
Shields, Erin
Simmons, Venetta
Sinsurin, Karl
Spells, Jordan
Spencer Auber, Eric
Starks, Tammy
Stephenson, Ciara
Stewart, Eric
Suber, Alfred
Summerwell, Rochelle
Talabi, Ademola
Taylor, Michelle
Thomas, Brittanca
Thomas, Marvin
Thomas, Tarrie
Thurston, Krislyn
Tindall, Melinda
Toussaint, Eric
Toussaint, John
Tyler, Jasmyn
Uchebo, Ashley
Ulysses, Alexis
Uribe, Ruben
Vickers, Nave
Walker, Keenan
Walker, Kyshada
Walker, Sarah
Walker, Victor
Warren, Tia
Weaver, Karen
Weeks, James
West, Pauline

White, Burnell
White, Christopher
White, Diane
Whitt, Ayesha
Wiggins, Mellany
Williams, Aaliyah
Williams, Adrian
Williams, Charles
Williams, Dwight
Williams, Kiara
Williams, Marshall
Williams, Shereka
Williams, Sonja
Wymes, Daryl
Yates, Amanda
Yee, Marville

NON-INSTRUCTIONAL ANNUAL- NA

Educational Paraprofessionals

Allen, Mitchell
Baker, Carla
Baker, Trenda
Bradwell, Marquita
Brady, Dorine
Brown, Frances
Brown, Vernita
Brown-Byrd, Kendi
Burk, Andrea
Carroll, Alonza
Clayton, April
Donald, Lakisha
Donaldson, Nekitrae
Eason, Diane
Fields, Ronnie
Frazier, Thomas
Gordon, Petula
Green, Andrea
Griffin, Beverly
Hardy, Demetria
Hatcher, Terry
Haywood, Jahiya
Hightower, Richard
Jackson, Amara
Jackson, Quineldra
Johnson, Cheleshia
Johnson, Victoria
James, Ronterrius
Kincy, Carol
Lewis-Safford, Debra
Mathews, Lawanda
Mathews, Paul
Mercer, Aisha
Montgomery, Ronald
Moore, Michelle
Murphy, Jazzmin
Paul, Diane
Paz, Xochitl
Richardson, Shakelia
Riggins, Cynthia
Sailor, Latonya
Salais, Lorianne
Thomas, Tarmeka
Timmons, Erika
Tomas, Evelin
Washington, Ruby
Williams, Catina
Williams, Evandall
Williams, Rickey
Williams, Shankeria

Wynn, Vira
Yzaguirre, Yessenia

Self Help Assistant

Alford, Keila
Herring, Sandra
Hollis, Shavonte
Johnson, Shakira
Knight, Joyce
McNealy, Ja'Mya
Perry, Brenda
Santana Najera, Reyna
Smith, Jazzalyn
Smith, Brenda
Williams, Vilie

Custodians

Gee, Laforest
Jackson, Derrick

Custodial Assistants

Alls, Billy
Andrews, Ira
Brown, Hazel
Cox, Elisa
Daniels, Roosevelt
Dixon, Anthony
Faulk, Jeffie
Gee, Laterica
Goethe, Alton
Harmon, Valerie
Jackson, Lillian
Lynn, Faye
McCloud, Daniel
Moye, Dianeatha
Oliver, Artia
Richardson, Willie
Smith, Ethel
Thomas, Dedra
Ward, Dorothy
Williams, Mary
Wynn, Cedric

School Food Service Workers

Alls, Juanita
Baker, Romeko
Banks, Tunya
Battles, Barry
Betsey, Vanessa
Colley, Audrey

Conway, Jomala
Copeland, Henry
Dudley, Ronnie
Favors, Lakisha
Francis, Keyshonda
Harrison, Marietta
Johnson, Annie
Larkins, Sarah
Paul, Terrance
Sailor, Angelia
Scott, Keshia
Parker, Markeith
Sutton, Elisha
Thigpen, Dexter
Thomas, Randolph
Williams, Jeanice
Winbush, Sadrick
Youmas, Deborah

Bus Drivers

Barnes, Travis
Baxter, Geraldine
Borden, Cynthia
Brown, Dorothy
Causey, Brenda
Cole, Jermaine
Collins, Sandra
Cummings, Bernice
Diggs, Felix
Jackson, Amy
Jones, Jarrett
Lane, Theodore
Lanier, Milton
Luc, Louna
Mabry, Velyetta
McMillon, Eric
Milton, Roger
Mitchell, Jerome
Myrick, Michael
Perkins, Judith
Scott, Brenda
Scott, Franklin
Turner, Pierre
Williams, Martha

Bus Attendants

Bennett, Tina
 Blocker, Sharon
 Brown, Frances
 Clark, Elisha
 Clemons, Morshandra
 Garrett, Jane
 Gee-Goldwire, Lucinda
 Glover, Mattie
 Jackson, Doris
 Jones, Marion
 Kilpatrick, Robin
 Knight, Rose
 Miller, Rosa
 Nealy, Shavonda
 Pennick, Felicia
 Richardson, Darrell
 Robinson, Kevin
 Sailor, Marie
 Scott, Pamela
 Williams, Keith
 Wilson, Alfronia
 Wilson, Gwendolyn
 Wright-Allen, Debra

Transportation NA

Aikens, Sabrina
 Albert, Michael
 Jefferson, Gregory
 Phillips, James
 Thomas, Emanuel

Maintenance NA

Campbell, Justa
 Commodore, Kyle
 Cotton, Darrell
 Dixie, Brian
 Lewis, Kimmie
 Mayo, Joey
 Sherman, Ricky
 Thompson, Joshua
 Ward, Antonio
 Widner, Patrick
 Williams, Corey

NON-INSTRUCTIONAL**ANNUAL- ZZ****Office Managers, Secretaries,****Clerical**

Andreo-Garcia, Brenda
 Baxter, Lakacha
 Byrd, Jacary
 Chandler, Jhimaria
 Cloud, Katrina
 Curry, Andreka
 Estrada, Mayra
 Golden, Ja'Naysia
 Harrell, Frances
 Harris, Gekettia
 James, Felicia
 Jimenez, Lilian
 Jordan, Linda
 Lawson, Ieshia
 Moore, Jeiley
 Parker, Trenesia
 Quintero, Dolores
 Reyes, Yazmin
 Russ-Hutley, Lesa
 Sanders, Valorie
 Smith, Linda
 Spates, Carla
 Starks, Shalanda
 Taylor, Priscilla
 Thurman, Tamika
 Wilson, Virginia

School Food Service Managers

Brown, Debra
 Butler, Regina
 Chestnut, Adrienna
 Gray, Machel
 Hurchins, Felix
 Jones, Morhonda
 McCloud, Albert
 Sailor, Chrishaundra
 Stephens, Farah

Attendance Assistant

Dubose, Patricia
 Moye, Dennis
 Thomas, Kayotris
 Wade, James

Character Education

Moten, Andrew

Health and Drug Free Athletics

Ellington, Russell

JROTC Instructors

Hicks, Ricky
 Stubbs, Thurman

School Social Workers

Carr, Mary
 Foxx, Keishara
 Hernandez Cartagena, Amanda
 Hill, Kennedy
 Miller, Mary
 Moore, Sherita
 Russ, Chandra
 Tolbert, Destiny
 Varnado, Jazmine
 Wilson, Constance

Transportation

Gunn, Tedrain
 Lewis, Rogers
 Moore, H Gerard
 Rittman- Jackson, Debra
 Wood, Lucy

Maintenance

Arnold, Brad
 Moore, Aviance

GTC

Derico, Destiny
 Drake, Doris
 Hines, Rebecca
 Moore, Stephanie
 Saint-Charles, Christina
 Sapp, Angela
 Seymour, Seiya
 Thomas, Tatia

School Safety Guardians

Blocker, Lakeasha
 Centeno, Eduardo
 Gordon, Robert
 McNealy, Deandrea
 Murphy, Donald
 Yon, K-Dentris

Head Start/PreK

Brown, Shannon
Bryant, Cametra
Crittenden, Charles
Denson, Ja'maya
Goss, Stacey
Hogue, Michelle
Lloyd, Michael
Mercer, Shinita
Murray, Wanda
Najera-Leonides, Araceli
Popoca-Leonides, Neida
Popoca-Leonides, Patricia
Richardson, Natasha
Williams, Treshandra
Wright, Shanda
York, Clarissa

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO: 8a

DATE OF SCHOOL BOARD MEETING: 6/24/2025

TITLE OF AGENDA ITEM: School Board Truth in Millage (TRIM) Timetable

DIVISION: Business & Finance

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

PURPOSE AND SUMMARY OF ITEM:

Board approval of the School Board Truth in Millage (TRIM) Timetable with the following dates:

Action	Date	Description
Board Meeting	July 24, 2025	Superintendent sends the tentative budget to the Board for approval. Board approves tentative budget for advertising.
Newspaper Ads	July 29, 2025	School Board advertises its intent to adopt a tentative budget and millage rates, including proposed millage for capital outlay projects.
Board Meeting/Public Hearing	July 31, 2025	Public hearing on the tentative budget and millage, adopting the tentative millage rates and tentative budget and publicly announcing the millage rates exceed the roll-back rate, if applicable.
Board Meeting/Public Hearing	September 4, 2025	Public hearing on the final budget and millage rate. Board approves the Annual Financial Report (AFR) for submission to the Florida Department of Education (DOE)

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Marleni Bruner

POSITION: Director of Business & Finance

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

School District Certification Date Examples

DAY	SUBMITS PROPOSED BUDGET	TENTATIVE ADVERTISEMENT	DR-420S	TRIM NOTICE		SCHOOL DISTRICT'S FINAL HEARING	
				MAILED	PETITION		
	24	29		55	25	65	80
JULY 1	7/24	7/29	8/4	8/24	9/18	9/3	9/18
JULY 2	7/25	7/30	8/5	8/25	9/19	9/4	9/19
JULY 3	7/26	7/31	8/6	8/26	9/20	9/5	9/20
JULY 4	7/27	8/1	8/7	8/27	9/21	9/6	9/21
JULY 5	7/28	8/2	8/8	8/28	9/22	9/7	9/22
JULY 6	7/29	8/3	8/9	8/29	9/23	9/8	9/23
JULY 7	7/30	8/4	8/10	8/30	9/24	9/9	9/24
JULY 8	7/31	8/5	8/11	8/31	9/25	9/10	9/25
JULY 9	8/1	8/6	8/12	9/1	9/26	9/11	9/26
JULY 10	8/2	8/7	8/13	9/2	9/27	9/12	9/27
JULY 11	8/3	8/8	8/14	9/3	9/28	9/13	9/28
JULY 12	8/4	8/9	8/15	9/4	9/29	9/14	9/29
JULY 13	8/5	8/10	8/16	9/5	9/30	9/15	9/30
JULY 14	8/6	8/11	8/17	9/6	10/1	9/16	10/1
JULY 15	8/7	8/12	8/18	9/7	10/2	9/17	10/2
JULY 16	8/8	8/13	8/19	9/8	10/3	9/18	10/3
JULY 17	8/9	8/14	8/20	9/9	10/4	9/19	10/4
JULY 18	8/10	8/15	8/21	9/10	10/5	9/20	10/5
JULY 19	8/11	8/16	8/22	9/11	10/6	9/21	10/6
JULY 20	8/12	8/17	8/23	9/12	10/7	9/22	10/7
JULY 21	8/13	8/18	8/24	9/13	10/8	9/23	10/8
JULY 22	8/14	8/19	8/25	9/14	10/9	9/24	10/9
JULY 23	8/15	8/20	8/26	9/15	10/10	9/25	10/10
JULY 24	8/16	8/21	8/27	9/16	10/11	9/26	10/11
JULY 25	8/17	8/22	8/28	9/17	10/12	9/27	10/12
JULY 26	8/18	8/23	8/29	9/18	10/13	9/28	10/13
JULY 27	8/19	8/24	8/30	9/19	10/14	9/29	10/14
JULY 28	8/20	8/25	8/31	9/20	10/15	9/30	10/15
JULY 29	8/21	8/26	9/1	9/21	10/16	10/1	10/16
JULY 30	8/22	8/27	9/2	9/22	10/17	10/2	10/17
JULY 31	8/23	8/28	9/3	9/23	10/18	10/3	10/18
Shortened Time Period							
JUNE 23	7/16	7/21	7/27	8/16	9/10	8/26	9/10

* Typical Date of Certification = July 1

Day 1 of TRIM is July 1 or date of certification, whichever is later.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: June 24, 2025

TITLE OF AGENDA ITEM: Request Approval for Contract

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to request a renewal to an approved contract with Gingham Technology LLC. Gingham Tech LLC contract was Board Approved October 2023. The original contract indicated that the contract could be renewed annually based on funding and board approval. Services provided are network engineering, mapping and system configuration. The funding source will be the compensation from T-Mobile for leasing our wireless spectrum (30 Year Lease). Gingham Technology LLC is an integral part of our plan to complete the upgrade to networking and security district wide. If approved the contract would begin July 1, 2025, and the end date would be June 30, 2026. Contract attached.

FUND SOURCE: Spectrum Lease Compensation (T-Mobile)

AMOUNT: \$41,500

PREPARED BY: John Thomas

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

3 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

School Board of Gadsden County, Florida

CONTRACTUAL AGREEMENT

Fiscal Year: 2025-2026

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

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

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

I, Part A Basic.

ARTICLE 2. SCOPE OF SERVICES

The CONTRACTOR has agreed to provide the RECIPIENT with professional technical support for all types of switches and routers. The CONTRACTOR will review installed technology; develop a plan and schedule to install all new network equipment and help ensure the local team stays on schedule. The CONTRACTOR will monitor network performance and recommend enhancements. Create and Update network documentation in the supplied documentation system; review security reports and recommend enhancements. Implement upgrades and configuration changes in a safe and appropriate manner; troubleshoot any issues that arise from the installation or configuration of network equipment. Develop Standard Operating Procedures for the installation and configuration of network equipment being installed to upgrade or replace older equipment.; Develop Standard Operating Procedure for the maintenance and operation of network. The CONTRACTOR shall receive assignments collaboratively from the Director of Media and Technology, the Network Coordinator, Systems Engineer, and the Superintendent. The CONTRACTOR will submit a time and effort sheet through established deliverables, to document on-call time and scheduled site visits. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district needs.

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

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on July 1, 2025 and end on June 30, 2026 contingent upon the approval by school board and contingent upon approval and funding.

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

ARTICLE 4. DEFINITIONS

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

ARTICLE 5. PAYMENT

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

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

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

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

ARTICLE 6. PUBLIC RECORDS

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

ARTICLE 7. TERMINATION OF AGREEMENT

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

ARTICLE 8. AMENDMENTS

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

ARTICLE 9. PERSONNEL and LEVEL 2 CLEARANCE

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

ARTICLE 10. NONDISCRIMINATION AND COMPLIANCE

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

ARTICLE 11. ADMINISTRATION OF AGREEMENT

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

(b) The RECIPIENT'S contract administrators and contacts are Dr. Sheantika Wiggins, Director of Media and Technology and Mr. John Thomas, Network Coordinator and/or their designee.

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

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

ARTICLE 12. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

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

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

ARTICLE 13, DISPUTES, CONFLICTS, and ENFORCEMENT

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

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

Mr. Gingham Technology LLC,
LLC

Date

Mr. Elijah Key
Superintendent of Schools

Date

Mr. Leroy McMillian
Chairman, Gadsden County School Board

Date



Gingham Technology

Brian Hobbs

Brian.hobbs@ginghamtech.com

(850) 524-8777

Gadsden County School Board

Proposal of Services

Extension of RFP# 2023-24-0002

The goal of this proposal is to extend the awarded service RFP contract to provide networking support services for the Gadsden County School District.

Qualifications

- Fortinet Partner
- Former Fortinet System Engineer on staff
- Experienced in both the design and installation of Fortinet technologies
- 25 years of experience with network and security design and implementation
- Proficient in routing, switching, firewalls, VPN, wireless, VOIP, SIEM, NAC, monitoring, mail and mail security, security cameras, cloud, Active Directory, and OT
- Prior success working with Florida school districts
- Experience working with large scale hosted VOIP, security, and network solutions

Terms of Service

Contract to extend the services defined in RFP# 2023-24-0002 from November 1, 2024 through June 30, 2025, for onsite network support. The expected number of hours worked will total 256. These services will be completed for a total of \$43,520.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c _____

DATE OF SCHOOL BOARD MEETING: June 24, 2025

TITLE OF AGENDA ITEM: Renewal of Capital Health Plan, Inc, World Class Schools of Leon County, Inc and Titus Sport Academy. L.L.C.

DIVISION: Office of the Assistant Superintendent for support Services


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

PURPOSE AND SUMMARY OF ITEM:

This annual agreement allows CHP (Capital Health Plan) Champions to work with Gadsden County School District students and employees to provide before, during, and after-school fitness and exercise programs.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sylvia R. Jackson 

POSITION: Assistant Superintendent of Support Services _____

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 14

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

**AGREEMENT BETWEEN
THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, CAPITAL
HEALTH PLAN, INC., THE GREATER TALLAHASSEE CHAMBER OF
COMMERCE, and TITUS SPORTS ACADEMY, L.L.C**

This Agreement is entered into this 1st day of July, 2025, by and between the School Board of Gadsden County, Florida; Capital Health Plan, Inc., a Florida Corporation, not-for-profit; the Greater Tallahassee Chamber of Commerce; and Titus Sports Academy, LLC. The School Board of Gadsden County, Florida, Capital Health Plan, Inc., the Greater Tallahassee Chamber of Commerce, and Titus Sports Academy, LLC are collectively referred to as "the Parties." The term "Party" shall be the singular of "Parties."

Recitals

WHEREAS, the School Board of Gadsden County, Florida ("Board") is the governing body of the Gadsden County School District "(District)"; and

WHEREAS, Capital Health Plan ("CHP") is a Florida Corporation, not-for-profit and a federally qualified nonprofit health maintenance organization created to provide comprehensive and coordinated medical care in Calhoun, Franklin, Gadsden, Jefferson, Leon, Liberty and Wakulla counties; and

WHEREAS, the Greater Tallahassee Chamber of Commerce created to involve business and civic leaders in the attainment of talent, education and workforce strategic priorities in the District; and

WHEREAS, Titus Sports Academy, LLC ("Titus"), provides sports training in the Tallahassee, Leon County area and throughout the State of Florida; and

WHEREAS, CHP and Titus have partnered together to offer a physical fitness and exercise program to students and staff in the District and surrounding counties, hereinafter known as the *CHP Champions* program; and

WHEREAS, CHP and Titus have engaged the Chamber to implement the *CHP Champions* program, whereby funds provided by CHP to the Chamber will be utilized to implement the *CHP Champions* program through the services of Titus; and

WHEREAS, the *CHP Champions* program is designed to help participants improve their health, fitness, and self-confidence through physical activity and play for 45 minutes twice weekly, and additionally focuses on self esteem building through mastery of physical skills and positive coaching techniques; and

WHEREAS, over the past 20 years of its existence, the *CHP Champions* program has expanded its operations both within Leon County and the surrounding county area ("Big Bend area"); and

WHEREAS, the Parties desire to enter into a contractual relationship reflecting the Parties' respective responsibilities regarding the implementation and operation of the *CHP Champions* program in the District for the 2025-2026 school year which starts August 1, 2025, and ends June 30, 2026, with start and end dates for implementation of the program to be agreed upon by Titus and the Chamber, after consultation with the Board.

NOW, THEREFORE, in consideration of the promises and mutual agreements contained herein, the Board, CHP, the Chamber, and Titus do hereby mutually agree to the following terms and conditions below:

1. **Purpose**

1.1 The purpose of this Agreement is to define the roles, relationships and responsibilities of the Parties as each relate to the *CHP Champions* program, which is operated and implemented exclusively by the Chamber and Titus.

1.2 The *CHP Champions* program will provide before, during, and after-school fitness and exercise programs for District students. All programs, with the exception of the during-school student programs, shall be voluntary for participants.

2. **Board Rights and Responsibilities**

2.1 The Board will permit Titus to use its school sites to conduct the *CHP Champions* program, as long as Titus adheres to all applicable state statutes, state rules, and Board policies regarding the use of school facilities.

2.2 The Board will assist in making the *CHP Champions* program available to District students in accordance with the terms set forth by the school site administrators.

2.3 the Board will maintain a copy of each executed release received from Titus for each District student enrolled in the *CHP Champions* program.

2.4 The Board will conduct Level II background screenings on all Titus staff involved in the *CHP Champions* program, in accordance with Board Policy 2.021 and applicable state law and upon payment of the required fee. Titus shall ensure that all employees, contractors, or assignees submit to Level II background checks, as set forth in section 5.6, below.

2.5 The Board will review all manuals, program rules and guidelines, safety protocols, and forms related to the *CHP Champions* program.

2.6 The Board will prepare and require compliance with a District security and operations manual for the *CHP Champions* program, which shall provide guidelines on maintaining safe and secure school sites, use and/or non-use of school recreational equipment, etc., which will be available during the *CHP Champions* Coach Certification.

2.7 The Board agrees that Board personnel paid by Titus through the official Titus payroll system to assist with the *CHP Champions* program, whether hourly, salaried, or by stipend are considered Titus employees for any duties required to perform the above-referenced assistance. Therefore, incidents involving said employees and arising from these duties that may constitute grounds for, but not limited to, a worker's compensation claim, an unemployment compensation claim, or which may be subject to a wage and hour determination, shall be covered exclusively by Titus pursuant to employees acting within the scope, responsibility and duty of employment. In the event a governmental entity (other than the Board), court, or administrative panel decide under any state or federal law that the Board is, singularly or jointly, the employer for these employees, Titus will indemnify, hold harmless, and defend the Board.

3. **CHP Responsibilities.**

3.1 CHP shall provide funds to the Chamber for the implementation of the *CHP Champions* program in accordance with the approved budget. CHP will coordinate with the Chamber and Titus to develop and maintain an annual budget for the program. Any changes to the budget after approval must be agreed upon in writing by CHP, Titus and the Chamber.

3.2 CHP shall ensure that all student records and/or personal health information disclosed to and/or used by it, in accordance with a properly executed release, is not improperly disclosed to any third party in violation of Board policy, or state or federal law, and shall protect such student information in accordance with section 8 of this Agreement.

4. The Chamber Responsibilities.

4.1 The Chamber shall act as the fiscal agent and contract manager for CHP, and shall utilize the funds provided to it by CHP to support and fund the operations of the *CHP Champions* program in accordance with this Agreement. This will include, but not limited to, the following:

- a. Developing and maintaining an annual budget for the *CHP Champions* program in coordination with CHP and Titus; any changes to the budget after approval must be agreed upon in writing by CHP, Titus and the Chamber.
- b. Disbursing CHP funds necessary to administer the *CHP Champions* program in accordance with this Agreement and the annual budget;
- c. Providing monthly financial statements, which detail all receipts and expenditures, to the Chief Financial Officer of CHP;
- d. Providing quarterly financial reports, in a format agreed upon by the Chamber and LCS, to the *CHP Champions* Advisory Committee; Ensuring that LCS and the principal of each school in which the CHP Champions program is being administered are involved in student recruitment and scheduling;
- e. Ensuring that Titus documents successful completion of Level II background screening requirements by each staff member prior to contact with District students;
- f. Ensuring that Titus maintains Commercial General Liability insurance, as set forth in section 5.8 of this Agreement, and that Titus provides the following proof of insurance coverage to the Chamber and the Board: 1) a copy of the current certificate of insurance with the Board listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment) for the current policy period;
- g. Ensuring that Titus maintain workers' compensation/employers liability insurance, as set forth in section 5.9 of this Agreement, and that Titus provides the following proof of insurance coverage to the Chamber and the Board: 1) a copy of the current certificate of insurance with the Board listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and

either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment) for the current policy period; Ties to maturity date of policy Titus agrees that Board personnel paid by Titus through the official Titus payroll system to assist with the CHP Champions program, whether hourly, salaried or by stipend are considered Titus employees for any duties required to perform the above referenced assistance. Therefore, incidents arising from these duties that might constitute grounds for a Worker's Compensation claim would be covered under the Worker's Compensation Policy provided by Titus and referenced in section 5.9. pursuant to employees acting within scope, responsibility and duty of employment.

4.2 The Chamber shall disburse the designated funds it receives from CHP as necessary to support and fund the goals and related outcomes of the *CHP Champions* program.

4.3 The Chamber shall ensure that all student information disclosed to and/or used by it, in accordance with a properly executed release, is not improperly disclosed to any third party in violation of Board policy, or state or federal law, and shall protect such student information in accordance with section 8 of this Agreement.

4.4 The Chamber shall coordinate *CHP Champions* Advisory Committee meetings. In addition, the Chamber may also assist in preparing an annual report.

4.5 The Chamber shall provide any assistance reasonably requested by Titus in the implementation and operation of the *CHP Champions* program.

5. **Titus Responsibilities.**

5.1 Titus shall develop, monitor and oversee the programs and the operations of *CHP Champions* including compliance with the standards and the goals developed by Titus and CHP for the *CHP Champions* program.

5.2 Titus shall develop all program materials, student materials, and procurement of program equipment, coaches' uniforms, "*CHP Champions*" t-shirts, rewards and incentives.

5.3 Titus shall develop and enforce the program standards, inclusive of assurance that each on-site coach representing Titus is meeting its minimum

requirements as described in the attachment entitled "Requirements and Expectations for Champions Coaches."

- a. Ensuring that Titus will provide adequate training and day-to-day supervision of all staff, to include appropriate safety standards set forth by Board policy.
- b. Ensuring that Titus complies with all District safety and operations protocols.

5.4 Titus shall provide the staff and all programs necessary to implement and operate the *CHP Champions* program. In this regard, Titus shall have the sole discretion to recruit, select, hire and fire the staff, the coaches, any volunteers, or any other persons working in the *CHP Champions* program as Titus deems necessary to implement the *CHP Champions* program.

5.5 Titus shall select, train, and assign the staff, Coaches, volunteers, or other persons that may be required to work in the *CHP Champions* program.

5.6 Titus shall ensure that all employees, contractors or assignees submit to Sexual Predator and Level II background checks in accordance with state law and Board Policy 2.021.

5.7 Titus shall take all precautions necessary for the safety of and prevention of injury to persons, including *CHP Champions* program participants, Titus employees, and third persons, and for the prevention of damage to Board property.

5.8 Titus shall require each student participant to execute a release for liability reviewed and approved by the Board and provide the completed release to the Board before the participant engages in activities under this Agreement.

5.9 Titus shall register with and use the E-Verify system to verify all newly hired employees' work authorization status. A public employer, contractor, community partner, or subcontractor shall not enter into an Agreement unless each Party to the Agreement registers with and uses the E-Verify system under Section 448.095, F.S.

5.10 Titus shall maintain during the term of this Agreement, and any and all subsequent terms, Commercial General Liability insurance covering Titus and the *CHP Champions* program for bodily injury, personal injury, and property damage, including, but not limited to, coverage for operations, products, independent contractors, and liability contractually assumed, using the latest

occurrence form edition Commercial General Liability Coverage Form (ISO Form CG1), as filed for use in the State of Florida by the Insurance Services Office. The insurance shall be in the minimal amount of \$1 million per occurrence/\$3 million annual aggregate and shall clearly list the Board as an Additional Insured on the policy certificate. Titus shall provide the following proof of insurance coverage to the Chamber and the Board: 1) a copy of the current certificate of insurance with the Board listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment). Titus shall not permit this insurance to lapse for any reason during the term of this Agreement and any subsequent terms. Any lapse in insurance coverage will be grounds for immediate termination of this Agreement, as set forth in section 10.2 of this Agreement. Titus shall provide written notice to the Chamber and the Board within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim.

5.11 Titus shall maintain workers compensation/employer's liability insurance covering Titus, the *CHP Champions* program, and to the extent its subcontractors and sub-subcontractors are not insured, which would be covered by the latest edition of the Standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. Titus shall ensure that this coverage complies with both the Florida Workers' Compensation Act and the Federal Employer's Liability Act. Subject to the restrictions found on the Standard Workers' Compensation Policy, there shall be no maximum limit on the amount of coverage for those customarily insured under Part One of the Standard Workers' Compensation Policy. The minimum amount of coverage for those customarily insured under Part Two of the Standard Workers' Compensation Policy shall be: EL Each Accident: \$500,000; EL Disease Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000. Titus shall provide the following proof of insurance coverage to the Chamber and the Board: 1) a copy of the current certificate of insurance with the Board listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment). Titus shall not permit this insurance to lapse for any reason during the term of this Agreement and any subsequent terms. Any lapse in workers compensation/employer's liability insurance coverage will be grounds for immediate termination of this Agreement, as set forth in section 10.2 of this Agreement. Titus shall provide written notice to the Chamber and the Board within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim.

5.12 The Board agrees that Board personnel paid by Titus through the official Titus payroll system to assist with the *CHP Champions* program, whether hourly, salaried or by stipend are considered Titus employees for any duties required to perform the above-referenced assistance. Therefore, incidents involving said employees and arising from these duties that may constitute grounds for a worker's compensation claim, an unemployment compensation claim, or which may be subject of a wage and hour claim or determination, shall be covered exclusively by Titus pursuant to employees acting within the scope, responsibility and duty of employment. In the event a governmental entity (other than the Board), court, or administrative panel decide under any state or federal law that the Board is, singularly or jointly, the employer for these employees, Titus will indemnify, hold harmless, and defend the Board.

6. **Compensation.**

6.1 Compensation shall be paid by the Chamber to Titus in accordance with the approved budget for the *CHP Champions* program.

7. **Protection of Proprietary and Confidential Information of Titus.**

7.1 The Parties acknowledge that during the performance of this Agreement and during the implementation and operation of the *CHP Champions* program, it may be necessary for Titus to disclose certain trade secrets, concepts, programs, intellectual property or other confidential and proprietary information (collectively referred to as "Information") that has been developed by Titus.

7.2 To the extent that any Party gains knowledge of the confidential or proprietary Information of Titus, the Parties shall not disclose to non-partner third parties any such Information except upon express, written permission of Titus.

8. **Protection of Student Information.**

The Parties acknowledge that, by virtue of entering into this Agreement, Titus and the Chamber may have access to certain participant information, including health information. Titus and the Chamber agree that neither party will at any time, either during or subsequent to the term of this Agreement, disclose to any non-partner third party, except where permitted or required by law or where such disclosure is expressly approved by the student's parent in writing, any participant information, and Titus and the Chamber shall comply with all

Federal and State laws and regulations regarding the protection of such participant information.

Where applicable, the Parties agree that they will comply with the Health Insurance Portability Accountability Act, as well as all regulations promulgated thereunder (45 CFR Parts 160, 162, and 164), and the Family Educational Rights and Privacy Act, as well as all regulations promulgated thereunder (34 CFR Part 99).

9. **Term of the Agreement.**

This Agreement shall commence on August 1, 2025, ("Effective Date") and shall end on June 30, 2026, unless earlier terminated pursuant to paragraph 10. This Agreement may be extended or renewed, upon written approval of the parties.

10. **Termination of Agreement.**

10.1 This Agreement or any extension thereof may be terminated with or without cause, by any Party at any time, by giving a 60-day written notice to the other Parties. Said notice shall be delivered by certified mail or in-person. In the event this Agreement is terminated, the participants of the *CHP Champions* program shall be afforded a 30-day written notice. All costs incurred in the provision of the written notice to the participants shall be borne by the terminating party.

10.2 This Agreement or any extension thereof may be immediately terminated upon the provision of written notice by certified mail by any Party for the failure of Titus to maintain appropriate liability and workers' compensation insurance coverages in accordance with sections 5.8 and 5.9 of this Agreement.

10.3 In the event of termination pursuant to section 10.1, neither party is relieved of their respective performance obligations for the 60-day notice period. All Parties are responsible to provide their respective services or payments for such services for all periods up to and including until the final expiration date of the notice period in section 10.1 above.

10.4 If a breach of this Agreement occurs, the Board may terminate this Agreement upon 24 hours' written notice. Notice shall be delivered by certified mail (return receipt requested), by other delivery methods whereby an original signature is obtained, or in-person with proof of delivery.

10.5 Violation of Section 274A of the Immigration and Nationality Act shall be grounds for unilateral cancellation of this Agreement.

11. Indemnification.

11.1 In exchange for the ability to access Board property for the implementation of the *CHP Champions* program, the Chamber and Titus expressly undertake to indemnify, defend with competent counsel, and hold the Board harmless against any and all liability, loss, damage, claims, suits, judgments, costs, fees or damages, including court costs and attorney's fees, exclusively arising out of the implementation and operation of the *CHP Champions* program, including, but not limited to:

- Disciplinary action or the termination of any individual involved in the *CHP Champions* program that is exclusively related to activities arising within the scope of the *CHP Champions* program;
- Debts accrued by the Chamber or Titus in connection with or arising out of the *CHP Champions* program and/or nonpayment of the same;
- Any material breach of this Agreement or violation of law;
- Personal injury, property damage, or violations of civil rights that may arise out of, or by reason of the *CHP Champions* program and/or its employees, agents, and representatives while performing their duties within the scope of the *CHP Champions* program;
- Any labor and employment related actions brought under state or federal law, as set forth in sections 2.7 and 5.10, above.

11.2 In addition to the express acknowledgment set forth in section 11.1 of this Agreement, Titus expressly undertakes to indemnify, defend with competent counsel, and hold the Board harmless against any and all liability, loss, damage, claims, suits, judgments, costs, fees or damages, including court costs and attorney's fees, arising out of the negligence of any individuals involved in the implementation of the *CHP Champions* program, including employees, contractors, subcontractors, or other agents, in connection with and arising out of their services within the scope of this Agreement.

11.3 The Chamber or Titus shall provide written notice to the Board within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim for indemnification under this provision.

11.4 Should it become necessary for the Board to incur any costs or expenses, from the Effective Date of this Agreement forward, whether directly or indirectly, including, but not by way of limitation, attorney's fees, investigator's fees, collection fees, or court costs, in connection with any claim or demand for which indemnification is provided by this Agreement, or in connection with any attempt to recover losses incurred on such claims or demands, or in connection with the enforcement of this Agreement or any portion of it, the Chamber and Titus or their respective insurance carriers agree to pay the Board, upon the provision of reasonable notice by the Board, such reasonable fees, expenses, or liability incurred by the Board.

11.5 The Chamber and Titus's indemnity obligations under this Agreement shall survive the expiration or termination of this Agreement and shall continue until the later of: a) five (5) years after termination of this Agreement, or b) the final termination of all pending or threatened actions, suits, proceedings or investigations to which the Board may be subject by virtue of this Agreement.

11.6 Nothing in this indemnification section waives or modifies the limitations of liability in section 768.28, F.S., which limits are hereby deemed applicable to this Agreement.

12. Other Terms and Conditions.

12.1 **Renegotiation or Modifications.** Modifications of the terms and conditions of this Agreement shall only be valid when they have been reduced to writing and duly signed by the parties. The Parties agree to renegotiate this Agreement if any material changes to the *CHP Champions* program are made that adversely affect any party to this Agreement.

12.2 **Severability.** If any provision of this Agreement or the application thereof is held to be invalid for any reason, such invalidity shall not affect the validity of other provisions or applications thereof, which can be given effect without the invalid provision or application. To this end, the provisions of this Agreement are declared to be severable.

12.3 **Assignment.** No Party shall assign its responsibilities or interests under this Agreement to another party without the Parties' prior written approval, with the exception that Titus may assign its rights and delegate its duties

pursuant to this Agreement to any wholly owned subsidiaries of Titus that it deems necessary in order to implement and operate the *CHP Champions* program.

12.4 **Controlling Law and Venue.** This Agreement is executed and entered into in the State of Florida and shall be construed, performed, and enforced in all respects under the State of Florida's laws, rules, and regulations. Any action hereon or in connection herewith shall be brought in Gadsden County, Florida.

12.5 **Authority.** Each party represents and warrants to the other party that it has all requisite authority and power to enter into and perform its obligations pursuant to the provisions of this Agreement.

12.6 **Integration.** This Agreement constitutes the entire Agreement of the Parties with respect to the implementation and operation of the *CHP Champions* program in Gadsden County.

12.7 **Non-Discrimination.** No person, on the grounds of race, creed, color, national origin, age, gender, marital status, or disability, shall be excluded from participation in, be denied the proceeds or benefits of, or be otherwise subjected to, discrimination in the performance of this Agreement.

12.8 **Americans with Disabilities Act.** All Parties shall comply with the Americans with Disabilities Act. In the event of any Party's noncompliance with the non-discrimination clauses, the Americans with Disabilities Act, or with any other such rules, regulations, or orders, this Agreement may be canceled, terminated, or suspended, in whole or in part.

12.9 **Public Records.** The Parties agree to (a) keep and maintain public records required by the Board to perform the service; (b) upon request from the Board's custodian of public records, provide the Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Florida Statute; (c) ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if a Party does not transfer the records to the Board; and (d) upon completion of the Agreement, transfer, at no cost to the Board all public records in possession of the Party, or keep and maintain public records required by the Board to perform contractual obligations. If the Party transfers all public records to the Board upon completion of the Agreement, the

Party shall destroy any duplicate public records that are exempt or confidential and exempt from public record disclosure requirements. If the Party keeps and maintains public records upon completion of the Agreement, the Party shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the Board, upon request, in a format that is compatible with its information technology systems. The Board may unilaterally cancel the Agreement for refusal by any Party to allow public access to all documents, papers, letters, or other material made, or received by, the Parties in conjunction with the Agreement unless the records are exempt from Section 24(a) of Art. I of the State Constitution and either Section 119.07(1), F.S. or Section 119.071, F.S.

12.10 **Force Majeure.** No Party shall be liable for loss or damage suffered as a result of any delay or failure in performance under this Agreement or interruption of performance resulting directly or indirectly from acts of God, fire, explosions, earthquakes, floods, water, wind, lightning, civil or military authority, acts of public enemy, war, riots, civil disturbances, insurrections, pandemics, strikes, or labor disputes.

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IN WITNESS THEREOF, the Parties hereto have caused this Agreement to be executed by their undersigned officials as duly authorized.

**GREATER TALLAHASSEE CHAMBER
OF COMMERCE**

**THE SCHOOL BOARD OF GADSDEN
COUNTY, FL**

SIGNED
BY: _____

SIGNED
BY: _____

NAME: Sue Dick

NAME: Elijah Key, Jr.

TITLE: President

TITLE: Superintendent

DATE: _____

DATE: _____

CAPITAL HEALTH PLAN

TITUS SPORTS ACADEMY LLC

SIGNED
BY: _____

SIGNED
BY: _____

NAME: Sabin Bass

NAME: Adam Faurot

TITLE: President

TITLE: President

DATE: _____

DATE: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: June 24, 2025

TITLE OF AGENDA ITEM: MOA Between Gadsden County School Board & Florida
Department of Health

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM: The purpose of this agreement is to outline duties and responsibilities between the Gadsden County Health Department and the Gadsden County School Board during the 2025-2026 school year.

FUND SOURCE: General Funds

AMOUNT: \$100,100.00 (Quarterly payments will be made of \$25,025.00)

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Assistant Superintendent of Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

CHAIRMAN'S SIGNATURE: page(s) numbered 5

REVIEWED BY:

School Health Services
Memorandum of Agreement
Between
Gadsden County School Board
And
Florida Department of Health
Gadsden County Health Department
MOA# - (2025-2026)

The Gadsden County School Board (GCSB) envisions communities where children and youth lead positive, secure, and happy young lives while developing the skills, knowledge, and competencies necessary for fulfilling contributing adult lives. The GCSB is committed to a future where all children and youth live in families and communities that promote their positive development. The Gadsden County School District (GCSD) agrees to collaborate with the State of Florida, Department of Health, Gadsden County Health Department (DOH-Gadsden) to deliver health care and health education programs in a safe and supportive learning environment.

Each party agree to:

1. Promote a coordinated effort between GCSD and DOH-Gadsden staff to achieve maximum health and academic success of students and staff.
2. Comply with relevant state and federal laws, rules, and regulations governing handling, storage, and access to student records to include the Health Insurance Portability Accountability Act, as well as all regulations promulgated thereunder (45 CFR Parts 160, 162, and 164) and the Family Educational Rights and Privacy Act, as well as all regulations promulgated thereunder (34 CFR Part 99).
3. Develop cooperative procedures for administering health care data collection, record keeping, and immunization compliance.
4. Jointly plan and provide training opportunities for DOH-Gadsden and GCSD personnel.

Gadsden County Schools agree to:

1. Pay DOH-Gadsden \$100,100 annually to ensure that as many GCSD school clinics will have healthcare staff assigned as possible. The timesheets that document the daily attendance of the employees of DOH-Gadsden in the schools must be signed by an authorized administrator of the respective schools in which the service is rendered. This documentation must accompany the quarterly invoice submitted to GCSD. This amount shall be paid in four (4) quarterly installments of \$25,025. Please note that all invoices or notices sent to the GCSD will require a minimum of seven (7) days and a maximum of fifteen (15) days to process once the invoice is received from DOH-Gadsden.
2. Provide DOH-Gadsden staff access to the district phone messaging service to relay Back to-School information for students and their families' concerning immunizations and school physical requirements and any health advisories that become necessary to protect the students and faculty. Provide phone support to school clinic staff located at onsite school clinics.
3. Provide daily janitorial and requested maintenance services to each school clinic facility.
4. Provide and maintain building infrastructure wiring, data phone cabling, and electrical connections for school clinics.
5. Provide data support, troubleshooting, network, and port addressing to each school clinic sufficient to support establishment and connectivity for an on-site firewall-created internal isolated zone to the Florida Department of Health's (FDOH) network over county circuits.
6. Maintain general liability insurance covering all onsite electronic equipment under circumstances of occupational injury, employee disloyalty, and general liability. A review and determination of fault is required before assumption of any liability and a certificate must be provided upon request. Where determination of fault is with DOH-Gadsden, DOH is self-insured to the limit required by Florida law, and a certificate of insurance shall be provided upon request.
7. Appoint a School Health Coordinator from the GCSD to serve as a liaison with DOH-Gadsden. The School Health Coordinator's duties should include but not be limited to coordination of service delivery, resolving billing issues, facilitating timely communication, and MOA monitoring.
8. Supply, provide, refresh, and maintain the following IT resources and services.
 - a. All software, hardware, licensing, and technology peripherals connected to DOH's internal zones which are used in the onsite school clinics, power and path cables needed to connect to the building infrastructure.
 - b. All network switches and firewalls supporting DOH's internal zone.

- c. Current and up-to-date antivirus and intrusion detection software required to protect assets with the internal zone from exploits.
 - d. All troubleshooting, patching, maintenance, configuration, and desktop support (includes user access management) of internal zone equipment, including firewall and all connected hosts.
 - e. Provide DOH-Gadsden school clinic staff with a Gadsden School District login and password.
 - f. Provide DOH-Gadsden school clinic staff access to GSCD's chosen student information system (FOCUS) to maintain and record student health information.
9. GCSD School Health Coordinator will collaborate and assist with the annual and biannual school health plan.
- a. Participate in quarterly staff meetings.
10. All special requests for DOH clinic nurses' participation in school events will be sent through the liaison (i.e. school, sports, and special Olympic physicals) in a timely manner for FDOH Central Office approval to participate.

Florida Department of Health in Gadsden County agrees to:

1. Provide Comprehensive Health Care (s. 381.0057, F.S.) at schools listed below: [These services include basic health services (s. 381.0057, F.S) and student health management, interventions, and classes to reduce risk taking behaviors, violence, and injury prevention along with nutritional classes and basic medical services. Comprehensive school health can also provide referrals for abused children and children at high risk for delinquent behavior and their parents. Comprehensive school health services provide more in-depth health management through the increased use of registered nurses (RN) for assessments, intervention, case management, and improving access to health care through referrals to insurance programs and family physicians.]
 - Chattahoochee Elementary
 - Gadsden Elementary Magnet
 - George W Munroe Elementary
 - Greensboro Elementary
 - Havana Magnet School
 - James A. Shanks Middle School
 - Stewart Street Elementary
 - West Gadsden Middle School
 - Gadsden County High School
2. Provide immunization services and cumulative review to all GCSD schools.
3. DOH-Gadsden school health employees shall work from 7:30 a.m. to 4:00 p.m. on school days except for occasional mandatory meeting days.

4. Provide hearing, vision, scoliosis, and BMI (body mass index) screenings as appropriate to kindergarten, 1st, 3rd, and 6th grade students only. All other student screenings will be on an as-needed basis.
5. Provide blood borne pathogen, medication in-service training, and infection control training for professional development.
6. Provide and maintain connectivity to a Virtual Private Network interface our secure FTP site for GCSD to FOCUS (current student information application) for weekly data upload, incorporating all reasonable associated costs.
7. Adhere to the Gadsden County School Board District Adult User Internet guidelines.
8. Assist GCSD in identifying health issues and statistics that may be used to support grants for health initiatives.
9. Provide the GCSD Financial Office with quarterly invoices or written notice of agreed upon monetary funds with due date enclosed. The invoice or notice shall include documentation describing the services rendered. The invoice shall itemize the services in detail indicating DOH-Gadsden's expenditures that tie to the payments by GCSB. Attached documentation shall substantiate DOH-Gadsden's expenditures. DOH-Gadsden will invoice approximately:
 - September 30, 2025
 - December 30, 2025
 - March 30, 2026
 - June 30, 2026
10. Retain all required financial documents for five (5) years after district makes the final payment and all other pending matters are closed.
11. Attend the schools IEP (Individualized Education Plan), FEPA (Free Appropriate Public Education) and 504 Plan meetings.

Gadsden County Schools and the Florida Department of Health in Gadsden County mutually agree that:

1. The parties hereto contemplate that term of this Agreement be for the period of July 1, 2025, through June 30, 2026. This Agreement shall be reviewed annually to determine its continuation and or need for modification as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.
2. The parties hereto acknowledge and understand that they have a duty to and will cooperate with the inspector general in any investigation, audit, inspection, review, or hearing pursuant to Section 20.055 (5), Florida Statutes.


IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representative's.

Chairman
Gadsden County School Board

Date

ATTEST By: Elijah Key
Superintendent of Schools

Date



Adrian Cooksey, Dr.PH, MPH
Administrator
Gadsden County Health Department

Date

6/4/2025

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e_____

DATE OF SCHOOL BOARD MEETING: June 24, 2025

TITLE OF AGENDA ITEM: Request for Approval of Service Contract

DIVISION: Media & Technology

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

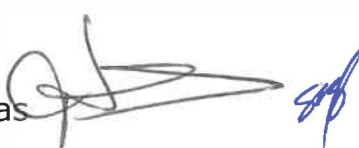
PURPOSE AND SUMMARY OF ITEM:

The district is requesting the services currently being provided by Lamier Technology Services, LLC to be renewed for another 12 months. Lamier has been a partner in providing competent Technology support to the Gadsden School District for over 14 years. Services to be provided are listed in the attached contract.

FUND SOURCE: Title I

AMOUNT: \$55,000

PREPARED BY: John Thomas



POSITION: Network Coordinator

³ INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER
Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Contracts to be executed:

- Lamier Technology Services LLC



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

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

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

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

ARTICLE 2. SCOPE OF SERVICES

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

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

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on July 1, 2025 and end on June 30, 2026 contingent upon the approval by school board and contingent upon approval and funding by the Florida Department

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

ARTICLE 4. DEFINITIONS

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

ARTICLE 5. PAYMENT

This is a professional services contract not to exceed the amount of \$55,000 (fifty-five thousand dollars) for responsibilities as outlined in this contract. In consideration for the work performed by CONTRACTOR, the RECIPIENT shall pay the CONTRACTOR at \$4,583.33 monthly in support of the period that the invoices cover. The CONTRACTOR will submit time and effort

logs to the Director of Media and Technology to document services provided. Quarterly deliverables will be submitted to the Area Director of Academic Services and the Federal Programs Director. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, the RECIPIENT shall pay to Lamier Technical Services, LLC the total amount of \$55,000 for services rendered as described under the Scope of Services and detailed in the Deliverables. Checks will be made payable to Lamier Technical Services, LLC and will be sent to the agency office.

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

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

ARTICLE 6. PUBLIC RECORDS

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

ARTICLE 7. TERMINATION OF AGREEMENT

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

ARTICLE 8. AMENDMENTS

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

ARTICLE 9. PERSONNEL and LEVEL 2 CLEARANCE

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

ARTICLE 10. NONDISCRIMINATION AND COMPLIANCE

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

ARTICLE 11. ADMINISTRATION OF AGREEMENT

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

- (b) The RECIPIENT'S contract administrators and contacts are Ms. Joannette Thomas, Director of Federal Programs and/or their designees.
- (c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.
- (d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 12. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

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

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

ARTICLE 13, DISPUTES, CONFLICTS and ENFORCEMENT

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

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

Mr. Eric Rodriguez, DBA
Lamier Technical Services, LLC

Date

Mr. Elijah Key
Superintendent of Schools

Date

Mr. Leroy McMillian
Chair, Gadsden County School Board

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: June 24, 2025

TITLE OF AGENDA ITEM:

Contractual agreement between The School Board of Gadsden County and Coggin Toyota, Jacksonville, FL.

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The local educational agency affirms that any vehicles purchased with IDEA funds will be used exclusively to support activities and services related to special education, as authorized under the Individuals with Disabilities Education Act (IDEA). This includes, but is not limited to, transporting students with disabilities to and from school as specified in their Individualized Education Programs (IEPs), transporting them during the school day for access to special education and related services, and supporting vocational or employment-related activities. Additionally, vehicles may be used by special education personnel to carry out duties directly related to the provision of IDEA-funded services.

FUND SOURCE: IDEA

AMOUNT: \$91,740.00 (2 @ 45,870.00)

PREPARED BY: Kesandra Brown

POSITION: Director of Exceptional and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

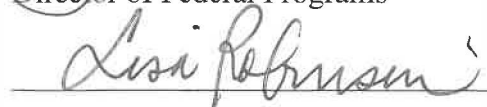
2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1


CHAIRMAN'S SIGNATURE: page(s) numbered 1

REVIEWED BY:


Director of Federal Programs


Assistant Superintendent for Academic Services

6/10/25
Date

6/10/25
Date 

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

Superintendent of Gadsden School District

Name: _____

Title: _____

Signature: _____

Date: _____

Chairman of Gadsden School District Board

Name: _____

Title: _____

Signature: _____

Date: _____



TOYOTA

Coggin Toyota at the Avenues

11340 Phillips Highway
Jacksonville FL 32256
904-262-0338

2025 SIENNA

Sienna XLE

Model: 2025 Sienna XLE 2.5L Hybrid Engine Front-Wheel Drive
8-passenger seating 5406A
VIN: 5TDYRKEC8SS264994
Stock: CTA252089
Engine: 2.5L Hybrid Engine
Transmission: Electronically controlled Continuously Variable Transmission (ECVT)



EXTERIOR
Midnight Black Metallic

INTERIOR
Gray Softex®

PRICE

Base MSRP *	\$43,995.00
Factory Installed Packages & Accessories	\$375.00
Delivery Processing and Handling	\$1,500.00
Total Suggested Retail Price	\$45,870.00

FUEL ECONOMY

	36 <small>MPG</small>	36 <small>MPG</small>	36 <small>MPG</small>
Combined City/Hwy	City	Highway	

INSTALLED PACKAGES & ACCESSORIES

50 State Emissions	FIO	\$0.00
Roof rails	FIO	\$150.00
Spare tire	FIO	\$75.00
Mudguards	FIO	\$150.00
6-Gallons of Gas	LIO	\$0.00
SET Digital Portfolio	LIO	\$0.00
	LIO	\$0.00
Total Optional Equipment		\$375.00
Vehicle Base Model		\$43,995.00
Delivery Processing and Handling		\$1,500.00

FEATURES

Mechanical & Performance

- Brakes: Ventilated 12.9-in. front disc brakes
- Drivetrain: Front-Wheel Drive (FWD)
- Suspension: Independent MacPherson strut front suspension; multi-link rear suspension
- Electric motors: Permanent magnet synchronous motors (two front)
- Traction battery: Battery type: sealed Nickel-Metal Hydride (Ni-MH)
- Brakes: Ventilated 12.5-in. rear disc brakes
- Transmission: Electronically controlled Continuously Variable Transmission (ECVT) with sequential shift mode
- Drive modes: Normal, Eco, EV, Sport
- Emission rating: Super Ultra Low Emission Vehicle (SULEV)
- Steering: Electric Power Steering (EPS)
- Engine: Hybrid—2.5-Liter with Double Overhead Cam (DOHC),

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: June 24, 2025

TITLE OF AGENDA ITEM: Panhandle Area Educational Consortium (PAEC-FLVS
FRANCHISE) Contract Agreement

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The State of Florida requires each school district to have a virtual instruction program Pursuant to F.S. 1002.45. Approval of the Panhandle Area Educational Consortium (PAEC FLVS Franchise) agreement is requested in order to provide virtual instruction to the students of Gadsden County as a School Choice Option.

FUND SOURCE: FEFP

AMOUNT: Undetermined – Based upon enrollment

PREPARED BY: Gary Russ-Sills, MSW

POSITION: Virtual School Administrator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

4 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

REVIEWED BY: 

Panhandle Area Educational Consortium Contract Agreement

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

The contract will commence July 1, 2025 and will continue until June 30, 2026. Katrina Roddenberry will direct the activities of the contract.

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

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

The services provided through this contract are stipulated as follows:

The Contractor, Panhandle Area Educational Consortium will:

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

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

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

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

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

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

The Contractor, as defined by the Attorney General Opinion No. 062-120, will perform all services and furnish all labor at the Payee/Contractor's risk assuming full responsibility for completion of services stipulated. The Contractor is the party providing the services; the Contractee is the party receiving the services and providing the payment for the services.

This Agreement is subject to the Laws of the State of Florida, in particular, the below listed provisions found in Florida Statutes 287.058, 287.0582, 216.347 and 215.422:

287.058 -

- (1) a. A provision that bills for fees or other compensation for services or expenses be submitted in detail sufficient for a proper preaudit and postaudit thereof.
- c. A provision allowing unilateral cancellation by the agency for refusal by the Contractor to allow public access to all documents, papers, letters, or other material made or received by the Contractor in conjunction with the contract, unless the records are exempt from s. 24(a) of Art. I of the State Constitution and s. 119.07(1).
- (2) The agency head and the Contractor prior to the rendering of any contractual service shall sign the written agreement.

287.0582 -

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

216.347 -

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

215.422 -

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

1012.465-

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

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

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

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

Contractee

Elijah Key, Superintendent
The School Board of Gadsden County, Florida

Date

Leroy McMillan, Chairman
The School Board of Gadsden County, Florida

Date

Contractor

Thomas Register, Superintendent
Washington County School Board, Florida
Panhandle Area Educational Consortium

Date

John T. Selover, Executive Director
Panhandle Area Educational Consortium

Date

WCSB Date: May 12, 2025

Contract Number: 25-169

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: June 24, 2025

TITLE OF AGENDA ITEM: K12 Florida LLC Virtual School Agreement

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

The State of Florida requires each school district to have a virtual instruction program Pursuant to F.S. 1002.45. Approval of the K12 Florida LLC Virtual School Agreement is requested in order to provide virtual instruction to the students of Gadsden County as a School Choice Option.

FUND SOURCE: FEFP

AMOUNT: Undetermined – Based upon enrollment

PREPARED BY: Gary Russ-Sills, MSW

POSITION: Virtual School Administrator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____



This Online Educational Products and Services Order (this "Order"), dated as of 7/1/2025 (the "Order Effective Date"), is between Gadsden County School District ("Customer"), 35 Martin Luther King Jr Blvd Quincy, FL 32351 and K12 Florida LLC ("K12"), 11720 Plaza America Dr., 9th Floor, Reston, VA 20190. This Order incorporates and is in all respects subject to both the Florida Attachment to The Online Educational Products and Services Order ("Attachment") attached hereto as Exhibit A and the K12 Online Educational Products and Services Agreement Terms (the "Terms") attached hereto as Exhibit B, on the date that this Order bears the signatures of both Customer and K12. Collectively, the Order, Attachment and Terms will constitute the entire agreement ("Agreement"). All capitalized terms will have the meanings assigned to those terms in the Agreement. I am authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms.

Accepted by Customer:

Signature: _____ Date: _____
 Name (Print): _____ Title: _____

Accepted By K12:

Signature: _____ Date: _____
 Name (Print): _____ Title: _____

1. **Period:** 7/1/2025 through 6/30/2026 and is not eligible for a renewal period.
2. **Territory:** Students served by Gadsden County School District, FL
3. For the Services and/or Products provided under this Order, Customer shall pay the following Fees:

Qty	Product	Product Description	Unit Price	Total Price
As Ordered	FL VIP Comprehensive K-12	VIP Comprehensive K-12 Program with K12 teachers for up to 6 courses per student per semester. Includes content, hosting, instruction, materials, and advisor support for grades 6-12.	\$4,450.00	As Ordered
As Ordered	FL VIP 6-12 Semester Course	VIP single semester course with K12 teacher. Includes content, hosting, instruction and materials.	\$400.00	As Ordered
As Ordered	FL VIP K-5 Annual Course	VIP single annual course with K12 teacher. Includes content, hosting, instruction and materials.	\$800.00	As Ordered
As Ordered	FL K12 Grade K-5 Annual Course Content License	License for a grade K-5 individual student enrollment in an annual course per school year. Includes content and hosting. Materials ordered separately.	\$130.00	As Ordered
As Ordered	FL K12 Grade 6-12 Semester Course Content License	License for a grade 6-12 individual student enrollment in a semester course. Includes content and hosting. Materials ordered separately. One (1) credit courses are invoiced for each semester.	\$65.00	As Ordered
1	FL VIP Enrollment Services with School Placement	Access to K12's proprietary enrollment Parent Portal system via a URL unique to the school, dedicated landing page with lead form to capture school-specific leads and dedicated toll-free number to the K12 enrollment center for school-specific inbound inquiries. Enrollment operations include monitoring and reporting, and consultation and enrollment guidance from K12 enrollment center agents for interested families. Placement of school on K12 School Finder application.	\$0.00	\$0.00

Qty	Product	Product Description	Unit Price	Total Price
As Ordered	K12 K-12 Physical Course Materials	Leased K12 student physical materials for one student enrolled in one course	\$100.00	As Ordered

K12 reserves the right to replace or substitute any product offerings set forth in this Order for another similar product or service, subject to availability.

4. Description of Educational Products.

K12 Content License:

Each course includes content as described in the course catalog. K12 may from time to time, in its sole discretion, deliver or otherwise make available to the Customer certain updated courseware, which such updates shall also be subject to all of the Terms. The Customer acknowledges and agrees that certain courseware and updates thereto may be designed to utilize separate textbook products or course materials and the Customer may be responsible for procuring such materials. A complete list of required materials may be accessed at-

<https://fueleducation.my.site.com/servicestation/s/article/Materials-for-PowerSchool-Materials-Lists-and-Ordering>

Semester courses are up to twenty (20) weeks in length, and annual courses are up to forty (40) weeks.

FL VIP Comprehensive and Single Courses:

The FL VIP courses include three components: (1) Course content with hosting service, (2) Materials (for K-5 courses), and (3) a suite of learning tools tailored to Client's needs. Instructional text or e-books and supplies (collectively, Materials) for K-5 students. Materials for Customers teachers and High School students are ordered separately. A complete list of required materials may be accessed at -

<https://fueleducation.my.site.com/servicestation/s/article/Materials-for-PowerSchool-Materials-Lists-and-Ordering>

K12 will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. K12 Materials are intended solely for the use of the teachers and the students enrolled in K12 courses to whom K12 provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide K12 with reasonable assistance in obtaining durable Materials from students and their parents.

K12 Materials:

Instructional text or e-books, supplies, and teaching tools (collectively, "Materials") for students and/or instructors. A complete list of required materials may be accessed at -

<https://fueleducation.my.site.com/servicestation/s/article/Materials-for-PowerSchool-Materials-Lists-and-Ordering>

K12 will reclaim durable Materials by informing the Customer and/or its students which Materials need to be returned and provide pre-paid return shipping labels. K12 Materials are intended solely for the use of the teachers and the students enrolled in K12 courses to whom K12 provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customers will provide K12 with reasonable assistance in obtaining durable Materials from students and their parents.

5. Description of Services.

Instructional Services:

Customer will be provided licensed teachers for instruction to enrolled students for selected courses.

Hosting Solution:

The set-up, configuration, and hosting of the applicable courseware for the delivery of courses for the provision of educational services to students in the Territory and enrolled in Customer's educational programs.

Enrollment Services:

Customer will be provided the enrollment services as described in Section 3. Customer grants K12 and its affiliates a limited license for the Period to use its logo and provided intellectual property solely for the performance of this Order. For the avoidance of doubt, information that K12 obtains with respect to leads generated including contact information shall be owned by K12 and its affiliates.

6. Billing Terms.

Customer shall be invoiced for the Educational Products and Services ordered hereunder in accordance with the Terms, unless otherwise specified on this Order. Customer shall be invoiced quarterly and all invoices shall be payable Net 30 days from Customers receipt of invoice. K12 provides a 28 day grace period for students who enroll in courses or use instructional services. If a student withdraws from such course within 28 days from when the student enrolls, Customer will be refunded 50% of the applicable course or instruction fees, but only if such withdrawal was received in writing by fax or email before the grace period ended.

FL VIP Products:

K12 will invoice Customer for courses and educational tools and services quarterly in the months of September, December, March and June with Invoices payable in accordance with the Terms. Materials will be invoiced upon shipment.

Materials Refund Policy:

Materials costs are refunded 50% if the student is withdrawn within fourteen (14) days of order placement. There is no refund or credit on materials for withdrawals occurring after fourteen (14) days. No other refunds, credits or cancellations are allowed.

EXHIBIT A

FLORIDA ATTACHMENT TO THE ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

This Attachment is fully incorporated into the terms and conditions of the Online Educational Products and Services Order ("Order") to which it is attached and the K12 Online Educational Products and Services Agreement Terms (the "Terms") that are incorporated into said Order. It modifies certain provisions found in the Order and Terms, as noted below. **WHERE THERE IS A CONFLICT BETWEEN THE ORDER, THE TERMS, AND THIS ADDENDUM, THIS ADDENDUM SHALL CONTROL.**

Note: This Attachment is only applicable to products and services ordered under the Florida Virtual Instruction Program.

Section 1: Florida VIP Program Requirements

The following Florida Virtual Instruction Program requirements noted in §1002.45 of the Florida Statutes shall be added to the K12 Online Educational Products and Services Agreement Terms (the "Terms").

a) Contract Requirements

Contracts between Florida school boards and an Approved Virtual Instruction Provider require certain provisions to be included (see, § 1002.45 (4) F. S.)

Requirement	Text	K12 Response	Statute Reference
Curriculum Plan	<p>"Set forth a detailed curriculum plan that illustrates how students will be provided services and be measured for attainment of proficiency in the State Academic Standards for each grade level and subject. The plan must also include the following:</p> <ul style="list-style-type: none"> • Provide the current incoming baseline standard of student academic achievement, the outcomes to be achieved, the method of measurement that will be used, and a detailed description of: <ol style="list-style-type: none"> 1. How the baseline student academic achievement levels and prior rates of academic progress will be established. 2. How these baseline rates will be compared to rates of academic progress achieved by the same students while enrolled in the virtual instruction program. 3. To the extent possible, how the rates of progress will be evaluated and compared with the rates of progress of other closely comparable student populations. • Require the approved virtual instruction program provider to annually submit an accountability report that contains demographic information and student achievement performance data, that 	<p>K12 has provided a detailed curriculum plan in compliance with this requirement in the K12 Florida LLC Disclosure Requirements attached hereto as <u>Exhibit C.</u></p> <p>K12 agrees to implement this plan in accordance with the requirements of the Florida VIP program.</p> <p>K12 agrees to provide Customer a consolidated annual accountability report.</p>	§ 1002.45 (4)(a) F. S.

	links baseline student data to the provider performance projections identified in the Contract."		
Graduation Plan	"Provide a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282 if the contract is for the provision of a full-time virtual instruction program to students in grades 9 through 12."	K12 provides a percentage grade to the Customer and the customer can use these percentage grades within their own system. K12 does not assign letter grades. Customer's school board can use such information to determine if a student has met such requirements, in accordance with Florida law and Customer's School Board's policies.	§ 1002.45 (4)(b) F. S.
Conflict Resolution	"Specify a method for resolving conflicts among the parties."	DISPUTE RESOLUTION: The parties agree that they will use their best efforts to settle any and all disputes arising out of, under or in connection with this Agreement, including without limitation the validity, interpretation, performance and breach hereof, prior to initiating any legal proceeding, whether judicial or administrative in nature. The efforts shall be primarily between the Executive Vice President of Operations for K12 and the Superintendent of the Customer or their respective designees. The laws of the State of Florida, without regard to its conflict of laws provisions, will govern all disputes arising out of or related to this Agreement, including the validity, enforceability or construction thereof. Each party submits to the jurisdiction of the state and federal courts located in the State of Florida for purposes of any action, suit or proceeding arising out of or related to this Agreement and agrees not to plead or claim that any action, suit or proceeding arising out of or related to this Agreement that is brought in such courts has been brought in an inconvenient forum.	§ 1002.45 (4)(c) F. S.
Termination	"Specify authorized reasons for termination of the contract."	<p>NOTICE OF NON-RENEWAL: The period of this Agreement is as specified in the Order ("Period"). Following the Subscription Period, this Agreement will automatically extend for successive additional Subscription Periods of one (1) year (each such period a "Renewal Period"), unless (a) either party provides the other with written notice of non-renewal at least six (6) months before the expiration of the then-current Subscription Period or Renewal Period (as applicable); (b) the Agreement is sooner terminated under the section labeled Termination; or (c) the Customer (as defined in the Order) provides K12 with written notice of non-renewal as set forth under the section of these K12 Online Educational Products and Services Agreement Terms labeled Price And Payment.</p> <p>TERMINATION FOR CAUSE: Either party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other party for cause. Termination for cause may be used if a party breaches any material term or fails to fulfill any representation, warranty, or material condition, term, provision or obligation contained in this Agreement and fails to cure within thirty (30) days of such notice from the terminating party. Upon termination, the non-breaching party shall be entitled to seek any remedies to which it shall be entitled at law or in equity. If any change in applicable law that is enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any party to carry out its obligations under this Agreement, such party, upon written notice to the other party may request renegotiation of this Agreement. Such renegotiation shall be undertaken in good faith. If the parties are unable to renegotiate and agree upon revised terms within 120 days of such notice of renegotiation, then this Agreement shall be terminated effective at the end of the school year in which such notice was given. Termination of this Agreement does not relieve Customer of any obligations for payments outstanding to K12 as of the date of termination and does not relieve either party of any obligations that continue upon termination.</p>	§ 1002.45 (4)(d) F. S.

		TERMINATION DUE TO ANNUAL FEE INCREASE: K12 reserves the right to change the prices set forth in any Order no more often than once per Renewal Period (if any). K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).	
Financial Responsibility Upon Termination	"Require the approved provider to be responsible for all debts of the virtual instruction program if the contract is not renewed or is terminated."	K12 shall be responsible for all debts for the Customer's virtual instruction program that arise out of K12's performance of this contract if the contract is not renewed or is terminated. This does not excuse the Customer from paying any obligations incurred resulting from its obligations under this contract or from the payment of any debts incurred under this contract for termination, unless such termination is as provided for under the clause titled Termination for Cause.	§ 1002.45 (4)(e) F. S.
Compliance Requirement	"Require the approved provider to comply with all requirements of this section."	K12 represents and warrants that it shall comply with all statutory requirements of § 1002.45 F. S.	§ 1002.45 (4)(f) F. S.

b) Provider Requirements

Virtual Instruction Providers must meet certain requirements as provided under Section 2 of § 1002.45 F. S. K12 represents and warrants that it meets all such requirements as an Approved Provider under Florida law. These requirements follow below:

Requirement	Text	K12 Response	Statute Reference
Anti-Discrimination	"Complies with the antidiscrimination provisions of § 1000.05"	K12 represents and warrants that it complies with the antidiscrimination provisions found in § 1000.05 of the Florida Statutes. K12's anti-discrimination policy can be found here: https://www.k12.com/wp-content/uploads/2024/09/K12-Florida-L.L.C.-Anti-Discrimination-Policy.pdf	§ 1002.45 (2)(a)(2) F. S.
Florida Offices, Administrative Staff, and Teacher Background Checks	"Locates an administrative office or offices in this state, requires its administrative staff to be state residents, requires all instructional staff to be Florida-certified teachers under chapter 1012 and conducts background screenings for all employees or contracted personnel, as required by s.1012.32, using state and national criminal history records"	Administrative Offices – K12 has an office located at 9143 Phillips Hwy, Suite 590, Jacksonville, FL 32256 Administrative Staff – All K12 administrative staff located at its Florida office are Florida residents. Teachers – Customer will be provided the services of Florida-certified teachers, compliant with Chapter 1012. Additionally, teachers providing such services shall comply with all Florida and national background screening requirements. Additional information can be found here: http://www.k12.com/Florida-DOE.html	§ 1002.45 (2)(a)(3) F. S.
Teacher and Parent Responsibilities and Teacher to Student Parent Interactions Policies	Provides to parents and students specific information posted and accessible online that includes, but is not limited to, the following teacher-parent and teacher-student contact information for each course: a. How to contact the instructor via phone, e-mail, or online messaging tools. b. How to contact technical support via phone, e-mail, or online messaging tools. c. How to contact the administration office via phone, e-mail, or online messaging tools. d. Any requirement for regular contact with the instructor for the course and clear expectations for	K12 has detailed its Teacher and Parent Responsibilities and Teacher to Student Parent Interactions Policies here: https://www.k12.com/wp-content/uploads/2024/09/K12-Florida-L.L.C.-Teacher-and-Parent-Responsibilities-and-Teacher-Student-and-Teacher-Parent-Interactions-Policy.pdf	§ 1002.45 (2)(a)(4)(a) – (e) F. S.

	meeting the requirement.		
Prior Experience	<p>"Possesses prior, successful experience offering online courses to elementary, middle, or high school students as demonstrated by quantified student learning gains in each subject area and grade level provided for consideration as an instructional program option. However, for a provider without sufficient prior, successful experience offering online courses, the department may conditionally approve the provider to offer courses measured pursuant to subparagraph (8)(a)2. Conditional approval shall be valid for 1 school year only and, based on the provider's experience in offering the courses, the department shall determine whether to grant approval to offer a virtual instruction program"</p>	<p>As one of the original companies to provide online K-12 education, K12 has over 15 years of providing online courses to elementary, middle, and high school students. Additional information about K12's experience in the online educational space can be found here: http://www.k12.com/Florida-DOE.html</p>	§ 1002.45 (2)(a)(5) F. S.
Accreditation	<p>"Is accredited by a regional accrediting association as defined by State Board of Education rule"</p>	<p>Cognia is a global nonprofit working in over 80 countries that offers accreditation and certification, assessment, professional learning, and improvement services within a framework of continuous improvement. Cognia renewed the Stride accreditation to 2026, please see the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C.</p>	§ 1002.45 (2)(a)(6) F. S.
Curriculum Quality	<p>"Ensures instructional and curricular quality through a detailed curriculum and student performance accountability plan that addresses every subject and grade level it intends to provide through contract with the school district, including:</p> <ul style="list-style-type: none"> a. Courses and programs that meet the standards of the International Association for K-12 Online Learning and the Southern Regional Education Board. b. Instructional content and services that align with, and measure student attainment of, student proficiency in the State Academic Standards. c. Mechanisms that determine and ensure that a student has satisfied requirements for grade level promotion and high school graduation with a standard diploma, as appropriate" 	<p>K12 represents and warrants that it complies with these requirements. Additional details may be found here: http://www.k12.com/Florida-DOE.html</p>	§ 1002.45 (2)(a)(7) F. S.
Publication Requirements	<p>"Publishes for the general public, in accordance with disclosure requirements adopted in rule by the State Board of Education, as part of its application as a</p>	<p>K12 makes all information requiring disclosure available for public review. This information can be found in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C.</p>	§ 1002.45 (2)(a)(8) F. S.

	<p>provider and in all contracts negotiated pursuant to this section:</p> <ul style="list-style-type: none"> a. Information and data about the curriculum of each full-time and part-time program. b. School policies and procedures. c. Certification status and physical location of all administrative and instructional personnel. d. Hours and times of availability of instructional personnel. e. Student-teacher ratios. f. Student completion and promotion rates. g. Student, educator, and school performance accountability outcomes" 		
Independent Audit	<p>"Performs an annual financial audit of its accounts and records conducted by an independent certified public accountant which is in accordance with rules adopted by the Auditor." General, is conducted in compliance with generally accepted auditing standards, and includes a report on financial statements presented in accordance with generally accepted accounting principles."</p>	<p>K12's parent company Stride, Inc., is publicly held and traded on the New York Stock Exchange. In accordance with applicable law governing public companies, an independent audit is performed annually. The results of Stride, Inc.'s most recent audit, as well as all other required financial disclosures, can be found here: investors.k12.com</p>	§1002.45 (2)(a)(10) F. S.
Monthly Financial Statements	<p>"Require the approved virtual instruction program provider to submit a concise, uniform, monthly financial statement summary sheet in a form prescribed by the department."</p>	<p>K12 agrees to provide Customer with a consolidated monthly financial statement.</p>	§1002.45 (10) F. S.

c) Virtual Instruction Program Requirements

Florida law requires that Approved Providers and Schools develop a virtual instruction program that meets certain requirements. K12 meets such requirements as discussed in detail

below:

Requirement	Text	K12 Response	Statute Reference
Course Alignment	<p>"Align virtual course curriculum and course content to the State Standards under s.1003.41."</p>	<p>The curriculum K12 will use in the performance of its services as an Approved Provider is aligned to the Florida State Standards. Additional details on K12 courses and curriculum can be found in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C.</p>	§1002.45 (3)(a) F. S.
Student Proficiency	<p>"Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study."</p>	<p>K12's program is designed to enable a student to gain proficiency in each virtually delivered course of study. Additional details can be found in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C.</p>	§1002.45 (3)(b) F. S.
Instructional Materials	<p>"Provide each student enrolled in the program with all the necessary instructional materials."</p>	<p>Each student will be provided with required course materials as further detailed in the Order above.</p>	§1002.45 (3)(c) F. S.
Materials for Students Qualifying for National School Lunch Act	<p>"Provide each full-time student enrolled in the program who qualifies for</p>	<p>The provision of free materials to full-time students enrolled in Customer's virtual instruction program is the duty of Customer School District. K12 has no visibility into students that would qualify for the</p>	§1002.45 (3)(d) F. S.

	free or reduced-price school lunches under the National School Lunch Act, or who is on the direct certification list, and who does not have a computer or Internet access in his or her home with: 1. All equipment necessary for participants in the virtual instruction program, including, but not limited to, a computer, computer monitor, and printer, if a printer is necessary to participate in the program; and 2. Access to or reimbursement for all Internet services necessary for online delivery of instruction."	National School Lunch Act. K12 is happy to provision to Customer any required materials at the prices in the above Order.	
No Tuition or Registration Fees	"Not require tuition or student registration fees."	K12 does not charge students enrolled in Customer's virtual instruction program any tuition or registration fees. It charges the fees disclosed in the above Order directly to the School Board.	§1002.45 (3)(e) F. S.

d) Student Participation Requirements

Florida law requires that students enrolled in a virtual instruction program meet certain participation requirements. K12 facilitates compliance with these requirements as discussed in detail below:

Requirement	Text	K12 Response	Statute Reference
Compulsory Attendance	"Comply with the compulsory attendance requirements of s. 1003.21. Student attendance must be verified by the school district."	K12's Attendance, Participation and Performance Policy details the process by which K12 will facilitate compliance with this requirement. Additional details may be found here: https://www.k12.com/wp-content/uploads/2024/09/K12-Florida-L.L.C.-Attendance-Participation-and-Performance-Policy.pdf	§1002.45 (6)(a) F. S.
Assessment Location	"Take state assessment tests within the school district in which such student resides, which must provide the student with access to the district's testing facilities."	K12's State Testing Policies and Procedures detail the process by which K12 will facilitate compliance with this requirement. Additional details may be found here: https://www.k12.com/wp-content/uploads/2024/09/K12-Florida-L.L.C.-State-Testing-Policies-and-Procedures.pdf	§1002.45 (6)(b) F. S.

Section 2: Florida VIP Full-Time Virtual and Homeschool Payment Terms

- a) **FLORIDA FULL-TIME VIRTUAL AND HOMESCHOOL PRICE AND PAYMENT:** The prices and billing terms for the products, services, and licenses will be as set forth in this Order. Invoices shall be submitted to Customer by K12 and full payment of such invoices shall be due by Customer no more than forty five (45) days from the date of an invoice. If full payment is not timely received, K12, in its sole discretion, may cease the provision of any or all products, services and licenses. Customer agrees to pay interest at one percent (1%) per month on any unpaid balance from 30 days after the due date in accordance with the Local Governmental Prompt Payment Act, Fla. St. Chapter 218. If Customer wishes to dispute any charge invoiced to Customer by K12 or its Affiliates, Customer must submit a good faith claim regarding the Disputed Amount, in a format clearly delineated to coincide with the format of the disputed invoice and with documentation as may reasonably be required by K12 and its Affiliates to support the claim no later than ninety (90) days after the date of the invoice.. K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).
- b) **FLORIDA FULL-TIME VIRTUAL AND HOMESCHOOL WITHDRAWAL AND REFUND:** When a student withdraws from a K12 course, or do not otherwise complete a course (as determined by then-current Florida law), Customer shall be entitled to a pro rata refund or credit for the specific course from which student withdrew or did not complete. For full-time student enrollments, the amount refunded or credited shall be determined by dividing the amount charged for student's course enrollment by the total number of courses the student is taking to determine the "per course" cost.
- c) Note that Florida VIP Full-Time virtual students are not defined by number of courses, but rather as those students reported with both the K12 Florida provider code and the 7001 vendor code. Florida VIP Homeschool students are not defined by number of courses, but rather as those students reported with the K12 Florida provider code, the 7001 vendor code, and the N998 homeschool code

Section 3: Florida Public Records

K12 agrees that it will:

- (a) Keep and maintain public records (as defined by Section 119.011(12) F.S.) that ordinarily and necessarily would be required by the Customer in order to perform the services herein.

- (b) Provide the public with access to public records on the same terms and conditions that the public agency would provide the records and at a cost that does not exceed the cost provided in this chapter or as otherwise provided by law. For the purposes of this contract, the Customer will forward to K12 such public records requests that it deems valid for non-privileged, non-confidential, non-exempt public records in K12's possession. K12 will evaluate the request and provide the Customer with such public records in accordance with applicable Florida law.
- (c) Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law.
- (d) Meet all requirements for retaining public records and transfer, at no cost, to the public agency all public records in possession of the contractor upon termination of the contract and, to the extent allowed by applicable law, destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the public agency in a format that is compatible with the information technology systems of the public agency.

Section 4: Program Monitoring

The parties acknowledge that Customer shall regularly monitor the program and the provision of services under the program for compliance with Florida law and the terms of this Order. The scope of monitoring includes, but is not limited to, verifying the following: 1) that the curriculum plan is followed; 2) that students have met graduation requirements set forth in F.S. 1002.3105(5), 1003.4281, or 1003.4282 (if applicable); 3) that K12 maintain the confidentiality of all education records and the information contain within; 4) that K12 shall not disclose, unless allowed by applicable law or this Order, any education records without the prior written consent of the parent or Customer; and 5) that K12, to the extent require by this Order and Florida law, supplied every student participant with all instructional materials.

Section 5: E-Verify

(a.) Pursuant to Fla. Stat. §448.095, K12 agrees that it shall register with and use the U.S. Department of Homeland Security's E-Verify system, <https://e-verify.uscis.gov/emp>, to verify the work authorization status of all newly hired employees during the term of this Agreement.

(b) Pursuant to Fla. Stat. §448.095, if K12 enters into a contract with a subcontractor(s) for the labor, supplies or services provided under this Agreement, K12 must require that the subcontractor(s) provide it with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. K12 understands that it must maintain a copy of such affidavit for the duration of the Agreement.

(c) If School Board has a good faith belief that K12 has knowingly violated Fla. Stat. §448.09, School Board shall terminate the contract with K12. K12 is liable for any additional costs incurred by the School Board as a result of a termination of this Agreement pursuant to §448.095(2)(f).

(d) If School Board has a good faith belief that a subcontractor(s) has knowingly violated §448.095, but K12 has otherwise complied with this subsection, School Board shall promptly notify K12 and order K12 to immediately terminate the contract with the subcontractor(s).

EXHIBIT B
Products and Services Agreement and Terms

PERIOD: The period of this Agreement is as specified in the Order ("Period"). Following the Subscription Period, this Agreement may extend for successive additional Subscription Periods of one (1) year (each such period a "Renewal Period"), if the parties so agree in writing.

DESCRIPTION OF SERVICES: Customer will be provided with those products and services, including where applicable a limited, non-exclusive, nontransferable license, without sublicense rights, for access to K12 Florida LLC or its Affiliates online courses, curriculum, learning management system, and applicable instructional tools and online services, for the Period and Renewal Period (if any). For Customers receiving multiple products and services by either K12 Florida LLC and/or its Affiliates, Customer agrees and understands that K12 Florida LLC and its Affiliates may share student "education records" as that term is defined by FERPA in order to effectively deliver such products and services to Customer.

INSTRUCTIONAL SUPPORT: Customer understands that K12 Florida LLC courses may be taught by a teacher who is state-certified but not by the State in which the Customer is located. The Customer hereby represents to K12 Florida LLC that State law authorizes such out-of-state licensed teachers for these online courses or that the Customer has received a waiver from the State to allow instruction by these K12 Florida LLC teachers. The Customer represents that K12 Florida LLC may rely on these statements.

PRICE AND PAYMENT: The prices and billing terms for the products, services, and licenses will be as set forth on the Order, except as set forth herein. Invoices shall be submitted to Customer by K12 Florida LLC or its Affiliates, and full payment of such invoices shall be due by Customer no more than thirty (30) days from Customer's receipt of an invoice. Notwithstanding anything contained in this Agreement, if full payment is not timely received, K12 Florida LLC, in its sole discretion, may cease the provision of any or all products, services, and licenses. Customer agrees to pay interest at one and one-quarter percent (1.25%) per month on any unpaid balance from the due date. If Customer wishes to dispute any charge invoiced to Customer by K12 Florida LLC or its Affiliates, Customer must submit a good faith claim regarding the Disputed Amount, in a format clearly delineated to coincide with the format of the disputed invoice and with documentation as may reasonably be required by K12 Florida LLC and its Affiliates to support the claim no later than ninety (90) days after the date of the invoice. K12 Florida LLC reserves the right to change the prices set forth in any Order no more often than once per Renewal Period (if any). K12 Florida LLC will provide written notice of any price increase to Customer at least ninety (90) days prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).

TAXES: Customer represents that it is exempt from sales and use taxes imposed by the state and local governmental divisions in which it is located. Customer must provide K12 Florida LLC with Customer's exemption certificates or other proof of Customer tax-exempt status reasonably acceptable to K12 Florida LLC.

TERMINATION: Either party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other party for cause. Termination for cause may be used if a party breaches any material term or fails to fulfill any representation, warranty, or material condition, term, provision, or obligation contained in this Agreement and fails to cure within thirty (30) days of such notice from the terminating party. Upon termination, the non-breaching party shall be entitled to seek any remedies to which it shall be entitled at law or in equity. If any change in applicable law that is enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any party to carry out its obligations under this Agreement, such party, upon written notice to the other party may request renegotiation of this Agreement. Such renegotiation shall be undertaken in good faith. If the parties are unable to renegotiate and agree upon revised terms within 120 days of such notice of renegotiation, then this Agreement shall be terminated effective at the end of the school year in which such notice was given. Termination of this Agreement does not relieve Customer of any obligations for payments outstanding to K12 Florida LLC as of the date of termination and does not relieve either party of any obligations that continue upon termination.

INFORMATION REQUIREMENTS: Customer will provide K12 Florida LLC with all information reasonably required by K12 Florida LLC to provide the products, services, and licenses.

FERPA AND CONFIDENTIALITY: If Customer is a public entity receiving federal Title I funds, Customer represents that K12 Florida LLC is a "school official" with a "legitimate educational interest" under the definitions of those terms set forth in the Customer's Family Educational Rights and Privacy Act ("FERPA") notification(s) to students and parents during the Period and Renewal Periods (if any) of this Agreement. K12 Florida LLC agrees to develop, implement, maintain and use appropriate administrative, technical or physical security measures to the full extent required by FERPA in order to maintain the confidentiality of "education records" as that term is defined by FERPA. Customer recognizes and agrees that for purposes of all applicable laws, K12 Florida LLC has a legitimate educational interest for purposes of Customer disclosing to K12 Florida LLC students' education records. Regardless of whether Customer is a public entity receiving federal Title I funds, to the extent permitted by applicable law K12 Florida LLC or its affiliates may provide Customer with confidential information (as designated by K12 Florida LLC) required by Customer in writing for its internal use or reporting to regulatory authorities. Customer agrees to develop, implement, maintain and use appropriate administrative, technical or physical security measures to maintain the confidentiality of such confidential information.

ENGLISH LANGUAGE LEARNERS, SPECIAL EDUCATION, AND DISABILITIES: If Customer is a public entity receiving federal Title III and/or Title I funds, Customer agrees that it is the Local Educational Agency responsible for the provision of English Language Learner education and special education. Although K12 Florida LLC or its Affiliates may provide products and services that may be used in furtherance of professional development programs and/or language instruction education programs for English Language Learners, Customer is responsible for the provision and/or implementation of any services of any nature as required by Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act, the English Language Acquisition, Language Enhancement, and Academic Achievement Act or any similar law, whether federal, state or local. The provision of special education, the creation, implementation or provision of Individualized Education Programs, the provision of reasonable accommodations or any services of any nature under the Individuals with Disabilities Education Act, the Americans with Disabilities Act, section 504 of the Rehabilitation Act or any similar law, whether federal, state or local are not services provided under this Agreement. Notwithstanding the forgoing, during the Period and Renewal Period (if any) of this Agreement, K12 Florida LLC will discuss, formulate and make adjustments and accommodations in furtherance of IEPs or reasonable accommodations established by Customer, but solely to the extent that K12 Florida LLC may do so without incurring direct or indirect costs.

PUBLICITY: During the Period and Renewal Period (if any) of this Agreement, Customer hereby agrees that K12 Florida LLC and its Affiliates shall have the right, but not the obligation, to list Customer as a customer in other materials promoting the Content. K12 Florida LLC will remove Customer's name from any such list within thirty (30) days after any termination of this Agreement.

AUDIT RIGHTS: This paragraph shall only be applicable if a Non-Hosted Solution is applicable to the order. Customer shall maintain books and records in connection with its use of the non-hosted courses for the Period of this Agreement and for at least three (3) years after the date this Agreement terminates or expires. K12 Florida LLC or its representatives may audit the relevant books and records of Customer during the Period of this Agreement, and for three (3) years after the expiration of this Agreement to ensure compliance with this Agreement. Any such audit shall be conducted during regular business hours at Customer's facilities and shall not unreasonably interfere with Customer's business activities. Audits shall be conducted no more than once annually. If an audit reveals that Customer has underpaid fees due to K12 Florida LLC or its Affiliates, all such fees shall be paid immediately, together with interest at the rate of prime plus one percent (1%); and in the event such underpayment is in excess of five percent (5%) of the total owed to K12 Florida LLC or its Affiliates for any given audit period, then Customer shall, in addition, reimburse to K12 Florida LLC or its Affiliates the reasonable costs of conducting the audit. In connection with the license grants set forth in these Terms, (i) K12 Florida LLC or its Affiliates may monitor actual usage of the courses and (ii) at periodic intervals designated by K12 Florida LLC or its Affiliates in accordance with its then-current practices, may request that Customer deliver to K12 Florida LLC or its Affiliates in writing a summary of the actual number of students that are currently enrolled and using the courses. Unless otherwise set forth in the applicable Order, all license Fees shall be payable in accordance with the number of students determined pursuant to the Reporting Process.

WARRANTY: K12 Florida LLC warrants that the services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards. THE FOREGOING WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 Florida LLC MAKES NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 Florida LLC MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR OUTAGES OR OTHER NON-ACCESSIBILITY TO THE K12 Florida LLC WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE CAUSE. K12 Florida LLC OFFERS NO WARRANTIES WITH RESPECT TO ANY THIRD PARTY PRODUCTS OR SERVICES PROVIDED PURSUANT TO THIS AGREEMENT. K12 Florida LLC DOES NOT WARRANT THAT USE THE SITE OR CONTENT WILL BE UNINTERRUPTED OR ERROR-FREE, THAT ERRORS WILL BE CORRECTED OR THAT IT WILL BE FREE OF VIRUSES OR OTHER HARMFUL COMPONENTS.

INTELLECTUAL PROPERTY: Customer acknowledges and agrees that all courses, content, software, graphics, pictures, documents, licenses, designs, and materials, and any and all derivatives thereof (collectively, Works) made available to Customer pursuant to this Agreement are protected by copyrights, trademarks, service marks, patents, trade secrets, or other proprietary rights and laws and K12 Florida LLC (or its Affiliates or licensors) own all right, title and interest in and to the Works. Customer acknowledges and agrees that it has no intellectual property interest or claims in the Works and has no rights to make any use of such Works except as expressly granted herein. Except as expressly authorized in writing by an officer of K12 Florida LLC, Customer agrees not to sell, license, sublicense, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from any of the Works. Customer will not act or permit any action that would impair any of K12 Florida LLC's (or its Affiliates' or licensors') rights in the Works. Customer agrees not to: (a) disassemble, reverse compile, reverse engineer or otherwise attempt to discover the source code of or trade secrets embodied in the Works (or any portion thereof); (b) distribute, lend, rent, sell, transfer, or grant sublicenses to, or otherwise make available the Works (or any portion thereof) to third parties, including, but not limited to, making such Works available (i) through resellers, OEMs, other distributors, or (ii) as an application service provider, service bureau, or rental source, unless expressly permitted in the Order; (c) embed or incorporate in any manner the Works (or any element thereof) into other applications of Customer or third parties; (d) use or transmit the Works in violation of any applicable law, rule or regulation, including any export/import laws, (e) in any way access, use, or copy any portion of the Works (including the logic and/or architecture thereof and any trade secrets included therein) to directly or indirectly develop, promote, distribute, sell or support any product or service that is competitive with the Works, (f) remove, obscure or alter any copyright notices or any name, logo, tagline or other designation of K12 Florida LLC or its Affiliates displayed on any portion of the Works. Customer shall not permit any third party to perform any of the foregoing actions and shall be responsible for all damages and liabilities incurred as a result of such actions. Customer acknowledges that in the event Customer breaches any provision contained in this paragraph, K12 Florida LLC's interests will be irreparably injured, the full extent of K12 Florida LLC's damages may be impossible to ascertain, and monetary damages will not be an adequate remedy. Customer agrees that K12 Florida LLC will be entitled to enforce this agreement by an injunction or other legal or equitable relief in any court of its choice without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy.

INDEMNIFICATION AND LIMITATION OF LIABILITY: K12 Florida LLC agrees to defend, indemnify, and hold harmless Customer and its employees, contractors, officers, and board members from and against any and all liabilities, claims, damages, injuries, judgments, demands, and expenses, including court costs and attorney's fees, that arise out of or in connection with any acts or omissions of K12 Florida LLC related to or arising from this Agreement (collectively "Claims") except to the extent that such Claims arise out of actions or omissions of Customer and subject to the conditions precedent that a) Customer provide written notice to K12 Florida LLC within thirty (30) days of its receipt of the Claim and b) Customer permits K12 Florida LLC to assume the control and defense of the Claim with counsel selected by K12 Florida LLC. IN NO EVENT SHALL K12 Florida LLC'S LIABILITY TO CUSTOMER AND ITS EMPLOYEES, CONTRACTORS, OFFICERS, AND BOARD MEMBERS UNDER THIS AGREEMENT OR FOR ANY MATTER OR CAUSE OF ACTION ARISING IN CONNECTION HERewith EXCEED THE AMOUNT PAID BY CUSTOMER TO K12 Florida LLC HEREUNDER. IN NO EVENT SHALL K12 Florida LLC BE LIABLE TO CUSTOMER, WHETHER UNDER THEORY OF CONTRACT, TORT OR OTHERWISE, FOR ANY INDIRECT, INCIDENTAL, PUNITIVE, CONSEQUENTIAL, OR SPECIAL DAMAGES (INCLUDING ANY DAMAGE TO BUSINESS REPUTATION, LOST PROFITS OR LOST DATA), WHETHER FORESEEABLE OR NOT AND WHETHER K12 Florida LLC IS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. To the extent permitted by law, Customer agrees to defend, indemnify, and hold harmless K12 Florida LLC and its Affiliates and all of their employees, contractors, officers, and board members from and against any and all liabilities, claims, damages, injuries, judgments, demands, and expenses, including court costs and attorney's fees, that arise out of or in connection with any acts or omissions of Customer related to or arising from this Agreement (collectively "Claims") except to the extent that such Claims arise out of actions or omissions of K12 Florida LLC and subject to the conditions precedent that a) K12 Florida LLC provide written notice to Customer within thirty (30) days of its receipt of the Claim and b) K12 Florida LLC permits Customer to assume the control and defense of the Claim with counsel selected by Customer.

DISPUTE RESOLUTION: The parties agree that they will use their best efforts to settle any and all disputes arising out of, under, or in connection with this Agreement, including without limitation the validity, interpretation, performance, and breach hereof, prior to initiating any legal proceeding, whether judicial or administrative in nature. The efforts shall be primarily between the President of K12 Florida LLC and the Superintendent of the Customer or their respective

designees. The laws of the Commonwealth of Virginia, without regard to its conflict of laws provisions, will govern all disputes arising out of or related to this Agreement, including the validity, enforceability, or construction thereof. Each party submits to the jurisdiction of the state and federal courts located in the Commonwealth of Virginia for purposes of any action, suit, or proceeding arising out of or related to this Agreement and agrees not to plead or claim that any action, suit, or proceeding arising out of or related to this Agreement that is brought in such courts has been brought in an inconvenient forum.

ENTIRE AGREEMENT AND ADDITIONAL TERMS: This Agreement and the documents to which it refers form the entire Agreement between the parties with respect to the subject matter herein. Customer may not rely on any other documents, proposals, statements, or representations by any sales or service representatives or other parties, unless expressly contained herein. By accepting this Agreement, Customer hereby agrees that any additional or different terms contained in Customer's purchase order or other related documents ("Purchase Order") shall be of no force or effect and shall not become part of this Agreement unless they are specifically accepted in signed writing by K12 Florida LLC. If Customer issues any Purchase Order, it shall be deemed solely for the administrative convenience of Customer and not binding on K12 Florida LLC, even if acknowledged or acted upon by K12 Florida LLC.

MISCELLANEOUS: a) A waiver of any part of this Agreement in one instance is not a waiver of any other part or any other instance; b) If any part of this Agreement is held invalid or if the applicability of any part of this Agreement is held invalid to a particular set of circumstances for any reason, such holding or declaration shall not in any way affect or impair the remaining provisions or the application to a different set of circumstances; c) Except as otherwise provided in this Agreement, neither party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other party and any such assignments shall be void and of no effect, except that K12 Florida LLC may assign all of its rights and obligations under this Agreement to any person or entity that controls K12 Florida LLC, is controlled by K12 Florida LLC, or is under common control with K12 Florida LLC or to any successor in interest that acquires all or substantially all of the assets of K12 Florida LLC; d) This Agreement does not create any legal or equitable rights on the part of any third party, as a third party beneficiary or otherwise; e) K12 Florida LLC is not a division or any part of Customer. Customer is not a division or any part of K12 Florida LLC. Nothing herein is intended to be construed as or to create a partnership or joint venture by or between K12 Florida LLC and Customer; f) Notwithstanding any other section of this Agreement, no party will be liable for any delay in performance or, except with respect to payment hereunder, inability to perform due to acts of God or due to war (declared or undeclared), riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, labor strike, internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence; g) Customer and all users of licensed products shall comply with the terms and conditions of the Terms of Use pertaining to the use of courseware, web sites and learning management systems, as such terms are set forth therein; h) All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement; i) K12 Florida LLC will provide all services, licenses and materials under this Agreement either directly or in conjunction with its Affiliates. An "Affiliate" of K12 Florida LLC is an entity that controls, is controlled by, or under common control with, K12 Florida LLC and "control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise. K12 Florida LLC and its Affiliates shall be referred to collectively as K12 Florida LLC; j) With respect to instructional support, K12 Florida LLC and/or its Affiliates currently perform a name-based background screening on its employees and independent contractors, however, Customer is responsible for conducting any state-mandated background or unprofessional conduct related screenings; k) K12 Florida LLC reserves the right to replace or substitute any services or product offerings for another similar product or service, subject to availability. l) All written notices required by the terms of this Agreement will be addressed to the Superintendent (or equivalent role) of the Customer and to the General Counsel to the address or email stated in the Order (or otherwise agreed to by the parties). Any notice or other communication required or which may be given hereunder shall be in writing and shall be delivered personally or sent by e-mail (provided that confirmation of receipt is obtained), or sent by certified, registered or express mail, postage prepaid, and shall be deemed given and received when so delivered personally or sent e-mail, or if mailed, five (5) days after the date of mailing to the party to whom notice is to be given at the addresses set forth above, or to such other address as to which notice is so given.

EXHIBIT C

K12 FLORIDA L.L.C. DISCLOSURE REQUIREMENTS

Section 1002.45, Florida Statutes., requires the Provider to publish, for the general public, and as part of this application and any subsequent applications or contracts with school districts, the following information:

SOURCE OF ORIGIN OF CURRICULUM AND COURSE CONTENT

- **Information and data about the curriculum of each full-time and part-time program. Please include, at minimum, the source or origin of curriculum and course content, specific research and best practice used in design, the basis for and frequency of revisions, research related to effectiveness of curriculum, evidence that content and assessments are accurate, free of bias, and accessible for students with disabilities and limited English proficiency. Post a list identifying the National Collegiate Athletic Association (NCAA) approval status for each applicable high school course offered.**

K12 Florida L.L.C., currently authorized by the Florida Department of Education (FLDOE) to participate with school districts in their Virtual Instruction Programs as well as to provide virtual instruction services to district sponsored online schools and cyber charter schools, is an indirect wholly owned subsidiary of Stride, Inc. "Stride, Inc." is referred to as "K12" in this document, consistent with the company's branding. "Stride" is used in this document when it is part of a specific Stride entity's or product's name. "K12 Florida L.L.C." in this document refers to the K12 Florida Virtual Instruction Program Provider .

K12 has transformed the teaching and learning experience for millions of people by providing innovative, high-quality, tech-enabled education solutions, curriculum, and programs directly to students, schools, the military, and enterprises in primary, secondary, and post-secondary settings. K12 is a premier provider of K-12 education for students, schools, and districts, including career learning services through middle and high school curriculum. During school year 2023-2024, K12 supported over 194,000 students through its full-time public and private school programs. For adult learners, K12 delivers professional skills training in healthcare and technology, as well as staffing and talent development for Fortune 500 companies. K12 has delivered millions of courses over the past decade and serves learners in all 50 states and more than 100 countries.

K12 has invested in developing and acquiring curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities. The K12 suite of services and instructional curriculum and courseware, collectively referred to as the "K12 Curriculum", currently includes public and private K-12 options, Learning Academy) for districts (previously named the FuelEd Instructional Services Team), World Languages, Stride Skills Arcade, and Career Readiness Education (CRE) curriculum. The K12 curriculum also includes an array of Advanced Placement (AP) courses that is far larger than that in most conventional brick-and-mortar schools. K12 re-evaluates its AP catalog of courses in accordance with changing College Board guidelines and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board.

These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation's colleges and universities. The list of Advanced Placement courses that have been officially approved through the College Board's AP audit process are listed in the High School Curriculum section below.

K12 provides a continuum of technology-based educational products and solutions to cyber charter schools, public school districts, public schools (including online schools), private schools, and families as we strive to transform the educational experience into one that delivers individualized education on a highly scalable basis. As an innovator in K-12 online education, we believe we have attained distinctive core competencies that allow us to meet the varied needs of our school customers and students and have shown academic success and achievement in the schools we serve.

CURRICULUM AND COURSE CONTENT

The design, development, and delivery of K12's curriculum is grounded in a set of guiding principles that promote critical thinking and problem-solving skills to prepare students for the demands of the 21st Century. K12 uses "big ideas" in every subject area to organize the explicit learning objectives for each course. This approach enables teachers to easily connect their instruction to both content standards and to Florida's B.E.S.T. Standards. It also helps students understand how skills and standards are connected, providing a coherence to the teaching/learning process often missed when content standards are taught as independent, unrelated ideas.

K12 content experts have developed a clear understanding of those subjects, concepts, and skills (as determined by experience and research on learning and teaching) that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts and on the most challenging concepts and skills. K12 uses existing research, feedback from parents and students, and the judgement of experienced teachers to determine these priorities and to modify K12's learning systems to guide the allocation of each student's time and effort. It is important to emphasize that this personalized approach to instruction ensures that every student will receive the instructional support needed to master Florida's B.E.S.T. Standards.

In addition to aligning to the Florida standards (including the B.E.S.T. Standards and State Academic Standards) and the National Standards for Quality Online Courses, courses within the K12 curriculum both align to and support the State Academic Standards. The objectives are crafted from educational research, state and national standards, and deep content expertise. Each course clearly identifies the objectives to be mastered in each lesson, unit, and semester. The lesson objectives are clearly defined on the learning platform.

Several types of multimedia are standard in the K12 curriculum and used strategically to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods:

- *Audio:* Maximizes the learner's ability to process information without being overwhelmed by visuals
- *Photographs/Illustrations:* Help represent, organize, and interpret the content
- *Interactive Activities:* Are used to segment content, personalize learning, promote agency in learning, and offer the opportunity to engage in activities incrementally increasing in cognitive difficulty (See Interactive Framework, below)

- *Technology-Enhanced Items (TEI)*: Offer students the opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: Are used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and bring instruction to life

As an example of interactive activities, K12 Science courses include open-ended simulations giving students an environment to model natural phenomena. The open-ended simulations present the learner with the simplest case appropriate for their knowledge development and then provide the means to reshape the environment using increasingly more sophisticated tools or ideas. The simulations give students the opportunity to create and test models, to reinforce core lesson ideas, and to apply scientific and engineering practices in virtual labs.

Interactive Framework

The K12 curriculum provides an interactive framework designed to enable students to fully reap the benefits of the personalized online learning environment. Many digital curriculum courses created by other curriculum providers are simply online textbooks and lack robustness and implementation support. The K12 course experience is designed expressly for a digital learning environment that follows careful instructional design principles and is packed with rigorous content so that the learning experience creates a full story arc. K12 courses follow a framework of interactivity that is peppered with engaging media, video, and interactivity, fully using technology to enhance learning and engage students. Courses match interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, feedback from the students in the schools and programs served by K12, as well as feedback from parents and teachers.

Curriculum Overview

K12's courses are built on a consistent, predictable instructional model to ground students in what to expect and are packed with rigorous content, interactivity, and engaging media and video. The courses personalize learning in a variety of ways, from offering more scaffolded learner paths for students needing extra support, to matching readers to appropriately leveled texts. Courses are designed expressly for a digital learning environment, using technology and instructional design principles to enhance instruction and engagement, not just to deliver print-based instruction online. The result is a comprehensive online learning experience.

Elementary School Curriculum

Families with students enrolled in grades K-5 begin the school year with the "Introduction to Online Learning" course. This introductory course provides an overview of each curriculum area so students and Learning Coaches (usually guardians or parents but could be any caring adult who will support the student in their learning process) can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered include:

- the online school tools like the daily plan, messages, and help
- course organization of lessons, including assessments, and
- strategies to get organized and be a successful student in online courses.

The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their introductory course, students will be fully prepared to begin their lessons in the online school.

Elementary students take English language arts, math, science, history/social studies, art, music, health and physical education, and world languages. With hundreds of engaging lessons in each subject, students learn the fundamental skills and knowledge building blocks or schemas needed to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes formative and grade-specific assessments built in at regular intervals appropriate to each course and subject.

English Language Arts (ELA): Younger elementary students learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities. Students in grades K-2 have grade specific collections about fairy tales, folktales, rhymes, poems, and fables. Older elementary students continually sharpen their fluency—the ability to read on grade level with accuracy, automaticity, rate, and intonation—so that they can focus on comprehension as opposed to laboriously decoding text. Upper elementary students also develop literary analysis and comprehension skills by reading novels and nonfiction works. Students in grades 3-5 have their own grade specific collections of fiction and nonfiction texts called Expeditions in Reading.

K12's grades K-5 ELA courses help students develop reading and writing skills, while also inspiring a love of literature. The program features fiction and non-fiction works. K12's ELA curriculum supports students' development of analytical and critical thinking skills through engaging text-dependent questions and tasks—including inferential reading comprehension questions. Through the use of exemplars and short, targeted writing assignments, students practice vocabulary and learn the skills required for different forms of writing.

Math: K12's grades K-5 mathematics program is designed to establish mathematical fluency while also deepening the ability to reason mathematically (conceptual math). K12's suite of mathematics courses represents K12's second generation of research and development into effective approaches in early mathematics instruction and current e-learning instructional design.

K12's mathematics courses emphasize an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Spiraling practice and review ensures mastery of basic skills. Embedded online games and animations motivate and engage students in challenging work and help illustrate concepts, while challenge problems help students develop critical thinking skills. From helping younger students make the link between the concrete and the abstract to immersing older students in the symbolic manipulations of algebra, K12 mathematics provides a thorough mathematical grounding and foundation for middle school.

Science: Science K-5 courses are designed to be engaging through explicit instruction, integrated e- books, vocabulary terms, and both directed and exploratory laboratory experiences. The program brings all four domains of science (physical, life, earth, and space) alive, nurturing curiosity,

analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. The lessons address interdisciplinary core ideas, make connections to the cross-cutting concepts, and provide opportunities for students to engage in science and engineering practices.

Social Studies: The K12 kindergarten history and social sciences program takes students on a world tour of the seven continents and provides an overview of American History through a series of biographies of famous Americans. The first grade history program tells the story of the geography and ancient history of Greece, Egypt, and China; as well as the origins of Judaism, Hinduism, Buddhism, and democracy. Grades 2-4 focus on exploring community, civics, citizenship, and state history through ebooks, web explorations, and hands on projects. Students in second grade experience a broad introduction to social studies and build a base for future learning. Third graders explore the world around them through the lens of diverse social studies concepts and topics. Fourth graders investigate the geography, history, economics, and civics of the United States. Students in grades 5 and up explore major themes and topics in greater depth through an American Studies course.

The courses draw from the diversity of human experience to develop civic competencies in students. Students analyze and interpret significant events, patterns, and themes in their community's history, the United States, and the world. Students read about diverse peoples and locations to appreciate and compare cultures. They gain age-appropriate, foundational knowledge of how the United States government functions and the rights and responsibilities of its citizens. As they learn about, reflect on, and, in later grades, research American history, students make connections between the past and the present. They develop an understanding of economic and geographic concepts, strengthening their grasp of their individual role in the local, national, and international story.

Art: Grade K-5 art courses offer lessons in which students create art, present their work, respond to art, and formulate connections between art and their lives. The courses expose students to an assortment of art and artists from different times, places, and cultures. Students use a variety of techniques, processes, and materials to create art.

Music: K12's K-5 music courses offer engaging content across various styles and encourage students to explore rhythm, melody, movement, and expression through a mix of online and offline activities. Each course consists of six units, with six 30-minute lessons per unit, including video-based instruction for 3rd and 4th graders featuring animated characters. Students participate in observational assessments and have opportunities to express themselves through singing, dancing, and creative activities, while also making connections to other subjects. Additionally, each unit incorporates a book from the K12 Library for independent or guided reading, enhancing the overall learning experience.

Middle School Curriculum

Students in grades 6-8 begin the school year by attending either "Introduction to Online Learning: Middle School", which introduces new students to the online learning platform, or "Welcome to Stride Career Prep". These introductory courses provide an overview of each curriculum area so students and learning coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered include:

- the online school tools like the daily plan, messages, and help;
- course organization of lessons, including assessments;
- strategies to get organized and be a successful student in online courses;
- time management (including how to take advantage of the flexibility of online courses); and
- how to form a consistent plan each day.

The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their respective introductory courses, students are fully prepared to begin their lessons in the online school.

Middle school students take English language arts, math, history and social sciences, science, and elective courses. For the 2024-2025 school year, elective courses include Chinese and Spanish world languages, Career Readiness Education, Coding Fundamentals: Intro, Computer Literacy, Game Design, Health, Intermediate American Art, Intermediate World Art, Introduction to the Internet, Journalism, Photography, Physical Education, Music, Web Design, and World of Computing. Skills recovery courses are also available for English Language Arts, History/Social Studies, Math, and Science. With hundreds of engaging lessons in each subject across our proprietary curriculum, students learn the fundamental skills and knowledge building blocks or schemas needed to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes formative and summative assessments built in at regular intervals appropriate to each course and subject.

English Language Arts: English language arts (ELA) courses are student-centric and designed to support the depth of knowledge required by today's standards and high-stakes testing environments. With rich content, designed to engage and motivate, and enough practice to support mastery—including built-in time for independent practice, and actionable formative data—these ELA courses include the tools and technology that equip students with the skills they need to be successful throughout their academic careers.

Throughout these courses, students engage in literary analysis and close reading of short stories, poetry, drama, novels, and informational texts. Students read "between the lines" to interpret literature and go beyond the text to discover how the culture in which a work of literature was created contributes to the theme and ideas it conveys. Instruction and reading strategies accompany reading selections to help engage students in the text and sharpen their comprehension. Students study a variety of media to understand informational and persuasive techniques, explicit and implied messages, and how visual and auditory cues affect messages.

Students express their ideas and knowledge using standard (formal) English in written and oral assignments. Analyzing and practicing the form and structure of various writing genres enhances students' communication skills. Vocabulary is taught explicitly and through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. Setting goals, implementing reading strategies, self-monitoring progress, and reflecting on successes and challenges help students become metacognitive learners. These courses include discussion activities that engage

students in the curriculum while creating a sense of community.

Mathematics: In K12's grade 6 mathematics course, students deepen their understanding of multiplication and division of fractions to include dividing fractions by fractions, with an additional focus on increasing efficiency and fluency. Students gain a foundation in the concepts of ratio and rate as an extension of their work with whole-number multiplication and division. This foundation prepares them for work with proportional relationships in grade 7. Students also make connections among area, volume, and surface area, and continue to prepare for deep algebraic understanding by interpreting and using expressions and equations.

In K12's grade 7 mathematics course, students focus on real-world scenarios and mathematical problems involving algebraic expressions and linear equations. They also begin to apply their understanding of rational numbers with increased complexity. The course lays the foundation for exploring concepts of angle, similarity, and congruence as students work with scale drawings and construct and analyze relationships among geometric figures. Students also develop and apply understandings of proportional relationships.

K12's grade 8 mathematics course prepares students for more advanced study in algebra as students solve linear equations and systems of equations, work with radicals and integer exponents, gain conceptual understanding of functions, and use functions to model quantitative relationships. To prepare students for more advanced study in geometry, the course emphasizes the Pythagorean theorem and a deepening exploration of similarity and congruence.

Science: In grades 6-8 Earth Science, students explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; earth's minerals and rocks; earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. In grades 6-8 Life Science, students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, species, adaptation, heredity, genetics, and the history of life on earth. In grades 6-8 Physical Science, among other subjects, students study the structure of atoms; the elements and the periodic table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electric, and magnetism. Students' coursework provides opportunities for students to engage in science and engineering practices through laboratory experiments and engineering design challenges. With rich content, designed to engage and motivate, and practice to support mastery, these science courses include the tools and technology that students need to succeed.

History: Throughout these courses, grades 6-8 students sharpen their historical and critical analysis skills as they read primary sources and study historical accounts from a variety of perspectives. By analyzing current events, students reflect on changes and continuities within and between time periods and see how the historical events of yesterday impact the present day. Students examine relevant issues such as trade, globalization, the environment, conflict, and other topics that influence the world today and develop citizenship skills that will enable them to participate in their government and communities throughout their lives. By studying the physical and cultural traits that make regions unique, as well as studying their commonalities, and how geography has influenced American history, students expand their knowledge of the world around them. Students also learn and apply research skills as they undertake research projects, practice document and art analysis, and look at how historians draw conclusions about the past.

Art: K12's grades 6-8 art courses—including American Art and World Art—provide opportunities for students to investigate art and architecture from different cultures and eras, and create realistic and abstract works inspired by works they learn about, using many materials and techniques.

Music: Students become musicians as they explore and build foundational music skills. Students are encouraged to discover their musical potential through diverse learning activities that include singing, dancing, virtual instruments, listening maps, authentic sound recordings with famous past and present artists, an iSong player that allows students to customize key signatures, tempo, and lyrical highlighting, playing the recorder, and optional guitar lessons. Students study the musical elements of duration, pitch, design, tone color, expressive qualities and cultural context. Students are introduced to music from all over the world as they explore beat, meter, rhythm, melody, harmony, tonality, texture, form, tone color, dynamics, tempo, articulation, style, and music background, and learn to actively read and write music.

Elementary and Middle School Career and College Prep Curriculum

Career and College Prep (C&CP) as a program in the Elementary school setting is focused on Career Awareness. Selected and approved reading materials, under the direction of the teacher and/or Learning Coach can be used to access career related content, facilitating student awareness of career opportunities that can be intentionally aligned to industry gaps, areas of industry growth in the state and/or region where the student resides.

The goal of the middle school C&CP program is to create an experience that allows students to explore a number of careers and industry sectors, while understanding personal strengths and interest and potential intersection of these personal attributes and the workforce. By engaging students early and often, they will have the opportunity to create a vision for their high school years and beyond. Students engage in robust career and college exploration using quality tools such as Pathful Connect, as well as through exploratory activities like career fairs. Exploration, in addition to C&CP coursework and conversations with their counselor, aides the student in planning for high school. The student's pathway is chosen and documented by 8th grade.

Career Awareness

During the Career Awareness phase, students are exposed to a wide variety of career clusters as a foundation for future learning. Students will take part in awareness coursework, including introduction to career clusters, through Project Based Learning (PBL), and professional skills development. All these elements will begin to develop culture and community around discussion, collaboration, and reflection, preparing students for the high school C&CP experience.

Career Exploration

The Career Exploration phase of the middle school C&CP program allows students to focus their experience by selecting a C&CP exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. During Career Exploration, students work with

counselors, teachers, and administrators to become more active in their planning towards high school graduation and professional skills development. Students will take part in exploration coursework, which will include a deeper focus around career clusters of interest, professional skills, and through PBL. This coursework will set the stage for students to plan which pathway(s) and certification(s) they want to pursue in high school. Virtual work-based learning will be facilitated by appropriate virtual work-based learning opportunities, all focused on the student's chosen career cluster. In the second semester of grade 8, students (ages 13+) will be introduced to Tallo, a closed network platform (not a social media site) that allows students to showcase their unique skills and abilities while connecting to opportunities such as post-secondary education, internships, jobs and scholarships. All posts are monitored by Tallo staff to ensure relevancy and appropriateness.

Middle school C&CP students are able to earn certifications through their CTE coursework. Middle school certifications validate fundamental technical and durable skills learned while preparing students for future success in earning industry certifications by increasing confidence and awareness of test structure.

Career and Technical Student Organizations (CTSOs), which were traditionally offered in high school, are available to middle school C&CP students. This allows students to have ongoing engagement opportunities with their peers, apply learned technical skills, and to cultivate and demonstrate leadership and other durable skills.

High School Curriculum

The "Introduction to Online Learning" course is an introduction to the virtual learning environment for high school students with information for Learning Coaches. Topics include an orientation to people and parts of an online school, the online school platform, opportunities for socializing, sample assessments, and tips about how to create an effective learning environment, manage time, and be successful. Each lesson has video tutorials, printable guides, and practice activities such as sending email or creating schedules and backup plans. Veteran students and Learning Coaches share personal experiences and advice. Other high school orientation courses offered include Welcome Back to Online Learning, Welcome to Online Career Learning, and Welcome to Stride Career Prep.

Whether targeting employment, enlistment, or post-secondary educational options such as community college, four-year university or trade school, high school students can choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K12 courses will meet all state graduation requirements, and the diversity of electives is designed both to help students earn their high school diploma and find their own path to post-high school success.

K12 continuously invests and develops techniques and features in the curriculum to improve accessibility and interoperability with mobile devices. Most K12-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. New content is developed following mobile-first development practices and supports responsive design.

The K12 high school curriculum will provide students the opportunity to harness the power of individualized learning by choosing from comprehensive, honors, Advanced Placement®, or rapid credit recovery courses for English, math, science, history/social studies, Spanish, career readiness, and electives. Unlike other programs, where a student must be on a particular academic path, the K12 curriculum allows students to chart their own course, choosing from a variety of levels of courses designed to match various aptitudes and goals. So, if a student excels in mathematics and science, they may take all Honors/AP® courses in those subjects while choosing from comprehensive versions of English and history courses. These multiple course levels prevent students from being locked into one level of a particular subject and reflect and support the personal, natural progress and growth of each student.

Core Courses: Students work on extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also require independent thinking and self-discipline.

Honors Courses: Students are expected to take more responsibility for their progress in the course and are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects—emphasizing duration over time, group and collaborative work, and communication skills—are inspired by the principles embodied in the 21st Century Skills Initiative.

Advanced Placement (AP) Courses:

The College Board's AP Ledger updates occur through November for the previous school year. Currently, the FuelEd Instructional Services Team (aka Stride/K12 Learning Academy) AP Ledger has yet to be updated from the 2022-2023 school year. With this application, we have included a pdf of the FuelEd 2022-2023 AP Ledger (posted here <https://apcourseaudit.inflexion.org/ledger/school.php?a=NTcwMDE=&b=MA==>) and a pdf of the FuelEd Course Audit from AP Classroom for the 2023-2024 school year.

In SY2024-2025, K12 Florida L.L.C. is offering the following Advanced Placement courses:

Art History	French Language and Culture
Biology	Human Geography
Calculus AB	Macroeconomics
Calculus BC	Microeconomics

Chemistry	Psychology
Computer Science A	Spanish Language and Culture
Computer Science Principles	Statistics
English Language and Composition	U.S. Government and Politics
English Literature and Composition	United States History
Environmental Science	World History: Modern

Re-Taking Courses: K12 and its curriculum experts are prepared to meet all students where they are. The flexibility of courses and curriculum provides opportunities for students to take courses that they have failed to recover their GPA through grade forgiveness, as defined by the state department of education.

English: K12 high school English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. K12 English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, which include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary, grammar, usage, mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

Math: Grades 9-12 Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that students understand mathematical concepts and are able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are animated to bring the math to life, while others allow students to interact with a partially completed problem. Offline components provide application and practice opportunities. In addition, teachers often record their instructional sessions and make them available to students for review. Many courses are available in various levels including Honors and AP.

The textbooks (in both offline and digital formats) provide reference information and more worked examples. Robust, well-sequenced problem sets that allow students to learn by practicing are offered in every math course whether online or offline. Each lesson also includes resources that help teachers and Learning Coaches support students. Formative assessments come in the form of computer-scored quizzes. Summative assessments include computer-scored as well as teacher-graded components with robust rubrics. Teachers may also use "Exit Tickets" after online instructional sessions. These Exit Tickets allow students to demonstrate what they have learned in that live session. Teachers use this information to personalize learning feedback to students.

History: K12 grades 9-12 history courses emphasize the narrative of history—a narrative story that includes great historical figures, everyday people, and the governments, arts, belief systems, and technologies they have developed in various cultures over time. Courses integrate topics in geography, civics, and economics into the study of history, were designed with state standards and national frameworks for content and skills in mind, and are offered at levels appropriate to students' needs.

World History, Modern World Studies, United States History, and Modern United States History combine stunning textbooks—in both conventional and online formats—published by K12 and integrated with interactive online lessons that guide students' reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through discussion boards and a variety of research and skills activities. Economics and U.S. Government courses are also offered to meet graduation requirements.

Science: K12 offers a complete high school curriculum for students in grades 9-12. The curriculum includes courses in physical science, biology, earth science, chemistry, physics, astronomy, forensic science, and environmental science. K12 science courses provide hands-on exploration using real materials to conduct scientific laboratory investigations at home or through virtual laboratories that reflect actual laboratory experience in a virtual setting. Students taking these high school science courses become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. K12's high school science courses prepare students for college science courses by providing solid, scientifically accurate content, developing laboratory awareness and skills firmly anchoring students in scientific principles.

Electives

K12's curriculum is enhanced by a wide array of electives that enriches students' education in essential areas—including those identified by the 21st Century Skills and science, technology, engineering, and mathematics (STEM) initiatives—and will prepare students well for the world beyond high school.

K12's elective curriculum includes courses in:

- **World Languages:** High school level World Languages courses currently offered by K12 include Spanish, Chinese, American Sign Language, and AP Spanish Language and Culture.
- **Science:** Special interests in science can be pursued in Environmental Science, Astronomy, or Forensic Science.
- **Social Science:** Students interested in the social sciences can elect to explore Anthropology, AP Psychology, AP Microeconomics, Sociology, Archaeology, and Arts/AV Tech/Communications Explorations.

- **Fine Arts:** Electives in the arts include Fine Art and Music Appreciation.
- **Technology and Computer Science:** A variety of technology and computer science courses are offered, ranging from basic Computer Literacy to Computer Science. Students may explore career avenues with courses including Digital Arts, Image Design and Editing, Data Structures in C++, and Web Design. Technology and computer science courses are heavily project-based, and students complete the courses with portfolios of completed work.
- **Business:** Students are given additional opportunities to explore careers with Marketing and Accounting. They can get practical experience in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses with Personal Finance. Consumer Math's comprehensive review and study of arithmetic skills has both personal and vocational applications.
- **Health and Physical Education:** Students can earn credit and learn essential skills with the courses Health and Physical Education. Physical Education, which may be repeated for additional semesters as needed to meet state requirements, requires daily physical activity, verified by a parent or mentor. Physical Education is also available as credit recovery.
- **Communications:** Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing.
- **Finding Your Path:** This series of courses, which includes K12's school-counseling tool, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals.

High School Career and College Prep Curriculum

K12 recognizes that student plans after high school will vary and may include immediate immersion in the workforce as well as postsecondary education. K12 offers 37 innovative pathways aligned to 11 Career Clusters. The career clusters are Agriculture; Arts, A/V Tech, and Communications; Business Management and Administration; Marketing; Education and Training; Law, Public Safety, and Security; Health and Human Services; Hospitality and Tourism; Information Technology; Manufacturing and the Trades; and Engineering and STEM.

These pathways are frameworks used to organize courses, skills, and certifications based on relevant industry standards. Students enrolled in a pathway are engaged in an educational plan tailored toward specific occupations. Pathways are designed to provide a structured approach to career exploration and development, allowing students to make informed decisions regarding career-related goals.

K12 currently offers over 342 Career and College Prep courses ranging from career exploration courses to in-depth content. The curriculum and courses are designed to lead to post-secondary credentials, including industry-recognized certifications, and college credits in high-demand career fields by including school input in roadmap decisions, creating durable skills Learning Hub content, and seeking out quality curriculum vendors.

An example of a C&CP pathway program is K12's Information Support and Services pathway, in the Information Technology career cluster. The pathway starts with an exploration of fundamental IT concepts and IT careers. Students continue with coursework in computer science, cloud computing, and computer science e, completing the pathway with CompTIA coursework, exam prep, and certification, as well as the AWS Cloud Practitioner certification. Pathways in the IT program offer a number of industry recognized certifications such as CompTIA Network+, CompTIA Cloud Essentials+, CompTIA IT Fundamentals+ (ITF+), AWS Cloud Practitioner, CompTIA A+ Core, CompTIA Security+, ICT Gaming Essentials and CIW Site Development Associate. Students who enroll in their junior or senior years may take advantage of an accelerated program that enables them to earn credentials to be job-ready upon graduation.

Another example of a C&CP pathway is in K12's Therapeutics pathway, in the Health & Human Services career cluster. The pathway starts with an exploration of healthcare careers to ensure students understand the breadth and depth of options. Students continue with pre-requisite courses in anatomy, medical terminology, physiology, and professionalism in allied health. Students are then able to choose a focus from a number of healthcare areas, including Clinical Medical Assisting, Pharmacy Technician, Dental Assisting and more. K12's C&CP program is proud to offer 15 industry recognized healthcare related certifications, 11 of which are in partnership with MedCerts, another K12 company.

MedCerts is an online certification training provider focused on preparing students to earn short-term, industry-recognized healthcare and IT credentials. All programs are completely online, using interactive games, simulations, animations and more to teach the skills needed for national certification and starting a career in the healthcare industry. After program completion, students are eligible for national certification through an accredited, industry-recognized certifying body. Through MedCerts' high school model, K12 students can start as early as 11th grade and complete courses over the last two years of their high school education – serving as electives or CTE credits for their graduation requirements. They graduate with a diploma and the opportunity to be certified, leaving high school "Work Ready" and able to get their foot in the door at a healthcare organization ahead of their peers. With MedCerts' Articulated Credit partners, these students can use their certification toward college credits to stay ahead of the curve. An industry leader in online education, MedCerts has assisted over 80,000 students since 2009 and their full catalog features over 50 programs in the healthcare, IT and professional development industries.

SPECIFIC RESEARCH AND BEST PRACTICE USED IN DESIGN

Research-Based Curriculum

K12's assessment specialists are dedicated to reviewing and synthesizing research for course development teams. Both secondary research—cornerstone and cutting-edge research studies on curriculum and online learning completed by experts in their fields—and primary research—research on the efficacy and varying aspects of the curriculum—are conducted in house and by third parties. K12's curriculum is regularly updated based on the information gleaned from both primary and secondary research. From the amount of instructional time per subject and frequency and length of brain breaks, to the sequence and coherence of content to types of assessments, all modifications to the curriculum are evidence-based, data-driven, and backed by empirical research proven to be effective in improving learning.

User-Centric Design

User-centric design means making a product easy and enjoyable to use by understanding the people who use the product: students, Learning

Coaches, and teachers and other school personnel. It is an integral aspect of development. The User Experience Design Team at K12 seeks to understand users through observations and data. Information is organized to be effective for the user and aesthetically pleasing.

Interactive behaviors are designed to allow users to complete their goals or tasks. This process is iterative, using user feedback to inform both initial design and design enhancements.

Utilizing user research and analytics, information architecture, interaction design, content strategy, visual design, and usability testing, the team identifies problems that users encounter within the system and works to re-design aspects of the system to make it more intuitive and user-centered.

Since 2015, the K12 User Experience team has conducted over 275 studies with an outreach to over 100,000 participants. Their work has improved the overall usability of K12's platform, enabling students, teachers, and Learning Coaches to move through the system more easily, allowing them to focus on coursework instead of technical issues.

The group continues to pilot-test new laptops with students and learning coaches to improve the online school experience. Recently, the team performed seven separate studies of newly-redesigned learning components to improve aspects of the new interfaces. A recent feedback survey of K-5 learning coaches found the new K-5 Online School (OLS) with Strider the Fox and themes has increased student motivation to do schoolwork.

K12 continuously invests and develops techniques and features in the curriculum to improve accessibility and interoperability with mobile devices. Most K12-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. New content is developed following mobile-first development practices and supports responsive design.

A Research-based Pedagogical Basis

Extensive and ongoing research ensures that the K12 curriculum is based on sound principles of instructional design and delivery. The research base includes:

- Cognitive Science Research on How Students Learn: aligns cognitive research, student performance measurement, and instructional strategies targeted to ensure best practice and student accessibility to K12 curriculum.
- Research on the Structure of Expert Knowledge: (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area
- Research on General Instructional Principles: empirically-tested principles of online instruction using multimedia resources
- Research on Teaching Specific Topics and Addressing Possible Misconceptions: helping students overcome misconceptions related to complex instructional objectives
- National Standards for Quality Online Courses: including online course guidelines for content, instructional design, student assessment, technology, and course evaluation and support
- Proven Strong Student Achievement and Outcomes: performance evaluations based on a variety of assessment administered throughout the school year to inform and evaluate the teaching and learning cycle
- A Curriculum Designed to Meet Diverse Needs: providing unit-level and lesson-level goals and objectives, online and offline activities, and other attributes to meet diverse student needs
- Multiple Assessment Tools and Strategies: assessment tools and strategies linked to learning objectives allowing students to demonstrate what they have learned in a variety of ways

K12 Florida L.L.C. has submitted alignments to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA), Mathematics, and Social Studies to FLDOE following the timeline set by the Florida State Board of Education. As Florida adopts new subject area standards, K12 Florida L.L.C. will submit course alignments to Florida courses as required. The K12 curriculum is also aligned to the organization's mission to help students reach their full potential through inspired teaching and personalized learning.

National Standards for Quality Online Courses

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outlined quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations used these standards as a rubric for evaluating the quality of any online courses they wished to offer. The iNACOL standards were revised in late summer 2011. K12's courses have been so widely recognized for embodying best practices for online learning that K12's curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—included reformulated standards that were more easily applicable and verifiable in the growing landscape of different online scenarios.

Multiple Assessment Tools and Strategies

To assess the effectiveness of curriculum and instruction across public schools served by K12 (which, state by state, follow different standards and administer different assessments), K12 uses a variety of readiness, formative, summative, and state-required assessments at applicable grade levels. Readiness assessments offer an initial benchmark for student skill level in each core area, which allows teachers to differentiate instruction based on student needs. Formative assessments given during each instructional cycle provide detailed information which, through a variety of strategies, will improve instructional techniques and student learning while it's happening. Summative and state-required assessments are used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year. Student performance is evaluated to inform and evaluate the teaching and learning cycle.

- K12 assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- K12's assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.

- Appropriate assessments are built into almost every lesson to evaluate mastery and point the way to remediation or enrichment.

Technology-enhanced item types provide powerful opportunities for students to gain practice and familiarity with items mimicking the format of those they may encounter in testing scenarios today. These items allow students to demonstrate depth of knowledge and higher-order thinking ability. For this reason, a variety of item types, including drag and drop and fill in the blank, are used throughout the courses.

BASIS FOR AND FREQUENCY OF REVISION

K12 is committed to maintaining up-to-date, standards-based, fully aligned courses with enhanced course content, materials, instructions, and assessments. Larger updates are made over the course of each fiscal year (July through June). Leadership from Product Management, Curriculum Production, and Design teams partner to craft a proposed production roadmap whose initiatives are typically in response to some combination of user feedback, internal feedback, market research, primary and secondary curricular research, changes to academic standards, state requirements, requirements stemming from K12's various lines of business, and changes to internal platforms and technology. The proposed roadmap is reviewed with executive leadership and iterated upon until the initiatives for the year are confirmed. Larger updates may include, but are not limited to, entirely new course builds, major revisions to the content and/or design of existing courses, developing state-customized courses, rebuilding courses on a new platform, and creating new learning object collections for the Learning Hub—K12's content repository that empowers teachers to customize and differentiate courses.

Smaller updates and fixes that do not impact student progress in-year—such as typographical errors and confusing instructions—are made on an ongoing basis. These are often in response to user feedback from teachers, students, and families. Feedback is a crucial part of the course development process and maintenance of the course. Ultimately, all students and teachers benefit from updated courses with proven instructional methods and the latest technology.

EFFECTIVENESS OF THE K12 CURRICULUM

K12, using the K12 suite of services and instructional curriculum and courseware, has shown academic success and achievement in the schools it serves across the country.

Cognia Accreditation

AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, first accredited Stride in 2010 and then renewed its five-year quality assurance accreditation in 2018. In November 2018, AdvancED merged with Measured Progress and became "Cognia." Cognia is a global nonprofit working in over 80 countries that offers accreditation and certification, assessment, professional learning, and improvement services within a framework of continuous improvement. Cognia renewed the Stride accreditation to 2025.

Cognia conducts rigorous, on-site external reviews of PreK–12 schools and school systems to ensure all learners realize their full potential. Cognia accreditation is a systems approach to improving learner performance results over time. This accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the corporation – the leadership, schools, and classrooms served – work together to meet the needs of learners.

To earn and maintain accreditation, Stride must:

- Meet quality standards set forth by Cognia
- Engage in a continuous process of improvement.
- Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).

Stride, Inc., Learning Solutions Instructional Services Team (serving the K12 Florida L.L.C. district virtual instruction programs and recently renamed the Stride/K12 Learning Academy), Florida Cyber Charter Academy at Clay County, Florida Cyber Charter Academy at Duval County, and Florida Cyber Charter Academy at Osceola County are each accredited by Cognia.

The Cognia™ School of Distinction program, a program that recognizes PreK–12 education institutions that exemplify excellence in education and service to learners, has been awarded to five schools served by Stride, Inc.: Idaho Technical Career Academy in 2021; Ohio Virtual Academy in 2022; The Keystone School and Oklahoma Virtual Charter Academy in 2023; and Wisconsin Virtual Academy in 2023 and 2024.

Western Association of Schools and Colleges (WASC) Accreditation

As one of six accrediting institutions in the United States, the Western Association of Schools and Colleges' (ACS WASC) mission is to "advance and validate quality ongoing school improvement by supporting its private and public elementary, secondary, and postsecondary member institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on student learning." WASC recognizes institutions by granting accreditation to schools and programs that meet an acceptable level of quality in accordance with the established criteria. The accreditation process begins with an initial visit that helps the WASC team build their understanding of the school's purpose, its program, and operations. Schools are granted initial accreditation or candidacy and then have three years to address WASC's feedback and complete a self-study. The multifaceted self-study process involves, in part, all stakeholders, a self-study visit, an evaluation with respect to the ACS WASC criteria, and a schoolwide action plan. The follow-up process entails an annual assessment of the progress of the action plan and refinement of the plan as needed. In 2023, WASC awarded Stride Learning Academy a six-year accreditation through June 30, 2029 as a Supplementary Education Program (SEP).

Graduates of K12 Managed Public Schools

In 2007, K12 managed public schools graduated their first cohort of just 6 students. Including the first graduation cohort, 107,186 students have earned a high school diploma from online and blended schools using the K12 education program including 15,383 students who graduated by the end of the

spring term of SY2023-2024. Students graduating from K12 virtual schools have enrolled in hundreds of higher education institutions. They can be found attending selective universities, schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers—in the military, apprenticeship programs, on the job training, or directly into the workforce.

K12's Suite of Curriculum Content and Assessment

School leaders and teachers will review curriculum, assessments, and supplemental materials each year or upon a change in state standards and/or assessments, to ensure standards alignment and ability to differentiate instruction and assessment. This includes instructional mapping, which is a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level. Modifications will be made throughout the year as determined by the school leaders and teachers as necessary.

K12's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from more than 60 national and international subject area associations including:

- AAAL—American Association for Applied Linguistics
- AAAS—American Association for the Advancement of Science
- AAPT – American Association of Physics Teachers
- AATF—American Association of Teachers of French
- AATG—American Association of Teachers of German
- AATSP—American Association of Teachers of Spanish and Portuguese
- Accessible Book Consortium
- ACL—American Classical League
- ACTE—Association for Career & Technical Education
- ACTFL—American Council on the Teaching of Foreign Languages
- ADA National Network
- ADP/Achieve.org—American Diploma Project from www.Achieve.org
- AdvanceCTE
- AERA—American Educational Research Association - <http://www.aera.net>
- APA—American Philological Association
- Assistive Technology Industry Association
- CCSSO—Council of Chief State School Officers – www.ccsso.org
- CEFR—Common European Framework of Reference for Languages
- Center for Civic Education
- Center on Online Learning and Students with Disabilities
- CLTA—Chinese Language Teachers' Association
- CRESST—National Center for Research on Evaluation, Standards, & Student Testing – www.cresst.org
- Final Report 2008: Foundations for Success
- Getty Education Institute for the Arts
- Head Start
- IAD—International Dyslexia Association
- ILR—International Language Roundtable
- ILTA—International Language Testing Association
- IRA—International Reading Association
- IUPAC—International Union of Pure and Applied Chemistry
- MCREL—Mid Continent Research for Education and Learning
- NAEA—National Art Education Association
- NAEP—National Assessment of Educational Progress – www.nces.ed.gov/nationsreportcard
- NAS—National Academy of Science
- NASPE—National Association for Sport and Physical Education
- National Art Education Association
- National Association for Gifted Children
- National Association for Music Education
- National Center on Accessible Education Materials
- National Center on Universal Design for Learning

- National Geographic
- National Mathematics Advisory Panel
- NCAA
- NCEE—National Council on Economic Education
- NCES – National Center for Education Statistics – www.nces.ed.gov
- NCHE—National Council for History Education
- NCHS—National Center for History in the Schools
- NCSA—National Conference on Student Assessment - <http://www.ccsso.org/ncsa.html>
- NCSS—National Social Studies Standards
- NCTE—National Council of Teachers of English
- NCTM—National Council of Teachers of Mathematics
- NETS/ISTE—National Educational Technology Standards from the International Society for Technology in Education
- NGSS—Next Generation Science Standards
- NICHD—National Institute of Child Health and Human Development
- NIFL—National Institute for Literacy
- NRP—National Reading Panel
- NSTA—National Science Teachers Association
- PARCC—Partnership for Assessment of Readiness for College and Careers
- Partnership for 21st Century Skills
- PISA—Programme for International Student Assessment – www.oecd.org/pisa/aboutpisa
- President's Council on Fitness, Sports, and Nutrition
- Quality Indicators for Assistive Technology
- Smarter Balanced Assessment Consortium
- Teachers of English to Speakers of Other Languages
- The College Board
- The President's Challenge
- W3C—World Wide Web Consortium
- WCAG—Web Content Accessibility Guidelines

EVIDENCE THAT CONTENT IS FREE OF BIAS AND ACCESSIBLE FOR STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY

Bias is prevented in both content and assessments by rigorous training of content specialists, writers, instructional designers, visual designers, and editors. K12's curriculum connects U.S. history and contemporary issues in ways that foster respectful, honest, and fact-based dialogue about equity and inclusion. The curriculum features a wide range of diverse viewpoints and perspectives and encourages students to shape their own perspective on related topics. Teachers, students, and families have access to K12's One Voice Curriculum—which is an inquiry-based curriculum rooted in historical facts and current events that fosters conversations about race and inclusion.

Multiculturalism

The motto on the Great Seal of the United States—E pluribus unum ("out of many, one")—affirms the bold ambition of our country to forge a unified nation out of a wide diversity of backgrounds and beliefs. At K12, we believe that students should understand and value both the pluribus and the unum—that they should learn about both the cultural diversity that distinguishes our nation and the common inheritance that unites us as Americans.

The vision for K12 places that unifying American inheritance, which remains at the core of our curriculum, within a more global context: *To provide any child access to exceptional and meaningful curriculum and tools that enable him or her to maximize his or her success in life regardless of geographic, financial, or demographic circumstance.*

To help our students grasp the common American inheritance within its global context, K12 has multicultural, pluralistic, and inclusive curriculum that seeks to weave many and diverse strands into the educational tapestry. Through this curriculum, we seek not only to educate students who are academically well prepared but also to develop students who:

- Understand the characteristics and contributions of American culture and cultures throughout the world.
- Understand that societies reflect contributions from many cultures.
- Develop attitudes of mutual acceptance and respect for others, regardless of heritage, background, gender, disability, or social status.

To achieve these goals, we feel it is important to broaden students' knowledge of the world beyond themselves; reach beyond the particularities of their

immediate situation and singular heritage; and open their mind and imagination to a diverse range of people, cultures, ideas, and achievements. Mutual respect and understanding begin when one can transcend provincial limitations and see oneself as part of both an interdependent global community and a larger historical process.

Differentiation

K12's curriculum is designed to meet the needs of a diverse student population, and teachers also proactively tailor lessons and implement strategies to meet all learner needs. Tools and strategies used to differentiate the curriculum and instruction include varying assessments, cognitive learning strategies, instructional supports, a tiered system of instruction based on Universal Design for Learning (UDL), and assistive technology tools.

Accessibility for Students with Disabilities and Limited English Proficiency

K12's product development team strives to align with the Web Content Accessibility Guidelines 2.1, Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform compatible with accessibility Application Programming Interfaces, language translation programs, and native or third-party assistive technology resources. This platform meets the accessible education media needs of users following the National Instructional Materials Accessibility Standard (NIMAS). Any K12 resources resulting in user challenges due to disability may be reported for investigation and remediation, as appropriate, via <https://www.k12.com/accessibility/>.

Assistive Technology

Due to the unique online nature of K12's curriculum, all students can access assistive technology tools based on their individual needs. The online learning content is rich with visual, auditory, and other student learning supports. Student diagnostic and formative assessment data coupled with adaptive learning pathways enables customized student experiences providing opportunities for students to engage in remediation or accelerated activities.

With the support of the Stride Assistive Technology Resource Guide, staff members have strategies and tools at their disposal upon identification of student need. Differentiation strategies include the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and targeted interventions and supports. A sampling of differentiation support tools include text-to-speech software, speech-to-text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, zoom text, visual dictionary, word prediction software, visual graphs, and web support.

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a process for creating instructional goals, methods, materials, and assessments that are flexible and work for everyone. This approach provides more than a single, one-size-fits-all solution; it supports flexible approaches that can be customized and adjusted for individual needs. The principles of UDL have been integrated into the Every Student Succeeds Act (ESSA) and into the design and implementation practices in multiple ways at K12:

- Planning and design of curriculum, instruction, and assessment are promoted in a proactive manner, considering flexibility in presentation, response, and motivation for students in the front end of product development.
- Throughout their educational materials and services, K12's professional development and training, implementation, and evaluation are responsive to students' tiered needs of support.

UDL principles are also compatible with and facilitate the accessibility compliance of K12 materials and services. K12 design practices consider students' needs, preferences, and abilities to interact with the K12 curriculum. These design practices have positively influenced efforts to meet web content accessibility guidelines and support individual needs for accommodations and the use of assistive technologies.

UDL principles have influenced the planning, development, authoring, editing and production of new course development and efforts to improve the access flexibility of existing curriculum assets within K12 products and services. Considerable training and professional development and other resources have been deployed to maximize this type of proactive development strategy and make ongoing school services support more effective.

Accessibility for Students with Limited English Proficiency

K12's schools and program will increase English proficiency and academic achievement of English Language Learner (ELL) students by providing high-quality, evidence-based language curriculum and instruction. This is accomplished by employing appropriately licensed ESOL or bilingual teachers, as defined by federal and state law and regulations, as well as the League of Latin American Citizens, *et. al.*, versus Florida Department of Education Consent Decree, for the ELL identified students. The ESOL teacher can provide support to the students within the School or program by:

- relating background information and experiences to the concepts they are learning
- scaffolding instruction to aid the students in comprehension
- assisting with communication with the parent, in their native language
- adjusting speech or content; and
- providing Project Based Learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers.

Required language proficiency assessment will be administered to all active ELL students to, if required, identify and monitor individual student language growth and overall program effectiveness with measurable outcomes. Exit criteria for ELL students and monitoring of students after ELL program exit will be consistent with state and federal requirements.

Professional development is available and will be provided to all school staff on the following: knowledge and use of effective pedagogy in instructing English Language Learners; methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible; and UDL.

Stride Learning Hub

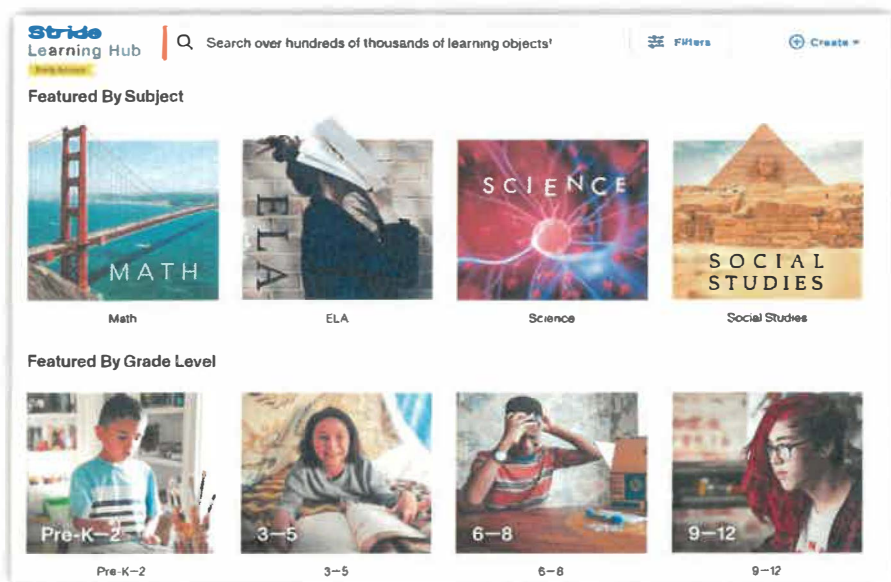
The Stride Learning Hub ("Leaming Hub") is a cutting-edge search interface and content repository seamlessly integrated into the Stride Online School (OLS) and the Online Middle and High School (OMHS) platforms. The OLS serves all students in grades K-5. Middle school and high school students in grades 6-12 use the OMHS. Provided to elevate users' teaching experience, the Leaming Hub is a powerful tool that empowers teachers to tailor courses by effortlessly searching for, previewing, and incorporating a diverse range of activities, assessments, and lessons. In recognizing the diverse ways teachers leverage resources to differentiate instruction, the Learning Hub has emerged as a one-stop- shop. High-quality, standards-aligned content can be deployed in the OLS and OMHS directly from the Learning Hub. It eliminates the need for teachers to leave the online school environment, enabling them to dedicate more time to their students and less time to resource discovery. Teachers can bookmark their favorite assessments, activities, and lessons. Additionally, while previewing activities, teachers see a list of lessons that contain those activities making it easy to search and add new content to their courses.

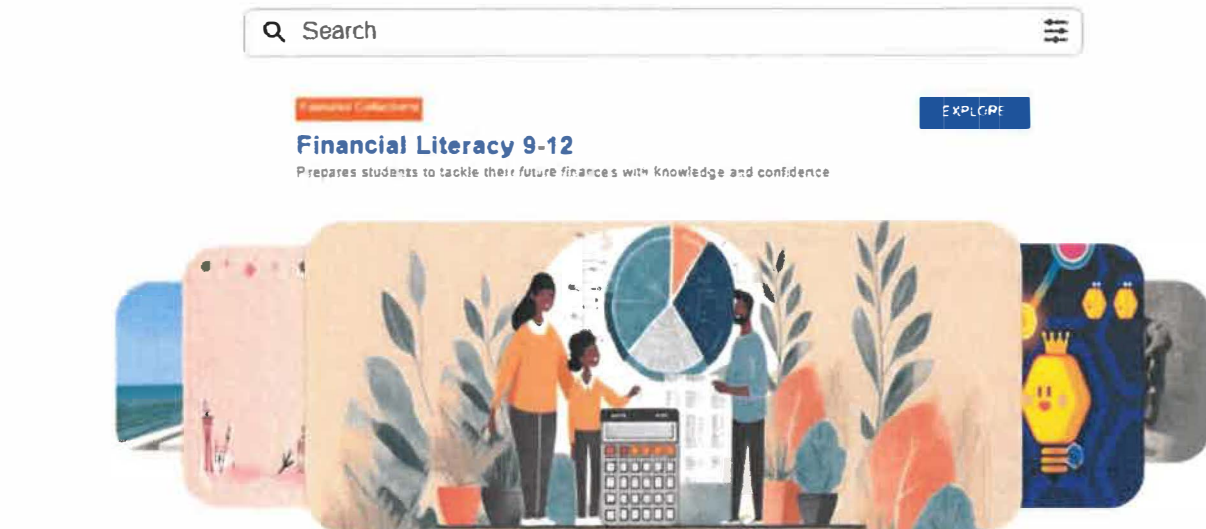
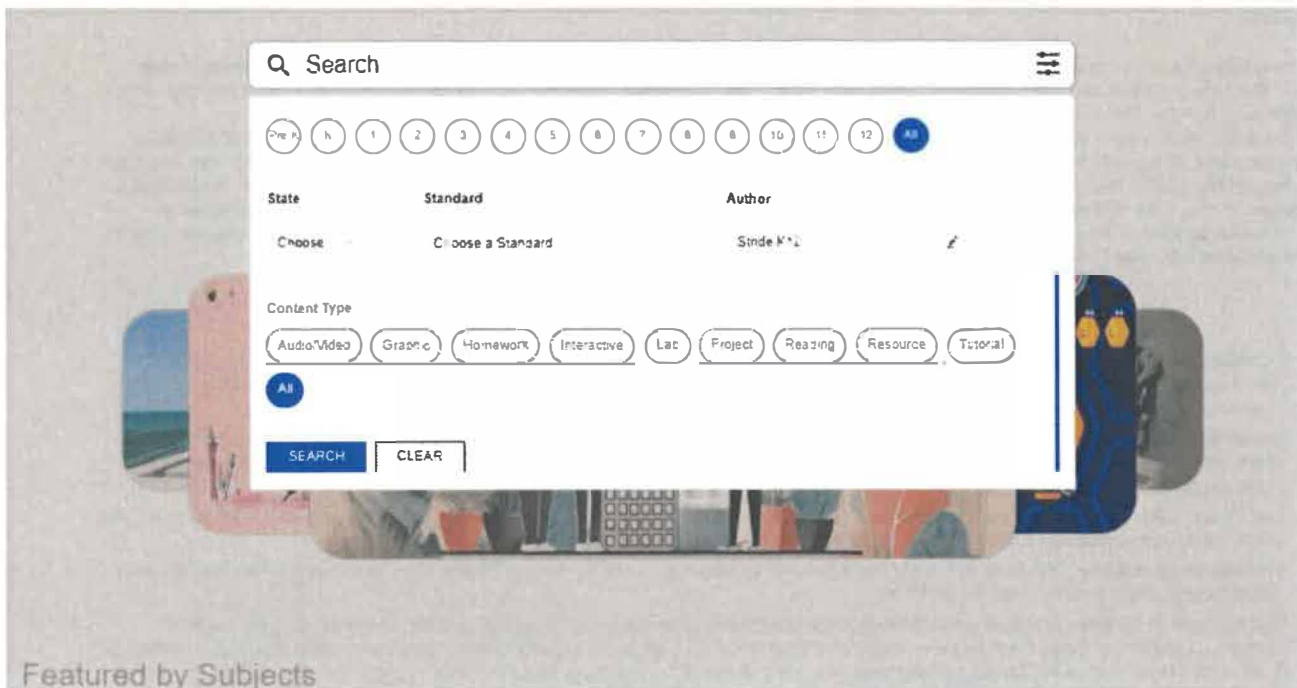
Key Features:

1. **Customized Content Discovery:** Teachers have access to supplemental content tailored to their **student's** unique needs. Whether they need a refresher on a previously taught topic, to remediate for a struggling learner, or to extend the curriculum, the Learning Hub has content.
2. **Smart Search** Teachers can easily find lessons, activities, and assessments, preview them, and seamlessly add them to their classroom. Teachers can fine-tune searches based on content standards in the core subject areas, as well as with filters for subjects, grade levels, and content types.
3. **Customized Assessments:** Teachers can craft personalized assessments with ease. The Leaming Hub offers the ability to create a new assessment from scratch or modify an existing one by copying and editing.
4. **Customized Lessons:** Teachers can copy and edit existing lessons, to add or remove content, as well as build new lessons with activities and assessments from the platform.
5. **Collections:** In addition to robust search functionality, teachers have access to an evolving collection of specifically curated content. Examples of Collections include Doggyland for grades K-2; MathBee bubble-shooter games for math practice in grades 3-5; Wonder Media animated, illustrated videos on a variety of topics for grades 3-5; partnership content with Rebel Girls for grades 3-5; Next Generation Science: Middle School for grades 6-8; and Financial Literacy for grades 9-12. Featuring renowned content partners, these collections are continuously updated and enhanced. Teachers can view the latest through a revolving carousel or look at previous collections featured by grade or subject.

Additional features to be added to the Leaming Hub in 2024 will enable teachers to bookmark their favorite assessments, activities, and lessons. Additionally, while previewing activities, teachers will see a list of lessons that contain those activities making it easy to search and add new content to their courses.

The image below shows the main Stride Leaming Hub page and how teachers can search for content by subject or grade level. It is followed by examples of specific subject matter resources in the Learning Hub.





NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL

According to existing NCAA non-traditional program requirements, course eligibility is contingent upon instructional delivery and student-teacher interaction. Digital Academy of Florida (DAOF) is cleared by the NCAA and offers approved courses that count toward the 16 NCAA-required courses to become a college athlete. Currently, courses offered by other schools served by K12 Florida L.L.C. would require individual review by the NCAA.

If a school opts to pursue NCAA approval, it is recommended to designate a lead responsible for initiating contact with the K12 NCAA point of contact at ncaa@k12.com. Additional information can be found at: <http://www.ncaa.org/student-athletes/future/nontraditional-courses>.

POLICIES AND PROCEDURES

- **All school policies and procedures. To address specific questions in this application, please provide policies and procedures related to the following topics in an easy-to-find location on this disclosure website so they can be reviewed: anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements.**

Fourteen documents have been provided that collectively address the requested policies and procedures for cyber charter schools (Florida Cyber Charter Academy (FLCCA)), district sponsored online schools (Digital Academy of Florida (DAOF)), and district virtual instruction programs to which K12 Florida

L.L.C. provides instructional services. K12 follows all district mandates and policies as outlined in the individual district contracts. Information about those unique district policies and procedures can be found by linking to each program via <https://www.k12.com/florida-online-schools/> then clicking on "SHOW ME SCHOOLS IN FLORIDA".

Policies and procedures related to the following topics for cyber charter schools, district sponsored online schools, and district virtual instructional programs that K12 provides virtual instruction services to (anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements) can be found by clicking on the Florida Virtual Instruction Programs Disclosure Information link on K12's website (www.k12.com) which will take visitors to the Florida VIP (Virtual Instruction Program) Provider Information and the following documents:

- DAOF Parent/Student Handbook SY2024-2025
- FLCCA Parent/Student Handbook SY2024-2025
- Florida Learning Coach Success Guide SY2024-2025
- K12 Florida L.L.C. Academic Integrity Policies
- K12 Florida L.L.C. Anti-Discrimination Policy
- K12 Florida L.L.C. Attendance, Participation, and Performance Policy
- K12 Florida L.L.C. Student Admission and Enrollment Eligibility Requirements Policy
- K12 Florida L.L.C. Teacher and Parent Responsibilities and Teacher-Student and Teacher-Parent Interactions Policy
- K12 Florida L.L.C. Disclosure Requirements
- Parent and Student Contact Information Requirements
- K12 Florida L.L.C. State Testing Policies and Procedures
- DAOF Instructional and Admin Personnel
- FLCCA Instructional and Admin Personnel
- Learning Academy Instructional and Admin Personnel

CERTIFICATION STATUS AND PHYSICAL LOCATION OF STAFF

- **Certification status and physical location (state of residence) of all administrative and instructional personnel, to include state certification(s), out-of-field status, National Board certified, ESOL- endorsed or similar credential in other state, and reading- endorsed or similar credential in other state.**

The certification status and physical location (state of residence) of all administrative and instructional personnel employed in district virtual instruction programs, district sponsored online schools, and cyber charter schools served by K12 in Florida in SY2024-2025 are found on the disclosure website which is linked to the K12 Inc. webpage (<https://www.k12.com/>).

HOURS AND AVAILABILITY OF INSTRUCTIONAL PERSONNEL

Individual teachers are available during the traditional school day and/or after school hours and may set appointments to meet with parents and/or students outside of the traditional day when necessary.

Teachers are expected to respond to communications within one business day and grade assignments within 48 hours.

AVERAGE STUDENT-TEACHER RATIOS AND TEACHER LOADS

- **Average student-teacher ratios and teacher loads for full-time and part-time teachers by grade- level bands K-3, 4-8 and 9-12 and for core and elective courses.**

K12 Florida L.L.C .takes into account the needs of the individual students, families, schools, and teachers in assigning teacher loads.

An average teacher load for elementary grades K-3 full-time core courses is 85; grades K- 3 part- time core courses (0.5 teacher) is 45; average teacher load for K-3 full time electives is 1,100, and K-3 part time (0.5) electives is 550.

An average teacher load for elementary grades 4-5 full-time core courses is 85; grades 4-5 part-time core courses (0.5 teacher) is 45; average teacher load for 4-5 full time electives is 1,100, and 4-5 part time (0.5) electives is 550.

An average teacher load for grades 6-8 full-time core courses is 275; grades 6-8 part-time core courses (0.5 teacher) is 140; average grades 6-8 full

time electives load is 900, and grades 6-8 part time (0.5) electives is 450.

An average teacher load for grades 9-12 full-time core courses is 275; grades 9-12 part-time core courses (0.5 teacher) is 140; average grades 9-12 full time electives load is 325, and grades 9-12 part time (0.5) electives is 165.

In addition to synchronous sessions, teachers often work with students in a 1:1 ratio or in small group settings to review course content, provide individualized feedback or deliver instructional support. Other interactions or class meetings can be up to 1:200 if the full class is invited to a synchronous session or assembly. The student-teacher ratio is fluid based on the nature of the student-teacher interaction. The student-teacher ratio numbers are the average ratios among the cyber charter schools and all district virtual programs. Actual program ratios may be above or below the aggregated average.

STUDENT COMPLETIONS AND PROMOTIONS

- Student completions (percent completions and percent successful completions) and promotion rates in total and by subgroup*. Student completion calculations are to include all students who are enrolled for more than 14 calendar days in a course.

Subgroup Completion and Promotion in District Virtual Instruction Programs

Percent of Subgroup Completions and Promotions by School Year		
District Virtual Instruction Program		
Subgroup	SY2022-2023	SY2023-2024
English Language Learner	100%	100%
Free & Reduced Lunch Eligible'	99.55%	91%
Special Education	100.00%	100.00%
504 Plan	100.00%	100.00%
Gifted or Talented	100.00%	100.00%

Subgroup Completion and Promotion in Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF)

	FLCCA		DAOF	
	% of Completions/Promotions		% of Completions/Promotions	
Subgroups	SY22-23	SY23-24	SY22-23	SY23-24
English Language Learner	85.33%	95.92%	94.32%	96.31%
Free & Reduced Lunch Eligible ¹	95.56%	91.79%	95.27%	95.61%
Special Education	92.70%	93.47%	96.69%	95.34%
504 Plan	94.02%	95.65%	96.29%	96.39%
Gifted or Talented	99.39%	98.72%	99.06%	98.43%

¹ Where any of the following phrases are used throughout this document, the subsequent information contained in this footnote is to be considered applicable: "Free & Reduced Lunch Eligible"; "Free/Reduced Lunch Students"; "Economically Disadvantaged"; and "economically disadvantaged students." Laws and regulations vary significantly from one state to the next and are constantly evolving. States sometimes change policies and practices regarding how to identify students who are economically disadvantaged. For example, determining how and which students are eligible for free and reduced-price lunch. Data shows that these students usually underperform students identified as not eligible for subsidized meals. There are several different methods of identifying students who are economically disadvantaged. Public schools must comply with state policies regarding identification and reporting of students who are economically disadvantaged. State online schools face unique challenges when identifying students who are economically disadvantaged, and our internal data may be different than state reported data on the schools.

Completions and Promotions of Ethnic Subgroups in District Virtual Instruction Programs

In SY 23-24 we see an increase in completion/promotion percentages in the African-American population compared to the previous school year. The data also shows a steady increase in completion/promotion percentages overall from SY 19-20 to SY 22-23.

District VIP Completions and Promotions for Ethnic Subgroups							
District Virtual Instruction Program							
SY2022-2023				SY2023-2024			
Ethnic Subgroup	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion	Ethnic Subgroup	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	129	133	97%	African-American	97	98	99%
American Indian or Alaska Native	1	1	100%	American Indian or Alaska Native	2	2	100%
Asian	35	35	100%	Asian	29	29	100%
Hispanic	234	234	100%	Hispanic	179	179	100%
Multi-racial	29	29	100%	Multi-racial	25	25	100%
Native Hawaiian or Other Pacific Islander	2	2	100%	Native Hawaiian or Other Pacific Islander	2	3	67%
White or Caucasian	235	240	98%	White or Caucasian	185	193	96%
Grand Total	665	674	99%	Grand Total	519	529	98%

Completions and Promotions for Ethnic Subgroups for Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF)

In the academic school year 2022-23, FLCCA achieved a 94.17% completion and promotion rate. In the following school year, 2023-24, the rates increased to 94.62%. FLCCA is dedicated to enhancing successful completions by offering consistent academic support to help every student reach their full potential.

**No students

School Year 2022-2023 Completions and Promotions for Ethnic Subgroups at FLCCA			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	395	418	94.49%
American Indian or Alaska Native	39	41	95.12%
Asian	73	75	97.33%
Hispanic	575	613	93.80%
Multi-racial	198	219	90.41%
Native Hawaiian or Other Pacific Islander	26	27	96.29%
White or Caucasian	714	752	94.94%
Grand Total	2020	2145	94.%

School Year 2023-2024 Completions and Promotions for Ethnic Subgroups at FLCCA			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	857	904	94.80%
American Indian or Alaska Native	64	67	95.52%
Asian	93	96	96.88%
Hispanic	750	785	95.54%
Multi-racial	198	219	90.41%
Native Hawaiian or Other Pacific Islander	45	45	100%
White or Caucasian	1795	1899	94.52%
Grand Total	2567	2713	94.62%

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

**No students

DAOF recently completed its fifth year with students during the 23-24 school year. Data is provided below for the 22-23 and 23-24 school years to represent the shift to our new state standards. During the 22-23 school year, DAOF's completion/promotion rate was roughly 91% but increased during the 23-24 school year to nearly 96%, with increases in completion/promotion in each subgroup.

School Year 2022-2023 Completions and Promotions for Ethnic Subgroups at DAOF			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	1160	1262	91.92%
American Indian or Alaska Native	25		100%
Asian	69	82	84.15%
Hispanic	1324	1437	92.14%
Multi-racial	404	439	92.03%
Native Hawaiian or Other Pacific Islander	19	21	90.48%
White or Caucasian	1571	1750	89.77%
Grand Total	4572	5016	91.15%

School Year 2023-2024 Completions and Promotions for Ethnic Subgroups at DAOF			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	1075	1121	96.82%
American Indian or Alaska Native	29	30	97.97%
Asian	74	78	97.06%
Hispanic	1280	1307	95.80%
Multi-racial	449	466	96.18%
Native Hawaiian or Other Pacific Islander	23	25	97.88%
White or Caucasian	1598	1641	95.34%
Grand Total	4528	4668	95.94%

SCHOOL PERFORMANCE ACCOUNTABILITY OUTCOMES

Student, teacher, and school performance accountability outcomes of your virtual program/school. Please include, at minimum, student standardized assessment results in total and by subgroup* (also provide name of assessment), state assessment results, if available, by total and subgroup, percent of teacher evaluations based on student performance, school grades, if applicable; other school/program ratings, dropout rates, graduation rates.

* Subgroups to include students from major racial and ethnic groups, economically disadvantaged students, students with disabilities, and students with limited English proficiency.

District Virtual Instruction Programs Performance on State Assessments in English Language Arts and Mathematics for 2022-2023 – 2023-2024 compared to overall state results.

Results for English Language Arts indicate that the District Virtual Instruction Programs outperformed state results in all grade levels in SY 23-24.

ELA Proficient by Grade Level						
Grade Level	2022-2023			2023-2024		
	K12 FL LLC District VIP	State Results	Difference Between District VIP and State	K12 FL LLC District VIP	State Results	Difference Between District VIP and State
	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	54.55%	50.00%	4.55%	68.85%	55.00%	13.85%
4th Grade	51.35%	58.00%	-6.65%	67.35%	53.00%	14.35%
5th Grade	65.82%	54.00%	11.82%	62.07%	55.00%	7.07%
6th Grade	68.89%	47.00%	21.89%	85.71%	54.00%	31.71%
7th Grade	76.47%	47.00%	29.47%	70.00%	50.00%	20.00%
8th Grade	75.00%	47.00%	28.00%	76.00%	51.00%	25.00%
9th Grade	62.96%	48.00%	14.96%	75.00%	53.00%	22.00%
10th Grade	60.61%	50.00%	10.61%	62.96%	53.00%	9.96%

Mathematics proficiency levels were above state proficiency levels for 6th - 8th grade, as well as in Geometry. Although 3rd & 4th graders fell below state proficiency, there was a significant improvement when compared to the 22-23SY state comparison.

Math Proficient by Grade Level						
	2022-2023			2023-2024		
	K12 FL LLC District VIP	State Results	Difference Between District VIP and State	K12 FL LLC District VIP	State Results	Difference Between District VIP and State
Grade Level	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	40.26%	59.00%	-18.74%	52.46%	60.00%	-7.54%
4th Grade	39.73%	61.00%	-21.27%	52.08%	58.00%	-5.92%
5th Grade	45.57%	55.00%	-9.43%	40.35%	56.00%	-15.65%
6th Grade	55.56%	54.00%	1.56%	67.86%	56.00%	11.86%
7th Grade	70.59%	48.00%	22.59%	70.00%	47.00%	23.00%
8th Grade	71.88%	55.00%	16.88%	68.75%	54.00%	14.75%
Algebra 1	36.36%	32.00%	4.36%	55.00%	55.00%	0.00%
Geometry	50.00%	45.00%	5.00%	57.14%	53.00%	4.14%

District Virtual Instruction Program Demographics and Proficiency Results

As demonstrated in the chart below, the District Virtual Instruction Programs saw an increase of proficiency in the 23-24 SY for the student population as a whole, as well as for all individual demographic groups, except for the English Language Learners (2.07% decrease). The District VIPs saw the greatest positive shift in ELA proficiency scores for Economically Disadvantaged students (26.84% increase), and Students of Multiple Races (33.08% increase).

ELA Percent Proficient by Demographics - All Grades				
Demographics	2022-2023	# of Students	2023-2024	# of Students
All Students	63.64%	418	69.30%	316
Economically Disadvantaged	30.30%	33	57.14%	28
Students with Disabilities	40.38%	52	48.00%	25
English Learners	65.71%	35	63.64%	11
White/Caucasian	53.96%	139	59.13%	115
African American	54.29%	70	60.00%	55
Hispanic	73.83%	149	78.38%	111
Asian	90.00%	20	94.74%	19
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	52.63%	19	85.71%	14

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

The Mathematics proficiency scores for the 23-24SY District Virtual Instruction Programs show an increase when compared to the 22-23SY for students overall, with the greatest positive shift in scores for Economically Disadvantaged (39.23% increase). All other groups show a steady increase, except for English Learners (8.12% decrease) and African American students (3.48% decrease).

Math Percent Proficient by Demographics - All Grades				
Demographics	2022-2023	# of Students	2023-2024	# of Students
All Students	49.56%	339	55.31%	311
Economically Disadvantaged	32.65%	49	71.88%	64
Students with Disabilities	30.00%	30	39.29%	28
English Learners	53.57%	28	45.45%	11
White/Caucasian	36.99%	146	51.75%	114
African American	32.79%	61	29.31%	58
Hispanic	55.20%	125	68.57%	105
Asian	88.89%	18	94.44%	18
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	42.11%	19	42.86%	14

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF)

Performance on Statewide Assessments for school year 2022-2023 and 2023-2024. Grade level and Subgroup Performance

in English Language Arts

Beginning with the 2022-2023 school year, Florida implemented new statewide, standardized assessments in English Language Arts (ELA) and Mathematics. The Florida Assessment of Student Thinking (FAST) and Algebra 1 and Geometry end-of course (EOC) assessments are aligned with the new Benchmarks for Excellent Student Thinking (B.E.S.T.) content standards.

On October 18, 2023, the Florida State Board of Education established the Achievement Level standards for the FAST and B.E.S.T. assessments. The 2022-2023 and 2023-2024 results shown below are aligned to the new scores. Therefore, the results from the B.E.S.T. assessments **cannot be compared** to the former ELA and Mathematics assessments used from 2015-16 through 2021-22 that were aligned with the Florida Standards and reported on a different scale with different cut scores.

ENGLISH LANGUAGE ARTS 2023 - 2024 Data - State		
Grade Level	2023 - FSA-B.E.S.T. ELA % Proficient - State	2024 - FSA-B.E.S.T. ELA % Proficient - State
3 rd Grade	51%	55%
4 th Grade	52%	53%
5 th Grade	50%	55%
6 th Grade	50%	54%
7 th Grade	47%	50%
8 th Grade	48%	51%
9 th Grade	48%	53%
10 th Grade	47%	53%
Total	49%	53%
ENGLISH LANGUAGE ARTS 2023 - 2024 Data - FLCCA@Clay		
Grade Level	2023 FSA B.E.S.T ELA % Proficient- FLCCA@Clay	2024 FSA-B.E.S.T. ELA % Proficient FLCCA@Clay
3 rd Grade	*	*
4 th Grade	*	*
5 th Grade	*	
6 th Grade	*	
7 th Grade	*	53%
8 th Grade	52%	*
9 th Grade	48%	34%
10 th Grade	55%	42%
Total	55%	42%

ENGLISH LANGUAGE ARTS 2023 to 2024 Data - FLCCA@Duval		
Grade Level	2023 FSA-B.E.S.T. ELA % Proficient FLCCA@Duval	2024 FSA -B.E.S.T. ELA % Proficient- FLCCA@Duval
3 rd Grade	48%	38%
4 th Grade	40%	40%
5 th Grade	47%	33%
6 th Grade	41%	49%
7 th Grade	46%	43%
8 th Grade	32%	39%
9 th Grade	46%	41%
10 th Grade	49%	42%
Total	43%	41%
ENGLISH LANGUAGE ARTS 2023 to 2024 Data - FLCCA@Osceola		
Grade Level	2023 FSA – B.E.S.T. ELA % Proficient- FLCCA@Osceola	2024 FSA – B.E.S.T. ELA % Proficient- FLCCA@Osceola
3 rd Grade	41%	39%
4 th Grade	40%	37%
5 th Grade	39%	35%
6 th Grade	41%	44%
7 th Grade	36%	47%
8 th Grade	43%	45%
9 th Grade	*	*
10 th Grade	*	*
Total	39%	42%

ENGLISH LANGUAGE ARTS 2023 to 2024 Data - DAOF		
Grade Level	2023 FSA – B.E.S.T. ELA % Proficient- DAOF	2024 FSA – B.E.S.T. ELA % Proficient- DAOF
3 rd Grade	33%	41%
4 th Grade	41%	38%
5 th Grade	36%	33%
6 th Grade	37%	47%
7 th Grade	41%	42%
8 th Grade	42%	41%
9 th Grade	46%	43%
10 th Grade	41%	39%
Total	39%	41%

English Language Arts Subgroup Data – 2022-2023 and 2023-2024

ENGLISH LANGUAGE ARTS: % PROFICIENT Subgroup Data								
	FLCCA @Clay 2022- 2023	FLCCA @Clay 2023- 2024	FLCCA @Duval 2022-2023	FLCCA @Duval 2023-2024	FLCCA @ Osceola 2022-2023	FLCCA @ Osceola 2023-2024	DAOF 2022- 2023	DAOF 2023- 2024
All Students	56%	42%	44%	41%	40%	42%	40%	41%
Economically Disadvantaged	*	23%	38%	17%	38%	42%	35%	38%
Students with Disabilities	7%	17%	11%	13%	13%	21%	14%	18%
English Language Learners	*	0%	8%	*	*	22%	12%	12%
White/Caucasian	62%	46%	41%	40%	41%	45%	41%	40%
Black	44%	44%	45%	42%	32%	35%	32%	35%
Hispanic	50%	31%	43%	39%	36%	41%	41%	43%
Asian	*	*	*	*	*	*	52%	51%
American Indian/Alaskan Native	*	*	*	*	*	*	NA	*
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	NA	*

* To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (*).

NA: Data that is "NA" is due to subgroups with small student counts.

Grade level and Subgroup Performance in Mathematics

Beginning with the 2022-2023 school year, Florida implemented new statewide, standardized assessments in English Language Arts (ELA) and Mathematics. Florida Assessment of Student Thinking (FAST) and undated Algebra 1 and Geometry end-of course (EOC) assessments aligned with the new Benchmarks for Excellent Student Thinking (B.E.S.T.) content standards. On October 18, 2023, the State Board of Education established the Achievement Level standards for the FAST and B.E.S.T. assessments. The 2022-2023 and 2023-2024 results shown below are aligned to the new scores.

Therefore, the results from the 2022-2023 and 2023-2024 B.E.S.T. assessments **cannot be compared** to the former ELA and Mathematics assessments used from 2015-16 through 2021-22 that were aligned with the Florida Standards and reported on a different scale with different cut scores.

MATHEMATICS 2023 to 2024 Data - State		
Grade Level	2023 FSA B.E.S.T. Math % Proficient- State	2024 FSA B.E.S.T. Math % Proficient- State
3 rd Grade	57%	60%
4 th Grade	58%	58%
5 th Grade	52%	56%
6 th Grade	49%	56%
7 th Grade	51%	53%
8 th Grade	63%	65%
Algebra I EOC	50%	53%
Geometry EOC	46%	52%
Total	51%	55%

MATHEMATICS 2023 to 2024 Data - FLCCA@Clay		
Grade Level	2023 FSA – B.E.S.T. Math % Proficient- FLCCA@Clay	2024 FSA – B.E.S.T. Math % Proficient- FLCCA@Clay
3 rd Grade	*	*
4 th Grade	*	*
5 th Grade	*	*
6 th Grade	*	*
7 th Grade	*	*
8 th Grade	56%	67%
Algebra I EOC	25%	13%
Geometry EOC	36%	26%
Total	31%	21%

MATHEMATICS 2023 to 2024 Data - FLCCA@Duval		
Grade Level	2023 FSA – B.E.S.T. Math % Proficient- FLCCA@Duval	2024 FSA – B.E.S.T. Math % Proficient- FLCCA@Duval
3 rd Grade	19%	19%
4 th Grade	23%	9%
5 th Grade	18%	9%
6 th Grade	26%	29%
7 th Grade	25%	31%
8 th Grade	34%	24%
Algebra I EOC	24%	15%
Geometry EOC	33%	28%
Total	26%	22%

MATHEMATICS 2023 to 2024 Data - FLCCA@Osceola		
Grade Level	2023 FSA – B.E.S.T. Math % Proficient- FLCCA@Osceola	2024 FSA – B.E.S.T. Math % Proficient- FLCCA@Osceola
3 rd Grade	19%	15%
4 th Grade	21%	16%
5 th Grade	20%	11%
6 th Grade	22%	22%
7 th Grade	30%	29%
8 th Grade	38%	21%
Algebra I EOC	50%	30%
Geometry EOC	*	*
Total	23%	21%

MATHEMATICS 2023 to 2024 Data - DAOF		
Grade Level	2023 FSA – B.E.S.T. Math % Proficient- DAOF	2024 FSA – B.E.S.T. Math % Proficient- DAOF
3 rd Grade	14%	22%
4 th Grade	22%	16%
5 th Grade	12%	12%
6 th Grade	28%	22%
7 th Grade	29%	30%
8 th Grade	34%	27%
Algebra I EOC	29%	25%
Geometry EOC	21%	27%
Total	25%	24%

Mathematics Subgroup Proficiency – 2022-2023 and 2023-2024

	Mathematics % Proficient Subgroup Data							
	FLCCA @Clay 2022-2023	FLCCA @Clay 2023-2024	FLCCA @Duval 2022-2023	FLCCA @Duval 2023-2024	FLCCA @ Osceola 2022-2023	FLCCA @ Osceola 2023-2024	DAOF 2022- 2023	DAOF 2023- 2024
All Students	31%	21%	26%	22%	26%	21%	25%	24%
Economically Disadvantaged	20%	*	20%	19%	19%	20%	18%	20%
Students with Disabilities	18%	7%	11%	16%	9%	20%	10%	8%
English Language Learners	27%	*	*	13%	17%	12%	10%	11%
White/Caucasian	37%	21%	25%	24%	24%	27%	25%	24%
Black	22%	21%	18%	20%	14%	9%	13%	16%
Hispanic	25%	20%	25%	24%	24%	20%	23%	24%
Asian	*	*	*	*	*	*	45%	59%
American Indian/Alaskan Native	*	NA	*	*	*	*	20%	20%
Native Hawaiian or other Pacific Islander	*	NA	*	*	*	NA	NA	*

* To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (*).

NA: Data that is "NA" is due to subgroups with small student counts.

Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF) Science proficiency by grade and compared by year.

Science 2022-2023 to 2023-2024 Comparison				
	Grade Level	2023 FSA Science % Proficient	2024 FSA Science % Proficient	% Change
FLCCA@Clay	5 th Grade	*	40%	NA
	8 th Grade	50%	33%	-17%
	Biology EOC	74%	55%	-19%
FLCCA@Duval	5 th Grade	30%	13%	-17%
	8 th Grade	13%	18%	+5%
	Biology EOC	61%	52%	-9%
FLCCA@Osceola	5 th Grade	31%	24%	-7%
	8 th Grade	15%	14%	-1%
	Biology EOC	71%	74%	-3%
DAOF	5 th Grade	15%	16%	+1%
	8 th Grade	27%	25%	-2%
	Biology EOC	36%	48%	+12%

Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF) Social Studies proficiency by grade and compared by year

Social Studies 2023 to 2024 Comparison				
	Grade Level	2023 FSA SS % Proficient	2024 FSA SS % Proficient	% Change
FLCCA@Clay	Civics EOC	44%	46%	+2%
	US History EOC	63%	44%	-19%
FLCCA@Duval	Civics EOC	59%	42%	-17%
	US History EOC	44%	54%	+10%
FLCCA@Osceola	Civics EOC	41%	51%	+10%
	US History EOC	NA	NA	NA
DAOF	Civics EOC	39%	45%	+6%
	US History EOC	45%	51%	+6%

SCHOOL GRADES

In 2015-2016, 2016-2017, 2017-2018, and 2018-2019, K12 Florida L.L.C. maintained a school grade of "B". There were no assessments or school grades calculated in the State in SY2019-2020 due to Covid. In SY2020-2021, the first assessment year after Covid, K12 Florida L.L.C., as other virtual schools in Florida, did not receive a school grade per FDOE Emergency Order No. 2021-EO-02. In SY2021-2022, K12 Florida L.L.C.'s school grade was "I" (Incomplete) due to not testing 95% or more students. Informational Baseline School Grades for SY2022-2023 were released by FLDOE in December 2023 using the new assessment cut scores. It should also be noted that due to a change in statute, what was previously known as a VIP provider's "school" grade, based upon the aggregate assessment scores of all students served by the provider statewide, was renamed the provider's "district" grade. All references to SY 2022-2023 and subsequent school years will refer to the provider's district grade. Due to the first year implementation of the B.E.S.T. standards and new assessments in SY2022-2023, the SY2022-2023 grades were for "information only" since learning gains could not be calculated. K12 Florida L.L.C.'s Informational Baseline District Grade for SY2022-2023 was a "C". K12 Florida L.L.C.'s SY2023-2024 district grade was a "D". K12 Florida L.L.C. was not disqualified pursuant to s. 1002.45(7), F.S. Based on guidance from FLDOE, K12 Florida L.L.C. assisted schools and districts served by K12 Florida L.L.C. with their School Improvement Plans, as needed.

In 2024, the FLDOE adopted a new grading scale for Elementary schools and for Middle, High, and Combination schools. Digital Academy of Florida received its first standalone school grade in 2023, however not all components were included in the calculation. In 2024, the FLDOE released the DAOF school grade to include all components where enough data was available. The 2024 school grade for DAOF is a "D" or 41% of points.

The FLCCAs each receive grades using the FLDOE Accountability school grade model. Each of the FLCCA's received a "C" school grade for SY2022-2023. In 2024, both FLCCA@Clay and FLCCA@Duval received a "D" and FLCCA@Osceola received a "C" using the new school grade scale.

GRADUATION RATES

The state of Florida's current graduation rate is 88%. FLCCA – Osceola had students enter ninth grade until school year 2019-2020 and received a graduation rate until those students graduated from high school. DAOF opened during the 2019-2020 school year, and the first graduation rate was calculated for students who graduated in 2022.

Please note, graduation rates are reported in the school year they count for school grades. This means the year listed below has a lag between when the students graduate and when they count for accountability purposes. Example: the 2021 graduation rate will be for students who entered ninth grade in school year 2016-2017 and graduated in 2020.

Graduation Rate 2020 - 2023 Comparison					
		2020	2021	2022	2023
FLCCA@Clay	Graduation Rate	94%	89%	64%	82%
FLCCA@Duval	Graduation Rate	78%	94%	74%	78%
FLCCA@Osceola	Graduation Rate	84%	79%	NA	NA
DAOF	Graduation Rate	NA	NA	65%	59%

District VIP Graduation Rates

	2022	2023
Calhoun	n/a	64%
Miami-Dade	n/a	93%

TEACHER EVALUATIONS

Percent of Teacher Evaluations Based on Student Performance

At least 30% of the performance objectives weight in Stride teacher evaluations is based on student performance.

DISCLOSURE WEBSITE

Provide the link to where this required disclosure information is prominently displayed on your website: (i.e., the footer of your organization's main webpage):

<https://www.k12.com/>

SUMMARY SHEET

RECOMMENDATIONS TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8i

DATE OF SCHOOL BOARD MEETING: June 24, 2025

TITLE OF AGENDA ITEM: Medical Physicals 2025-2026

DIVISION: Administration Transportation

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

PURPOSE AND SUMMARY OF ITEM: Recommended physicians to examine Bus Operators and certain personnel for a recommended fee of \$90 - \$100.00 per examination.

Allied Health & Rehabilitation
Dr. Martine Charles, Doctor of Chiropractic
 405 E. Jefferson Street, Quincy, Fl 32351
 or 177 Salem Court, Tallahassee, Fl 32301

One Healing Hand
Lauire Simmons, ARNP
3295 Crawfordville Highway, Suite 2
Crawfordville, FL 32327

Main Street Family Care
1730 Pat Thomas Parkway
Quincy, FL 32351

FUND SOURCE: 1100E
AMOUNT: \$7,200.00
PREPARED BY: Matthew Bryant
POSITION: Director of Transportation

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE E page(s) numbered

CHARIMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

**GADSDEN COUNTY SCHOOLS
TRANSPORTATION DEPARTMENT**

720 S. Stewart Street
Quincy, Florida 32351
850-627-6858 (Phone)
850-875-8895 (Fax)

Matthew Bryant
Director of Transportation
May 30, 2025

Mr. Elijah Key, Jr.
Superintendent of Schools

TO: Main Street Family Care
From: Sabrina Aikens, Dispatcher
RE: DOT Physicals

Letter of Interest

X Yes, I/We would be interested in being recommended to the Gadsden County School District to

to conduct Physical Examinations to certain School Board Employees for certain employees of the Gadsden County School District for Fiscal Year 2024-2025.

 No, I/We are not interested in conducting physicals for the Gadsden County School District.

Gadsden County School District approval fee:
\$90.00 per Physical Examination
(Billing will be paid via District Purchase Orders)

Drug and Alcohol Testing Excluded
Dexterity Testing Section Excluded

Main Street Family Care

1730 Pat Thomas Parkway
Quincy, FL 32351
850-622-0041(Telephone)
christinem@mainstreetfamilycare.com
Quincy@mainstreetfamilycare.com

Christine Morrow

06/02/2025

Signature of Physician or Business Manager

Date

Please return this request as soon as possible to Sabrina Aikens at
Aikenss@cpsmail.com or via US mail to:

Matthew Bryant, Director of Transportation or Sabrina Aikens, Dispatcher
Gadsden County School District, 720 S. Stewart Street, Quincy, FL 32351

**GADSDEN COUNTY SCHOOLS
TRANSPORTATION DEPARTMENT**

720 S. Stewart Street
Quincy, Florida 32351
850-627-6858 (Phone)
850-875-8895 (Fax)

Matthew Bryant
Director of Transportation
May 30, 2025

Mr. Elijah Key, Jr.
Superintendent of Schools

TO: Allied Health & Rehabilitation
From: Sabrina Aikens, Dispatcher
RE: DOT Physicals

Letter of Interest

☒ Yes, I/We would be interested in being recommended to the Gadsden County School District
to
to conduct Physical Examinations to certain School Board Employees for certain
employees of
the Gadsden County School District for Fiscal Year 2024-2025.

☐ No, I/We are not interested in conducting physicals for the Gadsden County School District.

Gadsden County School District approval fee:
\$90.00 per Physical Examination
(Billing will be paid via District Purchase Orders)

Drug and Alcohol Testing Excluded
Dexterity Testing Section Excluded

Allied Health & Rehabilitation
Physician's Name or Group

Dr. Martine Charles, Doctor of Chiropractic

177 Salem Court, Tallahassee, FL 32301
405 E. Jefferson Street, Quincy, FL 32351
850-328-0424 (Telephone)
850-662-4074 (Fax, Quincy)
850-328-0425 (Fax, Tallahassee)
Info@callallied.com



Signature of Physician or Business Manager

Date

Please return this request as soon as possible to Sabrina Aikens at



Aikenss@gcpsmail.com or via US mail to: Matthew Bryant, Director of Transportation or Sabrina Aikens, Dispatcher at Gadsden County School District, 720 S. Stewart Street, Quincy, FL 32351

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: June 24, 2025 _____

TITLE OF AGENDA ITEM: Purchase Order Request for Rowe Roofing, Inc.

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: Request for School Board approval to issue a purchase order to Rowe Roofing, Inc. in the amount of \$21,600.00 for George W. Munroe. Attached is the proposal to correct the following issues: Replace all fasteners with new oversized fasteners and washers, Inspect and repair all transitions, Remove rust at certain locations, apply rust inhibitor and apply elastomeric coating, Replace plumbing boots as necessary and Ensure gutters are free of debris.

FUND SOURCE: General

AMOUNT: \$21,600.00

PREPARED BY: Brenton Hudson

BEH

POSITION: Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: *SP*



May 28, 2025

Re: Gadsden County Schools – George W. Munroe Elementary
1830 W King Street, Quincy, FL 32351

To Whom It May Concern:

Buildings 14 and 15 are exposed fastener metal roofing systems. Fasteners are all rusted and deteriorated and in need of immediate replacement. Some areas of rust were noted and should be addressed as well. All penetrations and transition areas should be addressed to ensure watertightness as well.

Scope of Work:

- Replace all fasteners with new oversized fasteners and washers.
- Inspect and repair all transitions.
- Remove rust at certain locations, apply rust inhibitor and apply elastomeric coating.
- Replace plumbing boots as necessary.
- Ensure gutters are free of debris.

Price: \$21,600.00

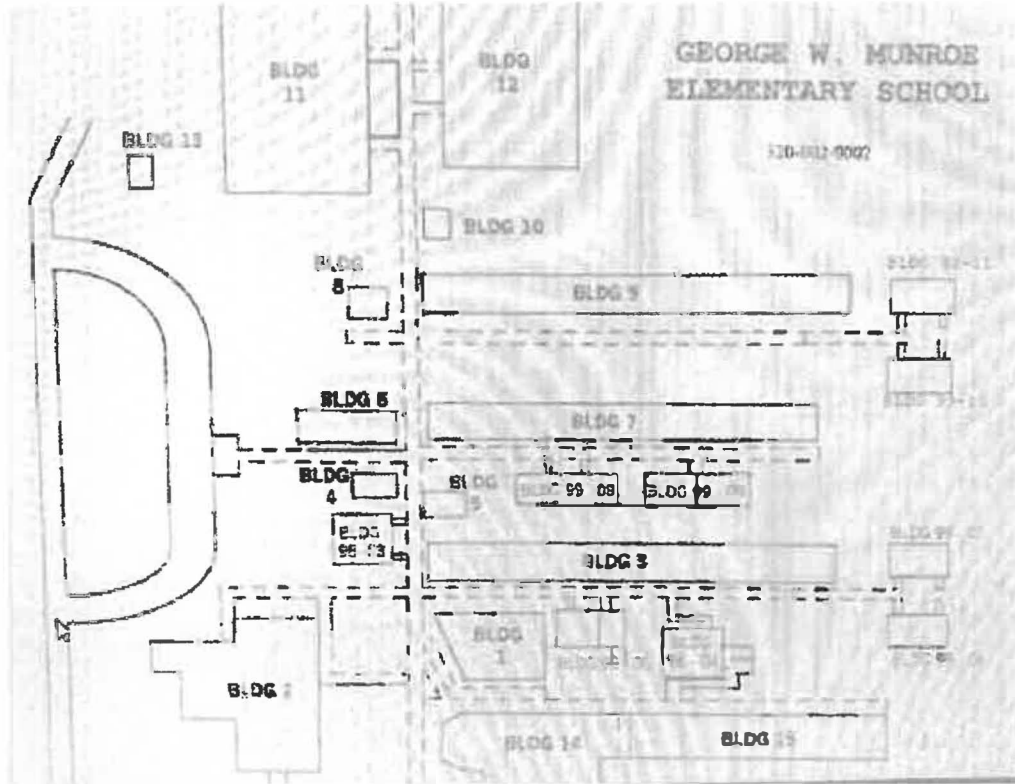
Should you have any questions, please feel free to give me a call at 850-386-7663.

Regards,

Cole Bracey
Vice President
Southland Rowe Roofing, Inc.

William E. Hudson 5/30/25

EXHIBIT A



PT. 5/30/25