

AGENDA

REGULAR SCHOOL BOARD MEETING

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

April 28, 2026

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

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

- a. March 10, 2026, 3:00 p.m. – School Board Workshop
- b. March 24, 2026, 4:30 p.m. – School Board Financial Workshop
- c. March 24, 2026, 6:00 p.m. - Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Personnel 2025 – 2026 – **SEE PAGE #3**

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of an Extension of Disciplinary Suspension Without Pay (EIN-020171245) - **SEE PAGE #5**

ACTION REQUESTED: The Superintendent recommends approval.

- c. Approval of an Extension of Disciplinary Suspension Without Pay (EIN-202500063) - **SEE PAGE #6**

ACTION REQUESTED: The Superintendent recommends approval.

- d. Approval of an Extension of Disciplinary Suspension Without Pay (EIN-202600096) – **SEE PAGE #7**

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS

- a. Panhandle Area Educational Consortium (PAEC) Through Its Fiscal Agent, The Washington County School Board – **SEE PAGE #8**

Fund Source: General Fund

Amount: \$100,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. K-12 Florida LLC ("K12") Contract Agreement - **SEE PAGE #18**

Fund Source: FEFP

Amount: Undetermined – Based Upon Enrollment

ACTION REQUESTED: The Superintendent recommends approval.

8. STUDENT MATTERS

- a. Student Expulsion – See back-up material

Case #038-2526-0051

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – See back-up material

Case #043-2526-0051

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion – See back-up material

Case #046-2526-0051

ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL ISSUES

- a. West Gadsden Middle School Out-of-State Field Trip Request – **SEE PAGE #76**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

10. EDUCATIONAL ISSUES

- a. Advocacy Committee Representative and Advocacy Committee Alternate – **SEE PAGE #86**

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student's Placement for 2026 – 2027 School Year With the Closure of James A. Shanks Middle School

11. CITIZEN COMMENTS AND CONCERNS

12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

13. SCHOOL BOARD REQUESTS AND CONCERNS

14. 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

April 28, 2026

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

Dear School Board Members:

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

Item 6A Instructional and Non-Instructional Personnel 2025-2026

The following reflects the total number of full-time employees in this school district for the 2025-2026 school term, as of April 28, 2026.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees April 2026</u>
Classroom Teachers and Other Certified	120 & 130	295.00
Administrators	110	56.00
Non-Instructional	150, 160, & 170	<u>350.00</u>
		701.00
Part Time Instructional		2.00
Part Time Non-Instructional		<u>3.00</u>
Total		5.00
100% Grant Funded		163.00
Split Grant Funded		<u>24.00</u>
Total Grant Funded of 701 Employees		187.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

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

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

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

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

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

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

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jones, Heather	GWM	Teacher	03/23/2026

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jackson, Renesha	GCHS	Educational Paraprofessional	04/01/2026
Johnson, Jamiracle	GWM	Educational Paraprofessional	03/02/2026
Lightfoot-Brown, Shayla	GTC	Coordinator	04/01/2026
Simmons, Salena	Transportation	Bus Driver	03/24/2026

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

LEAVE

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>End Date</u>
Dennard, Deshanda	CPA/SFS Worker	03/25/2026	04/10/2026
Ford, Rudy	JASMS/Teacher	01/29/2026	05/04/2026
Luc, Louna	Transportation/Bus Driver	02/20/2026	03/13/2026
Robinson, Dominga	GCHS/Teacher	03/05/2026	05/22/2026
Salter, Jasmine	WGMS/Teacher	03/02/2026	04/02/2026

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Farmer, Armoni	WGMS	Teacher	03/23/2026
Jones, Heather*	GWM	Educational Paraprofessional	03/13/2026
Lightfoot-Brown, Shayla*	District/ESE	Program Specialist	03/31/2026
Seymour, Seiya	GTC	Inst. Media, Electronics Technician	04/23/2026

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Thurman, Tamika	GBES/Secretary	GTC/Secretary	04/01/2026

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
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RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Gee, Laforest	WGMS	Custodian	03/09/2026
Jessie, Cassandra	GWM	ESE Self-Help Asst.	04/06/2026
Sapp, Angela	GTC	Coordinator	03/31/2026

TERMINATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Humphrey, Charmel	WGMS	Teacher	04/28/2026
Lee, Edward	GBES	Teacher	04/28/2026
Smith, Chasity	HMS	Custodial Assistant	04/28/2026
Williams, Corey	Maintenance	Maintenance Worker	04/28/2026

OUT OF FIELD

<u>Name</u>	<u>Location</u>	<u>Area Out of Field</u>	<u>Effective Date</u>
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SUBSTITUTES

<u>Teacher</u>	<u>Custodian</u>
Gibson, Brandi	Scott, Brenda
Howard, Darrell	
McNealy, Dequaneshia	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6c

DATE OF SCHOOL BOARD MEETING: April 28, 2026

TITLE OF AGENDA ITEM: Approval of an extension of Disciplinary Suspension without pay

DIVISION: Human Resources

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

PURPOSE AND SUMMARY OF ITEM:

Approval of an extension of Disciplinary Suspension without pay for employee (EIN-202500063)

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sonya Jackson  .

POSITION: Human Resource 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: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6d

DATE OF SCHOOL BOARD MEETING: April 28, 2026

TITLE OF AGENDA ITEM: Approval of an extension of Disciplinary Suspension without pay

DIVISION: Human Resources

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

PURPOSE AND SUMMARY OF ITEM:

Approval of an extension of Disciplinary Suspension without pay for employee (EIN-202600096)

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sonya Jackson 

POSITION: Human Resource 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: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: April 28, 2026

TITLE OF AGENDA ITEM: Panhandle Area Educational Consortium (PAEC) through its fiscal agent, the Washington County School Board.

DIVISION:

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

SUMMARY OF ITEM:

To perform the functions as outlined in the following agreement in providing English Language Learners (ELL) services in Gadsden County Schools as the English to Speakers of Other Languages (ESOL) office.

FUND SOURCE: General Fund

AMOUNT: \$100,000

PREPARED BY: Lucia Esquivel

POSITION: PAEC Administrator of Business Services, Technology and Supplemental Programs

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

Handwritten signatures and dates:
4/9/24
4/9/26

**School Board of Gadsden County, Florida RENEWAL CONTRACTUAL AGREEMENT
Fiscal Year: 2026-2027**

This contractual AGREEMENT is made between the **School Board of Gadsden County, Florida**, a school district, referred to as the “RECIPIENT”, organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Panhandle Area Educational Consortium (PAEC) through its fiscal agent the Washington County School Board**, a regional educational agency with their principal place of business at 753 West Boulevard, Chipley, FL 32428 from the purposes of providing English Language Learner (ELL) services to Gadsden County Public School ELL students, families, and community stakeholders. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and the School Board of Gadsden County.

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 their agreement with the Superintendent and School Board of Gadsden County to provide ELL language services in Gadsden County as further set forth below. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned 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 Superintendent and School Board of Gadsden County. In addition, the RECIPIENT and CONTRACTOR understand and agree that continuation of this AGREEMENT is contingent upon provision of acceptable levels of service, positive academic results, approval from the School Board, and continued funding available through General Revenue dollars to fund the required services.

ARTICLE 2. SCOPE OF SERVICES

The CONTRACTOR agrees to provide academic support, tutoring, and mentoring for Gadsden County ELL students as specifically described in Appendix A. Broad areas of services with responsibilities further described in Appendix A include.

- Programmatic
- Staff
- Student and Family Services

Any changes to the services above must be made by mutual AGREEMENT in writing with the Superintendent and Area Directors of Curriculum and Instruction.

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on the week of July 1, 2026, and end June 30, 2027, contingent upon the approval by the District School Board as stated in Article 1 above. As required by law,

this AGREEMENT shall be subject to review and renewal if performance is deemed satisfactory, and if the School Board and Superintendent approve.

The CONTRACTOR shall begin performing the contract on the week of July 1, 2026, and finish the project by June 30, 2027.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a 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.
Contract	means a procurement contract under an award or sub-award, and a procurement sub-contract under a RECIPIENT'S or CONTRACTOR'S contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance.
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 necessary, allocable, reasonable, and 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 conduct 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.
CONTRACTOR	means the legal entity to which a sub-award is made, and which is accountable to the RECIPIENT for the use of funds provided.
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. The term includes financial assistance when provided by any legal AGREEMENT, even if the AGREEMENT is called a contract, but does not include procurement, even if

the AGREEMENT is called a contract, but does not include procurements of goods or services nor does it include any form of assistance which is excluded from the definition of "award". The sub-award of assistance which is excluded from the definition of "award". The sub-award does not create a sub-contractor relationship with contracted entity. Sub-awards are awarded to vendors for the procurement of goods and/or services.

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

- (a) The RECIPIENT shall pay the CONTRACTOR in two equal payments of \$50,000 (fifty thousand dollars) upon receipt of invoices from the CONTRACTOR that include documentation describing the services rendered by the CONTRACTOR in support of the project for the period that the invoice covers. Invoices will require a minimum of fourteen (14) days to be processed for payment after an invoice has been approved for payment. In full and complete compensation for all services provided by the CONTRACTOR under this AGREEMENT, the RECIPIENT shall pay to PAEC the amount of no more than \$100,000 (one hundred thousand dollars). Invoices shall be prepared and addressed to: Director of Finance. Checks shall be made payable to PAEC and mailed to PAEC. The invoices will document the services provided, monthly activity logs, agendas and minutes of all meetings and workshops/activities, copies of curriculum developed, faculty/staff meetings monitoring student progress, sign-in sheets, and any other content material or lesson plans developed.
- (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) The total cost of the AGREEMENT is no more than \$100,000.

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. ACCESS AND RETENTION OF RECORDS

The RECIPIENT shall have access to all CONTRACTOR'S records that are directly pertinent to this AGREEMENT. The CONTRACTOR will submit all academic records to the principals so that they can be retained for the required (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements. The RECIPIENT will grant access to the CONTRACTOR to produce district-wide reports of academic records of students, including progress reports and report cards, by granting access to the student database (FOCUS).

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the duration of the grant award subject to annual review and renewal 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. Upon termination, the district shall be responsible for payment of all costs incurred by the CONTRACTOR in the performance of the AGREEMENT prior to termination.

ARTICLE 9. AMENDMENTS

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

ARTICLE 10. INDEPENDENT CONTRACTOR

The CONTRACTOR is an independent agent and not an employee, subcontractor, or agent of the RECIPIENT. The CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act. The CONTRACTOR shall be acting as an independent CONTRACTOR in the performance of this AGREEMENT and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its liability obligations under this AGREEMENT.

ARTICLE 11. NON-DISCRIMINATION AND COMPLIANCE

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, or age in the performance of work.

ARTICLE 12. ADMINISTRATION OF AGREEMENT

- (a) The CONTRACTOR'S contract administrator and contact Lucia Esquivel PAEC Administrator of Business, Technology and Supplemental Services.
- (b) The RECIPIENT contract administrator and contact is Tammy Griffin Director of Federal Programs and/or her designee.
- (c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees. This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 13. 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 and written communications, representations or AGREEMENTS on this subject.

CONFLICT OR INTEREST: As of the date of this AGREEMENT and throughout the term of this agreement, CONTRACTOR agrees that they are not a party to any oral or written contractor understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT.

ARTICLE 14. ENFORCEMENT

Jurisdiction for the enforcement of this AGREEMENT shall be in the courts of Gadsden County, Florida. Any action by a party for the enforcement of this agreement shall be maintained in Gadsden County.

In WITNESS WHEREOF, the School Board of Gadsden County, Florida, and Panhandle Area Educational Consortium, through its fiscal agent, the Washington County School District, have executed this AGREEMENT.

Thomas Register
Superintendent,
Washington County School District

Date

Mr. John Selover
Executive Director, PAEC

Date

Mr. Elijah Key
Superintendent,
Gadsden County School District

Date

Mr. Leroy McMillan
Chairman, Gadsden County School Board

Date

APPENDIX A
PROGRAM RESPONSIBILITIES FOR CONTRACTED
ENGLISH LANGUAGE LEARNER SERVICES

PROGRAMMATIC

- Provide leadership, coordination, and support of English Language Learner (ELL) services to ELL students to enhance opportunities for student academic and linguistics growth.
- Develop Federal ELL grant applications and serve as the district resource responsible for all reporting, auditing, monitoring, and implementation of ELL program, including Title III and Immigrant grant.
- Review all ELL files to ensure compliance for Florida Public Schools Full Time Equivalent (FTE) audits, work closely with district MIS to ensure FTE audits are maximizing weighted funding by matching endorsed ELL teachers with ELL students at school sites.
- Progress Monitoring of ELL students under the categories LY, LF, LA and LZ
 - Development of all Limited English Proficiency (LEP) Plans
 - Collection of data for LEP Plans
 - Coordination and execution of all LEP meetings
 - Updates to ELL Student Plan
 - ESOL Program Post-Exit Progress Monitoring for LFs (Rule 6A-6.09031, FAC)
 - Reclassification and Reentry of students in the ESOL Program
- Provide direct services to ELL and Immigrant students in Gadsden County Schools (i.e., after-school teachers, tutors, summer schoolteachers, technology and/or programs used during ELL classes and/or tutorials, and supplies for students) with Title III funds, if available.
- Translation and interpretation services will be provided exclusively for district and school communication with parents or stakeholders of students in the ESOL program and Immigrants. These language support services will include:
 - Translation of student transcripts from foreign countries to equate listed courses with appropriate district courses.
 - Interpretation for Individual Educational Plans or 504 plan meetings.
- If funding continues for the Title III Immigrant program, provide through the Title III grant:
(a) family outreach and training activities designed to assist families to become active participants in the education of their children, (b) provisions of tutorials, mentoring, and academic or career counseling for immigrant children and youth; (c) identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds. (d) Basic instructional services that are directly attributable to the presence of immigrant children and youth in the district, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as directly attributable to such additional basic instructional services; (e) other instructional services that are designed to assist immigrant and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; (f) activities, coordinated with community-based organizations, institutions or

higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children.

STAFF

- Provide staff and data clerk necessary to ensure compliance for FTE audits, input all data entries, and comply with all paperwork for ELL and Immigrant Audits.
- ELL data entry
- Supervise and evaluate PAEC employees working under this contract to implement a successful ESOL program in the district, combining all responsibilities of ESOL state, federal, and local programs.
- Establish an ELL Committee to work in collaboration with district and school staff in providing the appropriate educational support to ELL students. Committee should meet as regularly as necessary to implement a quality program.
- Provide electronic networks and update Gadsden County School's ESOL web page with the District's ELL Plan, parent forms, materials for academic support for parents, announcement of upcoming events, academic financial aid opportunities for students, and other communications from the ESOL office.

PROGRAM STUDENT SERVICES

- Identification, Eligibility and Programmatic Assessments of ELLs (Rule 6.A-6.0902)
 - Upon completion of the Home Language Survey, which contains the following questions:
 - (a) Is a language other than English used in the home?
 - (b) Did the student have a first language other than English?
 - (c) Does the student most frequently speak a language other than English?
 - Affirmative responses to the question subsection (b) or (c), or both will be required for the ESOL program to place the student in the ESOL program pending assessment.
 - Outreach, identification, and testing of each student's aural and oral proficiency or listening and speaking will be completed as soon as possible after the student's initial enrollment but no later than twenty (20) school days after the student's enrollment in the school district (compliance with the Florida Consent Decree), assuring appropriate placement with ESOL endorsed and/or certified staff or in other appropriate district academic programs.
 - PAEC staff will assess qualified students for language proficiency using the IDEA Proficiency Test (IPT) Screener or WIDA Screener.
- Ensure equal access of ELL students to a free and appropriate public education.
- Ensure equal access of ELL families to services any parent in Gadsden County Public Schools would be entitled to.
- Align all ELL placements with Gadsden Student Progression Plan.

- Monitor all ELL student progress and work with school administration to adjust individual LEP Plans as necessary for student academic success.
- Progress monitoring tools should include student portfolios, state assessment scores, other criterion reference tests, ACCESS for ELLs, report cards, classroom performance, and student progression reports.
- Maintain all appropriate student records, including entry and exit dates, test scores, ELL committee meetings, and other ELL-related documents.
- Collaborate with district Exceptional Student Education (ESE) staff to provide ELL students with appropriate ESE services and/or accommodations.
- ELL Curriculum: , purchase, and provide materials and activities which address ELL student needs as requested; supplies and materials will come only from Title III funding.
- Create necessary documentation for prior schooling and help students facilitate its receipt and delivery to Gadsden County Schools.
- School-to-Home Communication: All communication intended for families of ELLs and Immigrants will be translated by the ESOL office upon request from the school. Schools will need to send the documentation to the office at least ten (10) days prior to the distribution target date.
- Prepare appropriate correspondence in the parents' native language to provide notice of enrollment in the ESOL program as required by law.
- Facilitate all ELL withdrawals and reenrollments, re-classifications, and/or reevaluations necessary.
- Facilitate the implementation of an afterschool tutorial for ELL students, in collaboration with schools, dependent upon student participation, and Title III funding.
- Summer School Program for ELLs and Migratory Children: Develop and implement a summer school program for ELL students in partnership with Title, Part C Education for Migratory Students, and other district public school summer programs.
- Provide services to ELL families designed to improve the English language skills of ELL students and assist parents and families in helping their children to improve their academic achievement and their own parental engagement in the education of their children. Services include, but are not limited to: family literacy services, and family outreach.
- Seek and provide as many opportunities as possible for ELL students to receive scholarships and/or move into careers and college after graduation.

PROFESSIONAL LEARNING

- .
- Attend and participate in local, regional, and state meetings and conferences representing ELL populations and issues for the district.

PARENT INVOLVEMENT: (Rule 6A-1.0453, F.A.C.)

- Plan and deliver three in-person ELL Family Engagement Nights
 - The topics to be addressed are but not limited to the following:

- ESOL Program and Services
- Strategies for Parents to Support their ELL student at Home
- Classroom Accommodations for the ELL student
- Importance of Attendance
- Monitoring Grades
- Services Available in the Community for Families and Students
- Scholar Opportunities
- After-School and Tutoring Opportunities
- WIDA ACCESS for ELLs: Purpose and Interpretation of Results
- FAST Assessments (PM1, PM2 & PM3)
- Graduation Requirements
- ESOL and Migrant Summer Program

GENERAL RESPONSIBILITIES

- Combine the existing PAEC Migrant Center in Gadsden County with the ESOL Program to be operated as an ELL/Migrant Resource Center to assist families with referrals and advocacy, as necessary and practicable.
- Participate in interviews for ELL teachers and paraprofessional candidates, when requested by Gadsden County Schools Human Resources Department of School Administrators.
- Provide a link between and among district administrators, school centers, and community as necessary to ensure open and complete communication.
- Maintain a network of ELL peer contacts in professional organizations.
- Assist in developing short and long-range plans for ELL populations.
- Attend and contribute appropriate ELL information to district leadership team and instructional leadership team meetings, as scheduled.
- Assist with the development of and facilitation of ELL student and parent surveys to do need assessments and collect parent input to make ELL programs as customer friendly as possible for ELL populations.
- Provide federal and state legislative updates as frequently as necessary to assist Gadsden leadership to make timely and high-quality decisions about ELL programs and services.
- Ensure that the district remains in compliance with the Florida Consent Decree, programmatically and with staffing.



This Online Educational Products and Services Order (this "Order"), dated as of 7/1/2026 (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:** 7/1/2026 through 6/30/2027 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 Landing Page	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://fueeducation.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://fueeducation.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://fueeducation.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. In the case where a school has non-renewed their contract, enrollment services will be billed during the last contractual month and reflect enrollment numbers from the current, contracted schoolyear.

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.

Services Billing Terms: Services shall be invoiced upon order. No refunds except as otherwise noted.

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:

No 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 links baseline student 	<p>K12 has provided a detailed curriculum plan in compliance with this requirement in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C.</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>	<p>§ 1002.45 (4)(a), (h), (i) F. S.</p>

	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.”	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. 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. TERMINATION DUE TO ANNUAL FEE INCREASE: K12 reserves the right to change the prices set forth in any Order no	§ 1002.45 (4)(d) F. S.

		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/2026/01/K12-Florida-L.L.C.-Anti-Discrimination-Policy.pdf	§ 1002.45 (2)(a)(1) 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)(2) 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 meeting the requirement.	K12 has detailed its Teacher and Parent Responsibilities and Teacher to Student Parent Interactions Policies here: https://www.k12.com/wp-content/uploads/2026/01/K12-Florida-L.L.C.-Teacher-and-Parent-Responsibilities-and-Teacher-Student-and-Teacher-Parent-Interactions-Policy.pdf	§ 1002.45 (2)(a)(3)(a) – (e) F. S.
Prior Experience	"Possesses prior, successful experience	As one of the original companies to provide online K-12 education, K12 has over 25 years of providing online courses to elementary,	§ 1002.45 (2)(a)(4) F. S.

	<p>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>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>	
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>	<p>§ 1002.45 (2)(a)(5) F. S.</p>
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>	<p>§ 1002.45 (2)(a)(6) F. S.</p>
Publication Requirements	<p>"Publishes in accordance with disclosure requirements adopted in rule by the State Board of Education, as part of its application as a provider and in all contracts negotiated pursuant to this section:</p>	<p>K12 makes all information requiring disclosure available. This information can be found in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C.</p>	<p>§ 1002.45 (2)(a)(7) F. S.</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 auditor who is a certified public accountant licensed under chapter 473. The independent auditor shall conduct the audit in accordance with rules adopted by the Auditor General and 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)(9) 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 (4)(g) 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/2026/01/K12-Florida-L.L.C.-Attendance-Participation-and-Performance-Policy.pdf	§1002.45 (5)(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/2026/01/K12-Florida-L.L.C.-State-Testing-Policies-and-Procedures.pdf	§1002.45 (5)(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 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 and/or its Affiliates, Customer agrees and understands that K12 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 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 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 teachers. The Customer represents that K12 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 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, 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 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 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).

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 with Customer's exemption certificates or other proof of Customer tax-exempt status reasonably acceptable to K12.

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 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 with all information reasonably required by K12 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 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 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 has a legitimate educational interest for purposes of Customer disclosing to K12 students' education records. Regardless of whether Customer is a public entity receiving federal Title I funds, to the extent permitted by applicable law K12 or its affiliates may provide Customer with confidential information (as designated by K12) 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 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 foregoing, during the Period and Renewal Period (if any) of this Agreement, K12 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 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 and its Affiliates shall have the right, but not the obligation, to list Customer as a customer in other materials promoting the Content. K12 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 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 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 or its Affiliates for any given audit period, then Customer shall, in addition, reimburse to K12 or its Affiliates the reasonable costs of conducting the audit. In connection with the license grants set forth in these Terms, (i) K12 or its Affiliates may monitor actual usage of the courses and (ii) at periodic intervals designated by K12 or its Affiliates in accordance with its then-current practices, may request that Customer deliver to K12 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 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 MAKES NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR OUTAGES OR OTHER NON-ACCESSIBILITY TO THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE CAUSE. K12 OFFERS NO WARRANTIES WITH RESPECT TO ANY THIRD PARTY PRODUCTS OR SERVICES PROVIDED PURSUANT TO THIS AGREEMENT. K12 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 (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, 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'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 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's interests will be irreparably injured, the full extent of K12's damages may be impossible to ascertain, and monetary damages will not be an adequate remedy. Customer agrees that K12 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 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 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 within thirty (30) days of its receipt of the Claim and b) Customer permits K12 to assume the control and defense of the Claim with counsel selected by K12. IN NO EVENT SHALL K12'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 HEREUNDER. IN NO EVENT SHALL K12 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 IS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. To the extent permitted by law, Customer agrees to defend, indemnify, and hold harmless K12 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 and subject to the conditions precedent that a) K12 provide written notice to Customer within thirty (30) days of its receipt of the Claim and b) K12 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 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. If Customer issues any Purchase Order, it shall be deemed solely for the administrative convenience of Customer and not binding on K12, even if acknowledged or acted upon by K12.

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 may assign all of its rights and obligations under this Agreement to any person or entity that controls K12, is controlled by K12, or is under common control with K12 or to any successor in interest that acquires all or substantially all of the assets of K12; 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 is not a division or any part of Customer. Customer is not a division or any part of K12. Nothing herein is intended to be construed as or to create a partnership or joint venture by or between K12 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 will provide all services, licenses and materials under this Agreement either directly or in conjunction with its Affiliates. An "Affiliate" of K12 is an entity that controls, is controlled by, or under common control with, K12 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 and its Affiliates shall be referred to collectively as K12; j) With respect to instructional support, K12 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 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. In SY2024-2025, K12 managed public online and blended schools graduated 19,168 students. 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; K12 Learning Academy for districts (previously named the FuelEd Instructional Services Team); World Languages; K12 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 are 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 Next Generation Sunshine State Standards) and the National Standards for Quality Online Courses, courses within the K12 curriculum both align to and support the Next Generation Science 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 Curriculum, 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 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 Curriculum

K12's K–12 curriculum emphasizes an active, multi-sensory approach that targets cognitive domains learners need to acquire, use, and develop knowledge through rich media, videos, scaffolded models, virtual manipulatives, and learning games. Other content providers lack an interactive strategy as they have entered the online education market from a traditional textbook environment. These providers either build online textbooks that do not support learners with appropriate interactive tools, or they build complex interactives that fail to engage learners at an appropriate cognitive level. The K12 learning experience is intentionally designed for a digital learning environment and follows an interactive strategy that uses technology to enhance learning and engage students. K12 content aligns the interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, user research from students, teachers, and families in the schools and programs served by K12 and external markets.

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 “Intro 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.

Other introductory course options include “Embark Tools Exploration” and “Welcome Back to Online Learning.”

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 (Chinese or Spanish). 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, media specialist approved 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 approved novels and nonfiction works. Students in grades 3-5 have their own grade specific approved 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 approved 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 approved ebooks, 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: K12's 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 approved biographies of famous Americans. The first-grade history program introduces students to more

geographic, economic, civic, and historical concepts and events and tells the story of the beginnings of several ancient civilizations and world religions. Grades 2-4 focus on exploring community, civics, citizenship, and state history through approved 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 various 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 rich history of the 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 people and locations to appreciate and compare places around them. 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 media specialist approved books 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 "Intro to Online Learning", which introduces new students to the online learning platform, "Welcome Back Online Learning", or "Welcome to K12 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;
- resources like media specialist approved books from the K12 Library;
- 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 2025-2026 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 for grades 6-8 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 approved 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 approved 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 iTunes 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 through exploratory activities like career fairs. Exploration, in addition to C&CP coursework and conversations with their counselor, aids 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 “Intro 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 6-12, and Online Career Learning 6-12.

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.

Comprehensive 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 K12 curriculum offers an array of Advanced Placement® (AP®) courses that is far larger than 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. In SY2025-2026, the following Advanced Placement courses are approved to be offered by K12 Learning Academy:

- | | |
|------------------------------------|------------------------------|
| Art History | |
| 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 |

The College Board’s AP Ledger of authorized courses is expected to be posted in the fall of each school year.

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 approved 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. Additionally, these courses meet students where they are by offering honors, credit recovery, and intensive reading programs to support diverse learning needs and help all students achieve academic success.

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 master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone their 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.

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 36 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, 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 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 100,000 students since 2009 and their full catalog features over 60 programs in the healthcare, IT and professional development industries.

SPECIFIC RESEARCH AND BEST PRACTICE USED IN DESIGN

Research-Based Curriculum

K12 has a Curriculum and Product Research team 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 hundreds of studies with teachers, students, and Learning Coaches. Their work provides us with a deep understanding of how our teachers and students use our curriculum day-to-day, what challenges they face, and what they think about new concepts before we develop them. Teams can make decision about what to build and how to build it well based on insights grounded in real student and teacher experiences. 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 now offered in a digital, online format (PDFs, eBooks) and optimized for 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 recently renewed its accreditation of Stride, Inc., to June 30, 2031.

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 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 six schools served by K12: Idaho Technical Career Academy in 2021; Ohio Virtual Academy in 2022; The Keystone School and Oklahoma Virtual Charter Academy in 2023; Wisconsin Virtual Academy in 2023 and 2024; and Idaho Virtual Academy in 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 K12 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, 126,986 students have earned a high school diploma from online and blended schools using the K12 education program including 19,168 students who graduated from their public online and blended schools in SY24-25. 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
- 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 intentionally minimized to the greatest extent possible in 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 the events and people who have shaped society's past, present, and future. The curriculum features a wide range of viewpoints and perspectives and encourages students to shape their own perspective on related topics.

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.

Through our 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 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. Through these efforts, the curriculum, communication, and resources can provide an accessible platform compatible with accessibility Application Programming Interfaces, language translation programs, and native or third-party assistive technology resources. The resources available support schools in their efforts to adhere to applicable law, such as the Americans with Disabilities Act ("ADA") and 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 K12's Web Accessibility Resolution Procedure.

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 K12 Assistive Technology Resource Guide, all staff members will 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 programs 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.

K12 Learning Hub

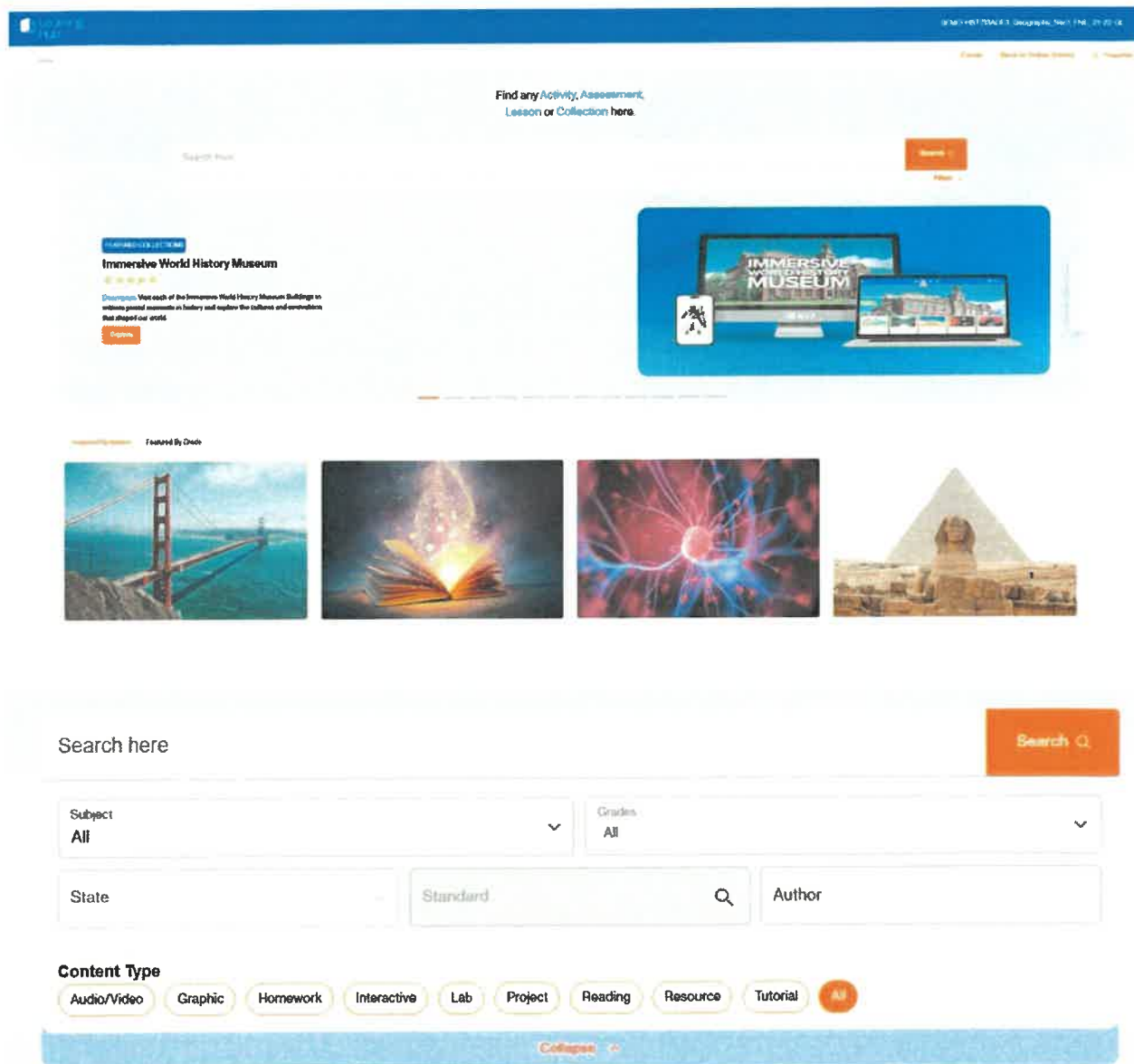
The K12 Learning Hub (“Learning Hub”) is a cutting-edge search interface and content repository seamlessly integrated into the K12 School (OLS) platform serving elementary students in grades K-5 and middle school and high school students in grades 6-12. Provided to elevate users’ teaching experience, the Learning Hub is a powerful tool that empowers teachers to tailor courses by 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 K12 School (OLS) 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.

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 Learning 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.

Teachers can 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 images below show the main K12 Learning Hub page and how teachers can search for content by subject or grade level or browse collections.



NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL

Digital Academy of Florida (DAOF) and Florida Cyber Charter Academy (FLCCA) are cleared by the NCAA and offer approved courses that count toward the 16 NCAA-required courses to become a college athlete. Courses offered to our Florida VIP partners are under our K12 Learning Academy which is also NCAA approved. 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: <https://www.ncaa.org/sports/2014/10/24/nontraditional-courses.aspx>

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 2025-2026 School Year
- FLCCA Parent & Student Handbook 2025-2026
- Florida Learning Coach Success Guide SY2025-2026
- 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 SY2025-2026 are found on the disclosure website which is linked to the K12 Inc. home page (<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 55; grades K- 3 part-time core courses (0.5 teacher) is 28; 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 55; grades 4-5 part-time core courses (0.5 teacher) is 28; 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 180; grades 6-8 part-time core courses (0.5 teacher) is 90; 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 190; grades 9-12 part-time core courses (0.5 teacher) is 95; 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 Programs		
Subgroups	SY2023-2024	SY2024-2025
English Language Learner	100%	95%
Free & Reduced Lunch Eligible ¹	91%	90%
Special Education	100.00%	98%
504 Plan	100.00%	98%
Gifted or Talented	100.00%	100.00%

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

Subgroups	FLCCA		DAOF	
	% of Completions/Promotions		% of Completions/Promotions	
	SY23-24	SY24-25	SY23-24	SY24-25
English Language Learner	95.92%	96.72%	96.31%	93.77%
Free & Reduced Lunch Eligible ¹	91.79%	93.35%	95.61%	96.23%
Special Education	93.47%	92.37%	95.34%	95.60%
504 Plan	95.65%	94.68%	96.39%	97.04%
Gifted or Talented	98.72%	98.65%	98.43%	97.25%

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

Overall, students enrolled in District Virtual Programs increased their Completion/Promotion rate from 95% to 96% from SY23-24 to SY24-25. White/Caucasian and Native Hawaiian/Other Pacific Islander students increased their completion/promotion percentages compared to the previous school year. In that time span, American Indian/Alaska Native and Asian students maintained a 100% Completion/Promotion rate while in SY24-25, African-American and Hispanic students nearly maintained their SY23-24 Completion/Promotion rate.

District VIP Completions and Promotions for Ethnic Subgroups							
District Virtual Instruction Program							
SY2023-2024				SY2024-2025			
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	97	98	99%	African-American	114	116	98%
American Indian or Alaska Native	2	2	100%	American Indian or Alaska Native	1	1	100%
Asian	29	29	100%	Asian	33	33	100%
Hispanic	179	179	100%	Hispanic	205	207	99%
Multi-racial	25	25	100%	Multi-racial	10	14	71%
Native Hawaiian or Other Pacific Islander	2	3	67%	Native Hawaiian or Other Pacific Islander	2	2	100%
White or Caucasian	185	193	96%	White or Caucasian	119	122	98%
Grand Total	519	529	98%	Grand Total	484	495	98%

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

In the academic SY2023-2024, FLCCA achieved a 94.62% completion and promotion rate. In the following SY2024-2025, the completion and promotion rate was 93.8%. FLCCA is dedicated to enhancing successful completions by offering consistent academic support to help every student reach their full potential.

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%

School Year 2024-2025 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	623	662	94.1%
American Indian or Alaska Native	17	18	94.4%
Asian	43	45	95.6%
Hispanic	749	806	92.9%
Multi-racial	282	285	98.9%
Native Hawaiian or Other Pacific Islander	12	13	92.3%
White or Caucasian	1010	1089	92.7%
Grand Total	2736	2918	93.8%

DAOF completed its sixth year with students during SY2024-2025. Data is provided below for SY2023-2024 to represent the shift to new state standards. During SY2023-2024, DAOF's completion/promotion rate was 97% and was 96.5% in SY2024-2025 with increases in completion/promotion in four subgroups in SY2024-2025.

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	95.90%
American Indian or Alaska Native	29	30	96.67%
Asian	74	78	94.87%
Hispanic	1280	1307	97.93%
Multi-racial	449	466	96.35%
Native Hawaiian or Other Pacific Islander	23	25	92.00%
White or Caucasian	1598	1641	97.38%
Grand Total	4528	4668	97.00%

School Year 2024-2025 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	1841	1906	96.59%
American Indian or Alaska Native	50	50	100.00%
Asian	102	104	98.08%
Hispanic	2212	2289	96.64%
Multi-racial	766	796	96.23%
Native Hawaiian or Other Pacific Islander	32	32	100.00%
White or Caucasian	2740	2846	96.28%
Grand Total	7743	8023	96.51%

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 SY2023-2024 and SY2024-2025 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 SY2023-2024 and SY2024-2025.

ELA Proficiency by Grade Level						
Grade Level	SY2023-2024			SY2024-2025		
	K12 FL L.L.C. District VIP	State Results	Difference Between District VIP and State	K12 FL L.L.C. District VIP	State Results	Difference Between District VIP and State
	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	68.85%	55.00%	13.85%	83.33%	57.00%	26.33%
4th Grade	67.35%	53.00%	14.35%	71.11%	56.00%	15.11%
5th Grade	62.07%	55.00%	7.07%	74.00%	56.00%	18.00%
6th Grade	85.71%	54.00%	31.71%	89.29%	60.00%	29.29%
7th Grade	70.00%	50.00%	20.00%	88.57%	57.00%	31.57%
8th Grade	76.00%	51.00%	25.00%	73.33%	55.00%	18.33%
9th Grade	75.00%	53.00%	22.00%	76.67%	56.00%	20.67%
10th Grade	62.96%	53.00%	9.96%	73.17%	58.00%	15.17%

Mathematics proficiency levels of District VIP students were above state proficiency levels of 6th, 7th, and 8th grade students and students who took the Geometry EOC in SY2023-2024 and equal to the state Algebra I EOC proficiency. In SY2024-2025, District VIP 6th and 7th grade math proficiencies were above state proficiencies and there was significant improvement in District VIP 3rd, 5th, and 6th grade students' proficiencies compared to SY2023-2024.

Math Proficiency by Grade Level						
Grade Level	2023-2024			2024-2025		
	K12 FL L.L.C. District VIP	State Results	Difference Between District VIP and State	K12 FL L.L.C. District VIP	State Results	Difference Between District VIP and State
	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	52.46%	60.00%	-7.54%	59.52%	63.00%	-3.48%
4th Grade	52.08%	58.00%	-5.92%	51.11%	62.00%	-10.89%
5th Grade	40.35%	56.00%	-15.65%	46.00%	57.00%	-11.00%
6th Grade	67.86%	56.00%	11.86%	76.92%	60.00%	16.92%
7th Grade	70.00%	47.00%	23.00%	61.76%	50.00%	11.76%
8th Grade	68.75%	54.00%	14.75%	54.55%	57.00%	-2.45%
Algebra 1	55.00%	55.00%	0.00%	41.67%	60.00%	-18.33%
Geometry	57.14%	53.00%	4.14%	45.65%	55.00%	-9.35%

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 English Language Arts in SY24-25 compared to SY2023-2024 for the student population as a whole, as well as for all individual demographic groups, except for the Asian population (2.43% decrease). The District VIPs saw the greatest increases in ELA proficiency scores of Students With Disabilities (28.92% increase), and White/Caucasian students (14.29% increase).

ELA Proficiency by Demographics – All Grades				
Demographics	2023-2024	# of Students	2024-2025	# of Students
All Students	69.30%	316	76.22%	328
Economically Disadvantaged	57.14%	28	64.52%	31
Students with Disabilities	48.00%	25	76.92%	39
English Learners	63.64%	11	72.97%	37
White/Caucasian	59.13%	115	73.42%	79
African American	60.00%	55	68.29%	82
Hispanic	78.38%	111	78.95%	133
Asian	94.74%	19	92.31%	26
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	85.71%	14	100.00%	6

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 in SY24-25 District Virtual Instruction Programs compared to SY2023-2024 show the greatest positive shift in scores for English Learners (8.12% increase) and African American students (3.48% increase).

Math Proficiency by Demographics – All Grades				
Demographics	SY2023-2024	# of Students	SY2024-2025	# of Students
All Students	55.31%	311	49.56%	339
Economically Disadvantaged	71.88%	64	32.65%	49
Students with Disabilities	39.29%	28	30.00%	30
English Learners	45.45%	11	53.57%	28
White/Caucasian	51.75%	114	36.99%	146
African American	29.31%	58	32.79%	61
Hispanic	68.57%	105	55.20%	125
Asian	94.44%	18	88.89%	18
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	42.86%	14	42.11%	19

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 SY2022-2023, SY2023-2024, and SY2024-2025.**

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 SY2022-2023 through zzSY2024-2025 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 SY2015-16 through SY2021-22 that were aligned with the Florida Standards and reported on a different scale with different cut scores.

ENGLISH LANGUAGE ARTS			
SY2022-2023, SY2023-2024, SY2024-2025 Data - State			
Grade Level	SY2022-2023 FSA-B.E.S.T. ELA % Proficient - State	SY2023-2024 – FSA-B.E.S.T. ELA % Proficient - State	SY2024-2025 FSA-B.E.S.T. ELA % Proficient - State
3rd Grade	51%	55%	57%
4th Grade	52%	53%	56%
5th Grade	50%	55%	56%
6th Grade	50%	54%	60%
7th Grade	47%	50%	57%
8th Grade	48%	51%	55%
9th Grade	48%	53%	55%
10th Grade	47%	53%	58%
Total	49%	53%	57%

ENGLISH LANGUAGE ARTS			
SY2022-2023 , SY2023-2024, SY2024-2025 Data - FLCCA@Clay			
Grade Level	SY2022-2023 FSA B.E.S.T ELA % Proficient- FLCCA@Clay	SY2023-2024 FSA- B.E.S.T. ELA % Proficient FLCCA@Clay	SY2024-2025 FSA- B.E.S.T. ELA % Proficient – FLCCA@Clay
3rd Grade	*	*	53%
4th Grade	*	*	17%
5th Grade	*	*	62%
6th Grade	*	*	59%
7th Grade	*	53%	40%
8th Grade	52%	*	46%
9th Grade	48%	34%	35%
10th Grade	55%	42%	32%
Total	55%	42%	42%

ENGLISH LANGUAGE ARTS			
SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Duval			
Grade Level	SY2022-2023 FSA- B.E.S.T. ELA % Proficient FLCCA@Duval	SY2023-2024 FSA - B.E.S.T. ELA % Proficient- FLCCA@Duval	SY2024-2025- FSA B.E.S.T. ELA % Proficient- FLCCA@Duval
3rd Grade	48%	38%	36%
4th Grade	40%	40%	32%
5th Grade	47%	33%	43%
6th Grade	41%	49%	40%
7th Grade	46%	43%	49%
8th Grade	32%	39%	37%
9th Grade	46%	41%	39%
10th Grade	49%	42%	39%
Total	43%	41%	40%

ENGLISH LANGUAGE ARTS			
SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Osceola			
Grade Level	SY2022-2023 FSA – B.E.S.T. ELA % Proficient- FLCCA@Osceola	SY2023-2024 FSA – B.E.S.T. ELA % Proficient- FLCCA@Osceola	SY2024-2025 FSA- B.E.S.T. ELA % Proficient – FLCCA@Osceola
3rd Grade	41%	39%	33%
4th Grade	40%	37%	31%
5th Grade	39%	35%	37%
6th Grade	41%	44%	43%
7th Grade	36%	47%	39%
8th Grade	43%	45%	44%
9th Grade	*	*	NA
10th Grade	*	*	NA
Total	39%	42%	39%

ENGLISH LANGUAGE ARTS			
SY2022-2023, SY2023-2024, SY2024-2025 Data - DAOF			
Grade Level	SY2022-2023 FSA – B.E.S.T. ELA % Proficient- DAOF	SY2023-2024 FSA – B.E.S.T. ELA % Proficient- DAOF	SY2024-2025 FSA- B.E.S.T. ELA % Proficient - DAOF
3rd Grade	33%	41%	40%
4th Grade	41%	38%	36%
5th Grade	36%	33%	33%
6th Grade	37%	47%	48%
7th Grade	41%	42%	49%
8th Grade	42%	41%	37%
9th Grade	46%	43%	43%
10th Grade	41%	39%	45%
Total	39%	41%	42%

English Language Arts Subgroup Data – SY2022-2023, SY2023-2024, and SY2024-2025

ENGLISH LANGUAGE ARTS: % PROFICIENT Subgroup Data									
	FLCCA @Clay SY2022- 2023	FLCCA @Clay SY2023- 2024	FLCCA @Duval SY2022- 2023	FLCCA @Duval SY2023- 2024	FLCCA @ Osceola SY2022- 2023	FLCCA @ Osceola SY2023- 2024	DAOF SY2022- 2023	DAOF SY2023- 2024	DAOF SY2024- 2025
All Students	56%	42%	44%	41%	40%	42%	40%	41%	42%
Economically Disadvantaged	*	23%	38%	17%	38%	42%	35%	38%	36%
Students with Disabilities	7%	17%	11%	13%	13%	21%	14%	18%	18%
English Language Learners	*	0%	8%	*	*	22%	12%	12%	8%
White/Caucasian	62%	46%	41%	40%	41%	45%	41%	40%	40%
Black	44%	44%	45%	42%	32%	35%	32%	35%	35%
Hispanic	50%	31%	43%	39%	36%	41%	41%	43%	40%
Asian	*	*	*	*	*	*	52%	51%	56%
American Indian/Alaskan Native	*	*	*	*	*	*	NA	*	33%
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 SY2022-2023, 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 SY2022-2023 and SY2023-2024 results shown below are aligned to the new scores. Therefore, the results from the SY2022-2023 and SY2023-2024 B.E.S.T. assessments **cannot be compared** to the former ELA and Mathematics assessments used from SY2015-16 through SY2021-22 that were aligned with the Florida Standards and reported on a different scale with different cut scores.

MATHEMATICS			
SY2022-2023, SY2023-2024, SY2024-2025 Data - State			
Grade Level	SY2022-2023 FSA B.E.S.T. Math % Proficient-State	SY2023-2024 FSA B.E.S.T. Math % Proficient-State	SY2024-2025 FSA B.E.S.T. Math % Proficient-State
3rd Grade	57%	60%	63%
4th Grade	58%	58%	63%
5th Grade	52%	56%	57%
6th Grade	49%	56%	60%
7th Grade	51%	53%	50%
8th Grade	63%	65%	57%
Algebra I EOC	50%	53%	57%
Geometry EOC	46%	52%	38%
Total	51%	55%	54%

MATHEMATICS			
SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Clay			
Grade Level	SY2022-2023 FSA – B.E.S.T. Math % Proficient- FLCCA@Clay	SY2023-2024 FSA – B.E.S.T. Math % Proficient- FLCCA@Clay	SY2024-2025 FSA B.E.S.T. Math % Proficient- FLCCA@Clay
3rd Grade	*	*	33%
4th Grade	*	*	17%
5th Grade	*	*	38%
6th Grade	*	*	29%
7th Grade	*	*	27%
8th Grade	56%	67%	29%
Algebra I EOC	25%	13%	9%
Geometry EOC	36%	26%	18%
Total	31%	21%	24%

MATHEMATICS			
SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Duval			
Grade Level	SY2022-2023 FSA – B.E.S.T. Math % Proficient- FLCCA@Duval	SY2023-2024 FSA – B.E.S.T. Math % Proficient- FLCCA@Duval	SY2024-2025 FSA B.E.S.T. Math % Proficient- FLCCA@Duval
3rd Grade	19%	19%	15%
4th Grade	23%	9%	6%
5th Grade	18%	9%	11%
6th Grade	26%	29%	18%
7th Grade	25%	31%	33%
8th Grade	34%	24%	29%
Algebra I EOC	24%	15%	12%
Geometry EOC	33%	28%	18%
Total	26%	22%	18%

MATHEMATICS SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Osceola			
Grade Level	SY2022-2023 FSA – B.E.S.T. Math % Proficient- FLCCA@Osceola	SY2023-2024 FSA – B.E.S.T. Math % Proficient- FLCCA@Osceola	SY2024-2025 FSA - B.E.S.T. Math % Proficient- FLCCA@Osceola
3rd Grade	19%	15%	11%
4th Grade	21%	16%	12%
5th Grade	20%	11%	13%
6th Grade	22%	22%	19%
7th Grade	30%	29%	31%
8th Grade	38%	21%	29%
Algebra I EOC	50%	30%	68%
Geometry EOC	*	*	*
Total	23%	21%	20%

MATHEMATICS SY2022-2023, SY2023-2024, SY2024-2025 Data - DAOF			
Grade Level	SY2022-2023 FSA – B.E.S.T. Math % Proficient- DAOF	SY2023-2024 FSA – B.E.S.T. Math % Proficient- DAOF	SY2024-2025 FSA - B.E.S.T. Math % Proficient- DAOF
3rd Grade	14%	22%	24%
4th Grade	22%	16%	22%
5th Grade	12%	12%	12%
6th Grade	28%	22%	24%
7th Grade	29%	30%	31%
8th Grade	34%	27%	28%
Algebra I EOC	29%	25%	29%
Geometry EOC	21%	27%	26%
Total	25%	24%	24%

**Mathematics Subgroup Proficiency – SY2022-2023, SY2023-2024, and SY2024-2025
Mathematics % Proficient Subgroup Data**

	FLCCA @Clay SY2022- 2023	FLCCA @Clay SY2023- 2024	FLCCA @Duval SY2022- 2023	FLCCA @Duval SY2023- 2024	FLCCA @Osceola SY2022- 2023	FLCCA @Osceola SY2023- 2024	DAOF SY2022- 2023	DAOF SY2023- 2024	DAOF SY2024- 2025
All Students	31%	21%	26%	22%	26%	21%	25%	24%	24%
Economically Disadvantaged	20%	*	20%	19%	19%	20%	18%	20%	20%
Students with Disabilities	18%	7%	11%	16%	9%	20%	10%	8%	12%
English Language Learners	27%	*	*	13%	17%	12%	10%	11%	12%
White/ Caucasian	37%	21%	25%	24%	24%	27%	25%	24%	26%
Black	22%	21%	18%	20%	14%	9%	13%	16%	16%
Hispanic	25%	20%	25%	24%	24%	20%	23%	24%	24%
Asian	*	*	*	*	*	*	45%	59%	51%
American Indian/Alaskan Native	*	NA	*	*	*	*	20%	20%	25%
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/course.

Science				
SY2022-2023, SY2023-2024, SY2024-2025 Proficiency				
	Grade Level	SY2022-2023 FSA Science % Proficient	SY2023-2024 FSA Science % Proficient	SY2024-2025 FSA Science %Proficient
FLCCA@Clay	5th Grade	*	40%	69%
	8th Grade	50%	33%	13%
	Biology EOC	74%	55%	31%
FLCCA@Duval	5th Grade	30%	13%	29%
	8th Grade	13%	18%	23%
	Biology EOC	61%	52%	42%
FLCCA@Osceola	5th Grade	31%	24%	25%
	8th Grade	15%	14%	33%
	Biology EOC	71%	74%	90%
DAOF	5th Grade	15%	16%	22%
	8th Grade	27%	25%	25%
	Biology EOC	36%	48%	61%

Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF) Social Studies proficiency by course.

Social Studies				
SY2022-2023, SY2023-2024, SY2024-2025 Proficiency				
	Grade Level	SY2022-2023 FSA SS % Proficient	SY2023-2024 FSA SS % Proficient	SY2024-2025 FSA SS % Proficient
FLCCA@Clay	Civics EOC	44%	46%	47%
	US History EOC	63%	44%	53%
FLCCA@Duval	Civics EOC	59%	42%	49%
	US History EOC	44%	54%	51%
FLCCA@Osceola	Civics EOC	41%	51%	50%
	US History EOC	NA	NA	NA
DAOF	Civics EOC	39%	45%	32%
	US History EOC	45%	51%	53%

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 SY2022-2023 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. K12 Florida L.L.C.’s SY2024-2025 district grade increased from 42% to 45% of points to a “C”.

In 2024, the FLDOE adopted a new grading scale for Elementary schools and for Middle, High, and Combination schools and in 2025, the FLDOE adopted another grading scale for each school type. Digital Academy of Florida received its first standalone school grade in 2023, however not all components were included in the calculation and the 2024 school grade for DAOF was a “D” or 41% of points. In 2025,

DAOF received a school grade of “D”, however the percent of points did increase to 43%.

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. In 2025, each of the FLCCA’s received a school grade of “D” using the updated school grade model.

GRADUATION RATES

The state of Florida’s current graduation rate is 89.7%. DAOF opened during SY2019-2020. The first graduation rate was calculated for students who graduated from DAOF in 2022. FLCCA@Osceola enrolls students in grades K-8 therefore there is no graduation rate data applicable to FLCCA@Osceola.

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 2025 graduation rate will be for students who entered ninth grade in school year 2020-2021 and graduated in 2024.

		2024	2025
FLCCA@Clay	Graduation Rate	82%	76%
FLCCA@Duval	Graduation Rate	78%	75%
DAOF	Graduation Rate	59%	74%

District VIP Graduation Rates		
School	SY2023-24	SY2024-25
Miami-Dade	93%	96%

TEACHER EVALUATIONS

- **Percent of Teacher Evaluations Based on Student Performance**

At least 30% of the performance objectives weight in K12 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

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: April 28, 2026

TITLE OF AGENDA ITEM: West Gadsden Middle School Out-of-State Field Trip

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. West Gadsden Middle School 4th and 5th Grade classes are requesting approval for an out-of-state field trip to Wild Adventures in Valdosta, Georgia.

Please see attached documentation.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Lisa Robinson

lll 3/27/26

POSITION: Assistant Superintendent, Academic Services PreK-12

INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 _____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

CHAIRMAN'S SIGNATURE: page(s) numbered _____

03/28/2026 10:41 AM

THE SCHOOL BOARD OF GADSDEN COUNTY
Educating Every Student Today, Making Gadsden Stronger Tomorrow

FIELD TRIP REQUEST

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

DATE OF REQUEST:	SCHOOL:	CONTACT FOR FIELD TRIP:
3/12/2026	West Gadsden Middle School	Jada Lindsey

DATE OF TRIP:	WHO IS ATTENDING: (grade/organization)
05/14/2026	4 th and 5 th grade classes (The first 48 students to pay)

LOCATION:	TRAVELING BY:
Wild Adventures Theme Park 3766 Old Clyattville Rd, Valdosta GA 31601	<input type="checkbox"/> School Bus/District Vehicle <input checked="" type="checkbox"/> Charter Bus

PURPOSE:

ELA: ELA.4. C.1.1 – Engage in collaborative discussions by building on the ideas of others and expressing ideas clearly.

Math: MA.4.AR.1.1 – Solve real-world problems using mathematical reasoning and operations.

Science: SC.4. L.17.4 – Recognize ways plants and animals, including humans, can impact the environment.

Connection:
This field trip to Wild Adventures supports 4th and 5th-grade standards in science, math, and ELA. Students will observe animal adaptations and ecosystems and explore concepts of force and motion through real-world examples. They will also apply math skills (measurement, time, and problem-solving) and participate in discussions and reflective writing related to their learning.

FUNDING source of this field trip: Please mark an "X" in the appropriate box

Students	X	Fundraiser	X	School/District Budget	
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<p>SCHOOL BUS –Required items for approval:</p> <ol style="list-style-type: none"> 1. Principal's signature 2. Complete list of participants and chaperones 3. Signed Permission Form for each participant. 4. Complete final itinerary 5. Documentation showing the correlation of the Florida Standards or benchmark to the field trip request 	<p>CHARTER BUS-Required items for approval:</p> <ol style="list-style-type: none"> 1. Principal's signature 2. Complete list of participants and chaperones 3. Signed Permission Form for each participant. 4. Complete final itinerary 5. Copy of charter bus contract with signatures 6. Proof of Insurance showing either district or school as insured
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THE SCHOOL BOARD OF GADSDEN COUNTY
Educating Every Student Today, Making Gadsden Stronger Tomorrow

FIELD TRIP REQUEST

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

Signature of Person Requesting Trip

Paula Collier
Approval of Principal (Signature required)

____ APPROVED	____ DENIED
_____ Superintendent/Designee	_____ Date

Revised 1/24/2023

Please forward the completed form via email, district mail or fax:
Mrs. Euruka Fields, Program Assistant for Instructional Services
Fax: (850) 627-3530 Email: fieldse@gcpsmail.com



WEST GADSDEN

MIDDLE SCHOOL

Itinerary

Wild Adventures Itinerary
Wednesday May 14, 2026

Leave the school by 8:00 AM (Students will have already eaten breakfast at the school)
Arrive at Wild Adventures by 9:50 AM
Educational Tour will start at 10:00 AM
Lunch from 12:00 PM to 1:00 PM (Lunch buffet at the park)
Tour continues from 1:00 PM to 4:00 PM
Board the bus and head back to the campus at 4:00 PM
Arrive back at the school by 6:00 PM

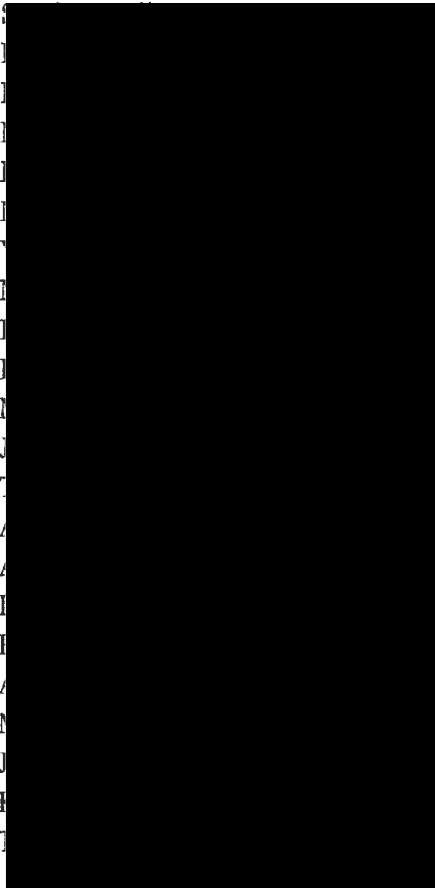
Wild Adventures Participants
Thursday May 14,2026

Chaperones

Jada Lindsey
Carol Johnson
Terry Bradley
Verron Shaw
Jasmine Salter
Ebenezer Akaadom
Trudie Battles
Marj Ann Schroeder

Students:

4th Grade:



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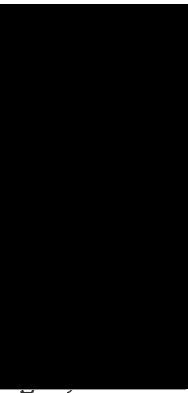
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Astro Travel
 4876 Woodlane Circle
 Tallahassee, FL 32303
 (850) 514-1793

Booking ID: 40578-0

Booking Total
 \$1,645.00

Wild Adventures - (4th and 5th)

Customer Information	Salesperson	Morgan Woodward
West Gadsden Middle School	Contact #	850-514-1793
Jada Lindsey		
lindseyj@gcpsmail.com		

Deposit	Remaining Balance
\$329.00 Remaining - (Due on 03-19-2026)	\$1,645.00 Remaining - (Due on 04-14-2026)

Route Description

Passengers	Total Capacity	Total Miles
	56	209.73

Vehicles

Vehicle Type	Seats
56 Passenger Luxury Coaches	56

Trip Details 05/14 - 05/14

05-14-2026 07:30 AM (EDT) - Vehicle Onsite at West Gadsden Middle School, 200 Providence Rd, Quincy, FL 32351, USA

05-14-2026 08:00 AM (EDT) - Depart from West Gadsden Middle School, 200 Providence Rd, Quincy, FL 32351, USA

05-14-2026 09:50 AM (EDT) - Arrive at Wild Adventures, 3766 Old Clyattville Rd, Valdosta, GA 31601, USA

05-14-2026 04:00 PM (EDT) - Depart from Wild Adventures, 3766 Old Clyattville Rd, Valdosta, GA 31601, USA

05-14-2026 05:53 PM (EDT) - Arrive at West Gadsden Middle School, 200 Providence Rd, Quincy, FL 32351, USA

Signature	Printed Name	Date
<i>Jada Lindsey</i>	Jada Lindsey	03/11/2026

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: April 28, 2026

TITLE OF AGENDA ITEM: Advocacy Committee Representative and Advocacy Committee Alternate

DIVISION: Administration

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

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

Florida School Boards Association require each district school board to appoint a member to serve on the Advocacy Committee Representative and the Advocacy Committee Alternate (formerly known as the Legislative Committee).

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Elijah Key

POSITION: Superintendent

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

FSBA Advocacy Committee Representative and Alternate Selection

1 message

Carolyn Sanders <sanders@fsba.org>
To: Mary Davis <davism@gcpsmail.com>

Mon, Apr 6, 2026 at 9:00 AM

**Florida School Boards Association***THE VOICE OF EDUCATION IN FLORIDA*

April 6, 2026

Good morning,

Please take action to select your Board's FSBA Advocacy Committee Representative and Alternate for the upcoming term, July 1, 2026 – June 30, 2027. Please place this item on your April or May agenda to ensure submission by the **June 1 deadline**. Submit selection [here](#).

Below is a description of the Advocacy Committee's role in FSBA:

The Advocacy Committee is one of FSBA's standing committees and is made up of the designated advocacy representative from each of Florida's 67 school boards with majority membership in FSBA. It serves as the primary way local school boards help shape FSBA's legislative agenda and advocacy strategy for public education at both the state and federal levels.

The committee operates independently and through two subcommittees:

Legislative, which develops the state legislative platform and represents school board interests before the Legislature, Governor's Office, and state agencies.

Federal Relations, which represents school boards before Congress and federal education agencies in coordination with COSSBA.

A central responsibility of the Advocacy Committee is approving FSBA's annual Legislative Platform which is developed through a structured process that includes proposal screening, subcommittee review, and final approval by the full Advocacy Committee.

An additional core function is developing a comprehensive public relations and communications strategy to strengthen FSBA's state-wide and federal advocacy for public education. **Advocacy Committee roles include:**

- Representing your district in statewide advocacy
- Engaging with policymakers and education stakeholders
- Attending monthly virtual meetings
- Leading local advocacy and reporting efforts

Participation ensures your district has a voice in statewide education advocacy. Please don't hesitate to reach out with any questions.

Thank you, as always, for your support!

Warm regards,

Carolyn



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