

AGENDA

REGULAR SCHOOL BOARD MEETING

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

June 27, 2023

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

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

- a. May 23, 2023, 4:30 p.m. - School Board Workshop
- b. May 23, 2023, 6:00 p.m. - Regular School Board Meeting
- c. June 12, 2023, 6:00 p.m. – Special Board Meeting
- d. June 15, 2023, 9:00 a.m. – Master Board Training
- e. June 20, 2023, 5:00 p.m. – Student Hearing

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) – **SEE PAGE #5**

- a. Personnel 2022 – 2023

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2023 – 2024

ACTION REQUESTED: The Superintendent recommends approval.

- c. 2023 – 2024 School- Year Calendars – **SEE PAGE #9**

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. School Board Truth in Millage (TRIM) Timetable – **SEE PAGE #12**
ACTION REQUESTED: The Superintendent recommends approval.
- b. Crossroad Academy Charter School Financial Statements – **SEE PAGE #13**
ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. CIC Planning Group-Program Evaluation Services - **SEE PAGE #31**
Fund Source: Climate Grant
Amount: \$84,350.00
ACTION REQUESTED: The Superintendent recommends approval.
- b. Panhandle Area Educational Consortium (PAEC) through its fiscal agent the Washington County School Board - **SEE PAGE #37**
Fund Source: General Fund
Amount: \$80,000.00
ACTION REQUESTED: The Superintendent recommends approval.
- c. Request Approval for Erate Funded Services – **SEE PAGE #48**
Fund Source: USAC – Erate / District
Amount: \$486,840.00 Erate Funding: \$426,744.00
 District Funding: \$60,096.00
ACTION REQUESTED: The Superintendent recommends approval.
- d. Acquisition of Vendor Services to Migrate and Reformat Data from Skyward to Progress Data - **SEE PAGE #57**
Fund Source: ESSER Funding
Amount: \$20,660.00
ACTION REQUESTED: The Superintendent recommends approval.
- e. Purchase of Vendor Services to Install, Configure and Build Reporting System for Data Being Migrated from Skyward- **SEE PAGE #65**
Fund Source: ESSER Funding
Amount: \$16,050.00
ACTION REQUESTED: The Superintendent recommends approval.
- f. Renewal of Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, LLC - **SEE PAGE #72**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.

- g. Panhandle Area Educational Consortium (PAEC – FLVS FRANCHISE) Contract Agreement – **SEE PAGE #85**

Fund Source: FEFP

Amount: Undetermined – based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.

- h. Gadsden County Public School Virtual Instruction Program (GC-VIP) Guidelines and Procedures Manual – **SEE PAGE #90**

Fund Source: FEFP

Amount: Undetermined - based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.

- i. K12 Florida LLC Virtual School Agreement – **SEE PAGE #116**

Fund Source: FEFP

Amount: Undetermined – based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.

- j. Dual Enrollment Articulation Agreement Between Tallahassee Community College and Gadsden County School 2023 – 2024 - **SEE PAGE #167**

Fund Source: FEFP

Amount: Undetermined – based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.

- k. Memorandum of Understanding between Gadsden County School Board and North Florida Medical Centers, Inc. – **SEE PAGE #186**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. **STUDENT MATTERS – SEE ATTACHMENT**

- a. Student Expulsion – See back-up material

Case #123-2223-0231

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – See back-up material

Case #124-2223-0231

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion – See back-up material

Case #131-2223-0051

ACTION REQUESTED: The Superintendent recommends approval.

- d. Student Expulsion – See back-up material
Case #136-2223-0051
ACTION REQUESTED: The Superintendent recommends approval.
- e. Student Expulsion – See back-up material
CASE #138-2223-0051
ACTION REQUESTED: The Superintendent recommends approval.

10. SCHOOL FACILITY/PROPERTY

- a. Purchase Order Request for Brooks Building Solutions, Inc. - **SEE PAGE #190**
Fund Source: Capital Outlay
Amount: \$204,956.00
ACTION REQUESTED: The Superintendent recommends approval.
- b. Purchase Order Request for Heritage Floors – **SEE PAGE #222**
Fund Source:
Amount: \$36,300.00
ACTION REQUESTED: The Superintendent recommends approval.
- c. Request for Qualifications (RFQ) – RFQ #2023-24 -0001- CM At-Risk for New Quincy K-8 School – **SEE PAGE #226**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. EDUCATIONAL ISSUE

- a. Advocacy Committee Representative and Advocacy Committee Alternate
SEE PAGE #239
ACTION REQUESTED: The Superintendent recommends approval.

12. CONSIDERATION, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE RULES AND RELATED MATTERS

- a. Approval of School Board Policies – **SEE PAGE #240**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.

13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

14. SCHOOL BOARD REQUESTS AND CONCERNS

15. ADJOURNMENT



THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

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

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

www.GadsdenSchools.org

June 27, 2023

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 2022-2023

Item 6B Instructional and Non-Instructional Personnel 2023-2024

The following reflects the total number of full-time employees in this school district for the 2022-2023 school term, as of June 27, 2023.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees June 2023</u>
Classroom Teachers and Other Certified	120 & 130	269.00
Administrators	110	56.00
Non-Instructional	150, 160, & 170	<u>362.00</u>
		687.00
Part Time Instructional		4.00
Part Time Non Instructional		<u>3.00</u>
Total		7.00
100% Grant Funded		142.00
Split Grant Funded		<u>23.00</u>
Total Grant Funded of 687 Employees		165.00

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

Karema D. Dudley
DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 6A INSTRUCTIONAL AND NON INSTRUCTIONAL 2022/2023**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Range, Gina	SSES	Teacher	05/16/2023
Williams, Bakari	GCHS	Teacher	05/17/2023

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Clark, Tenesia	District/Professional Learning	Program Assistant	05/22/2023
Murray, Eddie	WGMS	Custodial Assistant	06/01/2023

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Clark, Tenesia*	GEMS	Office Manager	05/19/2023
Cole, Gabrielle	HMS	Lib/Media Specialist	06/02/2023
Combs, Eugenia	SSES	Teacher	06/06/2023
Ebener, Jennifer	RFM	Teacher	06/05/2023
Franklin, Stone	GCHS	Teacher	06/30/2023
Greer, Sandra	GCHS	Teacher	06/02/2023
Hargrett, Bianca	WGMS	Teacher	06/02/2023
Hurchins, Travetria	HMS	Teacher	06/02/2023
Jacobs, Kendrick	WGMS	Teacher	06/02/2023
Smith, Peggy	GBES	Teacher	07/31/2022
Thomas, Shirleen	GEMS	School Counselor	06/02/2023
Valencia, Kayla	GCHS	Teacher	06/02/2023
Vargas Castro, Deby	GWM	Teacher	05/26/2023
Washington, Latonya	SSES	Teacher	06/02/2023
Winters, Victor	GCHS	Teacher	06/30/2023

*Resigned to accept another position within the District

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Clark, Clarine	JASMS	Educational Paraprofessional	06/30/2023
Gay, Gerald	Transportation	Director, Transportation	06/30/2023
Graham, Sarah	GBES	Teacher	06/30/2023
Johnson, Vicki	District	Coordinator, Parent Resource	06/30/2023

RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brinkley, Patricia	GBES	SFS Manager	06/30/2023
Gordon, Stenet	JASMS	Custodial Assistant	06/12/2023
Smith, Emma	GCHS	Custodial Assistant	06/02/2023
Thomas, Tarrie	PreK/Headstart	Teacher	06/30/2023

AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2023-2024

DISTRICT ADMINISTRATION

Bryant, Matthew	District	Coordinator, Risk Management
Brown, Kesandra	District	Director, Exceptional Student Education
Denson, Valencia	PreK/Headstart	Supervisor, Early Childhood
Holmes, Loietta	District	Director, Secondary Education
Hunter, Travonna	District	Coordinator, Assessment
Jackson, Sonya	District	Director, Human Resources
Jackson, Sylvia	District	Assistant Superintendent
Mays, LaClarence	District	Director, Finance
McGriff, Tammy	District	Assistant Superintendent
Robinson, Lisa	District	Director, Elementary Education
Saxton, Thomas	Gadsden Technical College	Director, Adult/Vocational Education
Thomas, Jeanette	District	Director, Federal Programs
Weeks, Kameelah	District	Director, Professional Learning
Wiggins, Sheantika	District	Director, Media and Technology

**SCHOOL LEVEL
ADMINISTRATION**

Akins, Zola
Black, O'Hara
Cummings, Kimberly
Davis, Allysun
Floyd, Camry
Franklin, Chelsea
Galloway, Tiresia
Germany, Christopher
Green, Thaddius
Hickman, Thelma
Jackson, Keith
Jackson, Willie
Jarrett, Kisha
Jones, Pamela
Jones, Valarie
Kirkland, Germaine
Moore, Stephanie
Pitts, Stephen
Riggins, Sandra
Shaffer, Deborah
Williams, Shannon

INSTRUCTIONAL- PROFESSIONAL (PS)

Gunn, Jeanne

INSTRUCTIONAL- ANNUAL (AC)

Clarke-Smith, Sanga

Pringle, Meishikia

Range, Gina

Ross-Thomas, Martha

Simpkins, Alonzetta

Smith, Brenton

Thompson-Wilson, Ingrid

Uchebo, Ashley

NON-INSTRUCTIONAL

ANNUAL NA

Custodial Assistants

Murray, Eddie

NON-INSTRUCTIONAL

ANNUAL ZZ

Office Managers, Secretaries

Clerical

Clark, Tenesia

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6c

Date of School Board Meeting: June 27, 2023

TITLE OF AGENDA ITEM: 2023 – 2024 School-Year Calendars

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

Approval of the 11 and 12-month staff calendar for the 2023-2024 school year.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Tammy McGriff



POSITION: Assistant Superintendent, Academic Services PreK - 12

INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

GADSDEN COUNTY SCHOOL DISTRICT
PROPOSED CALENDAR FOR ELEVEN MONTH CALENDAR (214 DAYS)
ASSISTANT PRINCIPALS
11 MONTH SECRETARIES, PSYCHOLOGISTS, THERAPISTS, ASSISTANT CUSTODIANS
SCHOOL YEAR 2023-2024

2023	
JULY 18	Employees Return
AUGUST 10	First Day of School
SEPTEMBER 4	Labor Day Holiday (District-wide)
OCTOBER	
NOVEMBER 10	Veteran's Day Holiday (District-wide)
NOVEMBER 20-24	Thanksgiving Holidays/Fall Break
DECEMBER 25-29	Christmas Holidays/Winter Break
2024	
JANUARY 1-5	New Year Holidays
JANUARY 8	Employees Return
JANUARY 15	MLK Jr. Holiday (District-wide)
FEBRUARY 19	President's Day Holiday (District-wide)
MARCH 18-22	Spring Break (District-wide)
APRIL	
MAY 27	Memorial Day Holiday (District-wide)
JUNE 14	Last Day of Work

GADSDEN COUNTY SCHOOL DISTRICT
PROPOSED CALENDAR FOR TWELVE MONTH CALENDAR (240 DAYS)
SCHOOL YEAR 2023-2024

2023	
JULY 4	Independence Day (District-wide)
AUGUST 10	First Day of School
SEPTEMBER 4	Labor Day Holiday (District-wide)
OCTOBER	
NOVEMBER 10	Veteran's Day Holiday (District-wide)
NOVEMBER 23-24	Thanksgiving Holidays/Fall Break
DECEMBER 25-29	Christmas Holidays/Winter Break
2024	
JANUARY 1-2	New Year Holidays
JANUARY 3	Employees Return
JANUARY 15	MLK Jr. Holiday (District-wide)
FEBRUARY 19	President's Day Holiday (District-wide)
MARCH 18-22	Spring Break (District-wide)
APRIL	
MAY 27	Memorial Day Holiday (District-wide)
JUNE 19	Juneteenth (District-wide)

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: June 27, 2023

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

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Board approval for the Truth in Millage (TRIM) timetable with the following key dates:

Action	Date	Description
Board Meeting	July 11, 2023	Superintendent sends the tentative budget to the Board for approval and Board approves tentative budget for advertising
Newspaper Ads	July 21, 2023	School District advertises its intent to adopt a tentative budget and millage rates, including proposed millage for capital outlay projects
Board Meeting	July 27, 2023	Public hearing on the tentative budget and millage, adopting the tentative millage rates and tentative budget and publicly announcing the percentage the millage rates exceed the roll-back rate, if applicable
Board Meeting	September 7, 2023	Hold a public hearing on the final budget and millage rates. Approve AFR for submission to the FDOE

Each of the board meetings would begin at 6:00 p.m.

PREPARED BY: LaClarence Mays

POSITION: Budget Manager

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: June 27, 2023

TITLE OF AGENDA ITEMS: CROSSROAD ACADEMY CHARTER SCHOOL

DIVISION: Finance and Accounting Department

PURPOSE AND SUMMARY OF ITEMS: CROSSROAD FINANCIAL STATEMENT(S) FOR JULY 2022 THROUGH MARCH 2023.

FUND SOURCE:

AMOUNT:

PREPARED BY: LaClarence Mays

POSITION: Chief Finance Officer

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 _____

Be sure that the Comptroller has signed the budget page.



CROSSROAD ACADEMY CHARTER SCHOOL**Profit & Loss**

July through September 2022

	<u>Jul - Sep 22</u>
Ordinary Income/Expense	
Income	
3100 · Federal Direct Grant	926,797.21
3310 · FEFP Program	967,000.36
3430 · Interest Income	263.42
3472 · Pre-Kindergarten	2,939.58
34721 · Pre-K 3 Year Olds	240.00
3490 · Other local revenue	3,939.53
Total Income	<u>1,901,180.10</u>
Gross Profit	1,901,180.10
Expense	
5000 · Instruction	725,949.51
6000 · Instructional Support Services	630,571.84
7100 · Board	201,000.00
7200 · General Administration	10,349.26
7300 · School Administration	198,307.37
7400 · Facilities and Acquisition	8,148.00
7500 · Fiscal Services	-690.18
7600 · Food Services	18,944.21
7700 · Central Services	2,323.00
7800 · Student Transportation Servi...	1,000.00
7900 · Operation of Plant	50,830.82
8100 · Maintenance of Plant	83,768.12
Total Expense	<u>1,930,501.95</u>
Net Ordinary Income	-29,321.85

9:05 AM

10/05/22

Cash Basis

CROSSROAD ACADEMY CHARTER SCHOOL

Profit & Loss

July through September 2022

	<u>Jul - Sep 22</u>
Other Income/Expense	
Other Income	
3397 · Capital Outlay	<u>59,060.00</u>
Total Other Income	<u>59,060.00</u>
Net Other Income	<u>59,060.00</u>
Net Income	<u><u>29,738.15</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL
Balance Sheet
As of September 30, 2022

	<u>Sep 30, 22</u>
ASSETS	
Current Assets	
Checking/Savings	
1100 · Cash & cash equivalents	6,339,228.71
Total Checking/Savings	6,339,228.71
Other Current Assets	
1140 · Due from other funds	25,485.08
1230 · Prepaid expenses	20,358.63
Total Other Current Assets	45,843.71
Total Current Assets	6,385,072.42
Fixed Assets	
1300 · Property, plant, and equip- net	4,371,664.67
Total Fixed Assets	4,371,664.67
TOTAL ASSETS	<u>10,756,737.09</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2160 · Due to other funds	7,563.57
2170 · Salaries, benefits, p/r paya...	12,625.42
2175 · Accrued expenses	37,205.63
2250 · Current Notes Payable	82,581.25
Total Other Current Liabilities	139,975.87
Total Current Liabilities	139,975.87
Long Term Liabilities	
2300 · Notes payable - long term	1,453,624.73
Total Long Term Liabilities	1,453,624.73
Total Liabilities	1,593,600.60

5:23 PM
10/03/22
Cash Basis

CROSSROAD ACADEMY CHARTER SCHOOL
Balance Sheet
As of September 30, 2022

	<u>Sep 30, 22</u>
Equity	
2760 · Net Assets Unrestricted	9,133,398.34
Net Income	<u>29,738.15</u>
Total Equity	<u>9,163,136.49</u>
TOTAL LIABILITIES & EQUITY	<u><u>10,756,737.09</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL**Profit & Loss**

October through December 2022

	<u>Oct - Dec 22</u>
Ordinary Income/Expense	
Income	
3310 · FEFP Program	644,666.00
3399 · Other Misc. State Revenue	7,875.00
3472 · Pre-Kindergarten	6,930.00
34721 · Pre-K 3 Year Olds	1,845.00
3490 · Other local revenue	<u>-11,182.90</u>
Total Income	<u>650,133.10</u>
Gross Profit	650,133.10
Expense	
5000 · Instruction	594,094.34
6000 · Instructional Support Services	134,252.30
7100 · Board	7,200.00
7200 · General Administration	21,063.54
7300 · School Administration	108,004.90
7400 · Facilities and Acquisition	512,020.00
7500 · Fiscal Services	-446.44
7600 · Food Services	18,857.87
7700 · Central Services	89.90
7900 · Operation of Plant	57,185.71
8100 · Maintenance of Plant	<u>23,890.19</u>
Total Expense	<u>1,476,212.31</u>
Net Ordinary Income	-826,079.21
Other Income/Expense	
Other Income	
3397 · Capital Outlay	<u>59,254.00</u>
Total Other Income	<u>59,254.00</u>
Net Other Income	<u>59,254.00</u>
Net Income	<u><u>-766,825.21</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL

Balance Sheet

As of January 17, 2023

	<u>Jan 17, 23</u>
ASSETS	
Current Assets	
Checking/Savings	
1100 · Cash & cash equivalents	5,769,224.42
Total Checking/Savings	5,769,224.42
Other Current Assets	
1140 · Due from other funds	12,405.77
1230 · Prepaid expenses	20,358.63
Total Other Current Assets	32,764.40
Total Current Assets	5,801,988.82
Fixed Assets	
1300 · Property, plant, and equip- net	4,371,664.67
Total Fixed Assets	4,371,664.67
TOTAL ASSETS	<u>10,173,653.49</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities:	
2160 · Due to other funds	-17,761.13
2170 · Salaries, benefits, p/r paya...	10,985.51
2175 · Accrued expenses	37,205.63
2250 · Current Notes Payable	82,581.25
Total Other Current Liabilities	113,011.26
Total Current Liabilities	113,011.26
Long Term Liabilities	
2300 · Notes payable - long term	1,453,624.73
Total Long Term Liabilities	1,453,624.73
Total Liabilities	1,566,635.99

CROSSROAD ACADEMY CHARTER SCHOOL

01/17/23

Balance Sheet

Cash Basis

As of January 17, 2023

	<u>Jan 17, 23</u>
Equity	
2760 · Net Assets Unrestricted	8,778,846.43
Net Income	<u>-171,828.93</u>
Total Equity	<u>8,607,017.50</u>
TOTAL LIABILITIES & EQUITY	<u><u>10,173,653.49</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL

01/04/23

Profit & Loss

Cash Basis

October through December 2022

	<u>Oct - Dec 22</u>
Ordinary Income/Expense	
Income	
3310 · FEFP Program	644,666.00
3399 · Other Misc. State Revenue	7,875.00
3472 · Pre-Kindergarten	
3472-0 · P-K Early Intenvention Fees	360.00
3472-1 · P-K Parent Fees	6,408.00
3472-2 · PK Supplemental Materials Fee	100.00
3472-3 · P-K Student Activity/Field Trip	62.00
Total 3472 · Pre-Kindergarten	6,930.00
34721 · Pre-K 3 Year Olds	1,845.00
3490 · Other local revenue	
3440 · Other Income/donations	-290.83
3482 · Uniform Income	-1,864.91
3495 · Miscellaneous Sources	
3495-3 · Student Activity Fund	-3,838.96
3495-4 · Student Books/Planners	-1,377.51
3495-6 · K-2 Field Trips	-1,765.61
3495-7 · 3-5 Field Trips	-627.95
3495-8 · 6-8 Field Trips	-992.13
3495-9 · 9-12 Field Trips	-425.00
Total 3495 · Miscellaneous Sources	-9,027.16
Total 3490 · Other local revenue	-11,182.90
Total Income	650,133.10
Gross Profit	650,133.10
Expense	
5000 · Instruction	
5100-10 · Leave without Pay	
5100-160 Student Assistance	0.00
Total 5100-10 · Leave without Pay	0.00
5100-12 · Basic Fte/Clstrm Teachr	335,585.97
5100-13 · Classroom Paraprofessi	19,334.28
5100-14 · Substitute Teachers	45,750.00
5100-15 · Basic Fte/Clstrm Aide	19,478.96
5100-23 · EE' Group Insurance	38,995.38
5100-25 · Unemployment Comp	11.12

CROSSROAD ACADEMY CHARTER SCHOOL

01/04/23

Profit & Loss

Cash Basis

October through December 2022

	<u>Oct - Dec 22</u>
5100-29 · Other Emp Benefits	
290-01 · Stipends	25,896.25
5100-29 · Other Emp Benefits - Other	0.00
Total 5100-29 · Other Emp Benefits	<u>25,896.25</u>
5100-31 · Prof Consultants	24,617.16
5100-51 · Basic Fte/Supplies	3,103.00
5100-52 · Basic Fte/Textbooks	4,854.72
5100-64 · Classroom Furnitur Fixt & Eq...	1,987.77
5500-00 · PK Expenses	
5500-15 · PK Classroom Personnel	30,518.48
5500-35 · PK Maintenance	1,064.12
5500-37 · Internet Services	1,048.01
5500-43 · Utilities	6,280.39
5500-51 · PK Supplies	1,195.94
5500-59 · Other PK Admin Expense	2,180.83
5500-00 · PK Expenses - Other	6,201.67
Total 5500-00 · PK Expenses	<u>48,489.44</u>
Total 5000 · Instruction	568,104.05
6000 · Instructional Support Services	
6100-13 · Staff Support Personnel	58,212.11
6200-31 · Instructional Media	67,081.62
6200-35 · Copier Service Costs	3,443.92
6300-33 · Travel/Training	1,939.65
6300-51 · Supplies/Curriculum	3,270.00
6400-33 · Training/Travel	305.00
Total 6000 · Instructional Support Services	<u>134,252.30</u>
7100 · Board	
7100-31 · Professional Services	7,200.00
Total 7100 · Board	7,200.00
7200 · General Administration	
7200-11 · Administration	21,063.54
Total 7200 · General Administration	<u>21,063.54</u>
7300 · School Administration	
7300-11 · Salary-School Principal	1,666.67

CROSSROAD ACADEMY CHARTER SCHOOL

01/04/23

Profit & Loss

Cash Basis

October through December 2022

	<u>Oct - Dec 22</u>
7300-16 · Administrative Support	
7300-1 · Salary - Receptionist	6,037.50
7300-2 · Office Manager	10,362.48
7300-4 · Instructional Support Person...	14,243.96
7300-16 · Administrative Support - Ot...	15,137.50
	<hr/>
Total 7300-16 · Administrative Support	45,781.44
7300-22 · FICA Contributions(Co)	44,629.64
7300-31 · Online Subscription Fee	1,974.90
7300-51 · Supplies	6,672.65
7300-59 · Other Admin Material	6,621.60
7300-73 · Membership Fees	658.00
	<hr/>
Total 7300 · School Administration	108,004.90
7400 · Facilities and Acquisition	
7400-67 · New School Expenses	512,020.00
	<hr/>
Total 7400 · Facilities and Acquisition	512,020.00
7500 · Fiscal Services	
7500-60 · Merchant Charges	163.16
7500-73 · Bank Charges/Operating Fees	-609.60
	<hr/>
Total 7500 · Fiscal Services	-446.44
7600 · Food Services	
7600-16 · Personnel	18,379.84
7600-65 · Vehicle	478.03
	<hr/>
Total 7600 · Food Services	18,857.87
7700 · Central Services	
7790-12 · Employ/Fingerprint/Backgro...	89.90
	<hr/>
Total 7700 · Central Services	89.90
7900 · Operation of Plant	
7900-16 · Janitorial/Custodial	19,701.54
7900-35 · Maintenance	6,135.40
7900-36 · Rental Equipment	147.00
7900-37 · Telephone/internet service	13,574.76
7900-39 · Other Facilities Svcs	1,508.14
7900-40 · Gargbage Collections	1,955.25
7900-43 · Elect/Energy Service	14,163.62
	<hr/>
Total 7900 · Operation of Plant	57,185.71

CROSSROAD ACADEMY CHARTER SCHOOL**01/04/23****Profit & Loss**

Cash Basis

October through December 2022

	<u>Oct - Dec 22</u>
8100 · Maintenance of Plant	
8100-35 · Repairs & Maintenance	23,890.19
Total 8100 · Maintenance of Plant	<u>23,890.19</u>
Total Expense	<u>1,450,222.02</u>
Net Ordinary Income	-800,088.92
Other Income/Expense	
Other Income	
3397 · Capital Outlay	59,254.00
Total Other Income	<u>59,254.00</u>
Net Other Income	<u>59,254.00</u>
Net Income	<u><u>-740,834.92</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL
Balance Sheet
 As of December 31, 2022

	Dec 31, 22
ASSETS	
Current Assets	
Checking/Savings	
1100 · Cash & cash equivalents	
1112 · New Facility - CD CCBG	266,367.36
1114 · Premier - Revenue Op Acct	
1115 · Student Activities Bank Account	
11173 · Class of 2023	-4,345.96
11177 · Class of. 2023	165.00
1119 · FBLA - Restricted	
1119-3 · Royal Court	-2,789.76
Total 1119 · FBLA - Restricted	-2,789.76
1121 · Athletics Department	
1121-1 · Basketball Teams	6,679.27
1121-2 · Cheerleaders - Restricted	-670.90
1121-4 · Soccer Team	-1,980.00
1121-5 · Volleyball	-1,422.50
1121 · Athletics Department - Other	-317.89
Total 1121 · Athletics Department	2,287.98
Total 1115 · Student Activities Bank Account	-4,682.74
1114 · Premier - Revenue Op Acct - Other	4,215,635.15
Total 1114 · Premier - Revenue Op Acct	4,210,952.41
1125 · Premier Bank-Debt Service Acct	
1125-1 · Capital Outlay Restricted	171,079.21
1125 · Premier Bank-Debt Service Acct - Ot...	793,417.00
Total 1125 · Premier Bank-Debt Service Acct	964,496.21
1126 · Premier Bank - Reserve Account	149,047.55
Total 1100 · Cash & cash equivalents	5,590,863.53
Total Checking/Savings	5,590,863.53
Other Current Assets	
1140 · Due from other funds	
1142 · Due from CEDO	4,233.34
1144 · Due from Omega Villas	7,215.98
1145 · Due from VV	5,637.92
1146 · Due from TOA	8,084.02
Total 1140 · Due from other funds	25,171.26
1230 · Prepaid expenses	20,358.63
Total Other Current Assets	45,529.89
Total Current Assets	5,636,393.42

CROSSROAD ACADEMY CHARTER SCHOOL
Balance Sheet
 As of December 31, 2022

	Dec 31, 22
Fixed Assets	
1300 · Property, plant, and equip- net	
1310 · Land	459,021.62
1330 · School and Improvements	4,383,473.24
1339 · Accumulated Depreciation	-1,709,454.37
1340 · Computers & Equipments	494,646.04
1341 · Furniture and Equipment	104,652.13
1350 · Automobile/van	55,496.65
1360 · CIP - New School	521,699.69
1381 · Audio-visual Materials	62,129.67
Total 1300 · Property, plant, and equip- net	4,371,664.67
Total Fixed Assets	4,371,664.67
TOTAL ASSETS	10,008,058.09
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2160 · Due to other funds	
22023 · Class of 2023	-1,454.26
22024 · Class of 2022	-1,853.08
2203 · Future Business Leader America	
2203-3 · Royal Court	-3,701.20
Total 2203 · Future Business Leader America	-3,701.20
2204 · Social Awareness Club	-320.48
2206 · Athletic Department	
2206-1 · Basketball Teams	6,679.27
2206-2 · CACS Cheerleaders	-670.90
2206-4 · Soccer Team	-1,980.00
2206-5 · Volleyball	-1,422.50
2206 · Athletic Department - Other	-317.89
Total 2206 · Athletic Department	2,287.98
Total 2160 · Due to other funds	-5,041.04
2170 · Salaries, benefits, p/r payable	
2110 · Accrued Leave	-1,891.44
2113 · Payroll Liabilities	26,280.76
2115 · Unemployment Payable	-628.91
2117 · Fica & Fed W/H	-3,959.60
2170 · Salaries, benefits, p/r payable - Other	-6,050.00
Total 2170 · Salaries, benefits, p/r payable	13,750.81
2175 · Accrued expenses	
2210 · Accrued Interest	37,205.63
Total 2175 · Accrued expenses	37,205.63

CROSSROAD ACADEMY CHARTER SCHOOL

01/04/23

Balance Sheet

Cash Basis

As of December 31, 2022

	Dec 31, 22
2250 · Current Notes Payable	82,581.25
Total Other Current Liabilities	128,496.65
Total Current Liabilities	128,496.65
Long Term Liabilities	
2300 · Notes payable - long term	
2310 · RD Loan	1,453,624.73
Total 2300 · Notes payable - long term	1,453,624.73
Total Long Term Liabilities	1,453,624.73
Total Liabilities	1,582,121.38
Equity	
2760 · Net Assets Unrestricted	8,778,846.43
Net Income	-352,909.72
Total Equity	8,425,936.71
TOTAL LIABILITIES & EQUITY	10,008,058.09

CROSSROAD ACADEMY CHARTER SCHOOL

Profit & Loss

January through March 2023

	<u>Jan - Mar 23</u>
Ordinary Income/Expense	
Income	
3100 · Federal Direct Grant	190,802.77
3200 · Federal Indirect Grant	243,937.71
3310 · FEFP Program	1,308,286.11
3430 · Interest Income	11,697.34
3472 · Pre-Kindergarten	26,001.51
34721 · Pre-K 3 Year Olds	5,369.00
3490 · Other local revenue	219.15
Total Income	<u>1,786,313.59</u>
Gross Profit	1,786,313.59
Expense	
5000 · Instruction	737,834.66
6000 · Instructional Support Services	114,553.26
7200 · General Administration	23,233.54
7300 · School Administration	120,133.36
7400 · Facilities and Acquisition	36,480.00
7500 · Fiscal Services	-169.00
7600 · Food Services	19,244.27
7700 · Central Services	565.00
7900 · Operation of Plant	54,182.81
8100 · Maintenance of Plant	27,939.55
Total Expense	<u>1,133,997.45</u>
Net Ordinary Income	652,316.14
Other Income/Expense	
Other Income	
3397 · Capital Outlay	117,073.00
Total Other Income	<u>117,073.00</u>
Net Other Income	<u>117,073.00</u>
Net Income	<u><u>769,389.14</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL
Balance Sheet
As of March 31, 2023

	<u>Mar 31, 23</u>
ASSETS	
Current Assets	
Checking/Savings	
1100 · Cash & cash equivalents	6,350,599.41
Total Checking/Savings	6,350,599.41
Other Current Assets	
1140 · Due from other funds	36,527.53
1150 · Due From Special Revenue Fu...	703,036.00
1230 · Prepaid expenses	32,642.63
3-1222 · ESSER Receivable	703,036.00
Total Other Current Assets	1,475,242.16
Total Current Assets	7,825,841.57
TOTAL ASSETS	<u>7,825,841.57</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2160 · Due to other funds	-13,344.45
2170 · Salaries, benefits, p/r payable	38,039.94
2175 · Accrued expenses	24,998.63
3-2210 · Due to General Fund	703,036.00
Total Other Current Liabilities	752,730.12
Total Current Liabilities	752,730.12
Total Liabilities	752,730.12
Equity	
2760 · Net Assets Unrestricted	6,601,722.58
Net Income	471,388.87
Total Equity	7,073,111.45
TOTAL LIABILITIES & EQUITY	<u>7,825,841.57</u>

CROSSROAD ACADEMY CHARTER SCHOOL
Balance Sheet
As of March 31, 2023

	<u>Mar 31, 23</u>
ASSETS	
Current Assets	
Checking/Savings	
1100 · Cash & cash equivalents	6,350,599.41
Total Checking/Savings	6,350,599.41
Other Current Assets	
1140 · Due from other funds	36,527.53
1150 · Due From Special Revenue Fu...	703,036.00
1230 · Prepaid expenses	32,642.63
3-1222 · ESSER Receivable	703,036.00
Total Other Current Assets	1,475,242.16
Total Current Assets	7,825,841.57
TOTAL ASSETS	<u>7,825,841.57</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2160 · Due to other funds	-13,344.45
2170 · Salaries, benefits, p/r payable	38,039.94
2175 · Accrued expenses	24,998.63
3-2210 · Due to General Fund	703,036.00
Total Other Current Liabilities	752,730.12
Total Current Liabilities	752,730.12
Total Liabilities	752,730.12
Equity	
2760 · Net Assets Unrestricted	6,601,722.58
Net Income	471,388.87
Total Equity	7,073,111.45
TOTAL LIABILITIES & EQUITY	<u>7,825,841.57</u>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: June 27, 2023

TITLE OF AGENDA ITEM: CIC Planning Group-Program Evaluation Services

DIVISION:

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

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

To perform the functions as outlined in the following agreement in providing project evaluation services in Gadsden County for Elevate Rural, Gadsden County School District's School Climate Transformation Grant (SCTG).

FUND SOURCE: Climate Grant

AMOUNT: 84,350.⁰⁰

Dr. Maria U. Pouncey JM 6/13/2023

PREPARED BY: Dr. Maria Pouncey

POSITION: PAEC Administrator for Instructional Services, Migrant/ELL Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

AGREEMENT FOR PROGRAM EVALUATION SERVICES



This **AGREEMENT** is entered into by and between:

THE CLIENT **Gadsden County School District**
35 Martin Luther King Blvd.
Quincey, FL 32351

(hereinafter referred to as the “**CLIENT**”)

and

THE CONSULTANT **CIC Planning Group**
250 Deerfield Glen Drive
St. Augustine, FL 32086

(hereinafter referred to as the “**CONSULTANT**”)

This **AGREEMENT** covers the period **October 1, 2021** to **September 30, 2024**

SECTION I. SCOPE OF SERVICES

CIC shall perform Project Evaluation services for Elevate Rural Florida, Gadsden County School District’s School Climate Transformation Grant (SCTG) program funded through US Department of Education. Activities and funding covered by this Agreement shall remain in effect only as long as the CLIENT receives SCTG funding from the US Department of Education. The scope of work for this project shall include the following Deliverables:

FY 2022-2023 (PROJECT YEARS 3-4):

1. **Mid-Year Formative Evaluation Report: Deliverable 1.** This Deliverable will cover the period 10/1 – 3/31 and include:
 - a. Quantitative/Qualitative Process Data Collection: Conduct ongoing assessment of school MTSS implementation, collection of mental health/counselor employment data, and school staff training/development activities.
 - b. Climate-related PD Data Collection: Compile and analyze delivery of PD
 - c. MTSS Implementation Fidelity Data Collection: Compile and analyze MTSS implementation fidelity using Tiered Fidelity Inventory (TFI) and Benchmarks of Quality (BOQ) responses.
 - d. Project Implementation Assessment: Attend project leadership meetings; Document project implementation processes and fidelity to project design; Provide recommendations for implementation revisions and next steps.
 - e. Survey Administration: Administer Climate surveys to Treatment schools (students, parent, school leaders, and teachers).
 - f. Survey Analysis and Summary: Analyze survey responses and summarize results

2. **Process and Implementation Fidelity Assessment.** This Deliverable will cover the period 4/1-6/30 and include:
 - a. Quantitative/Qualitative Process Data Collection: Conduct ongoing assessment of school MTSS implementation, collection of mental health/counselor employment data, and school staff training/development activities.
 - b. MTSS Implementation Fidelity Data Collection: Compile and analyze MTSS implementation fidelity using Tiered Fidelity Inventory responses.
 - c. Outcome Data Assessment: Collect mid-year outcome data (i.e., Student Achievement, Behavior).
 - d. Focus Groups: Conduct Focus Groups with teachers, school leaders, and MTSS/Project teams.
 - e. Project Implementation Assessment: Attend project leadership meetings; Document project implementation processes, fidelity to project design, and progress toward goals; Provide recommendations for implementation revisions and next steps.
3. **Implementation and Impact Evaluation Report. Deliverable 3 (\$19,350)** This Deliverable will cover the period 7/1-9/30 and include:
 - a. Process/Implementation Assessment: Attend project leadership meetings; Document project implementation processes and fidelity to project design; Provide recommendations for implementation revisions and next steps.
 - b. MTSS Implementation Fidelity Data Collection: Compile and analyze MTSS implementation fidelity using Tiered Fidelity Inventory (TFI) and Benchmarks of Quality (BOQ) responses.
 - c. End-of-Year Data Collection: Collect annual school-level Student Achievement, Behavior, and Teacher and Family Engagement data.
 - d. Comparative Analyses: Conduct annual group comparison analyses (i.e., Treatment vs. BAUC) on all student and school-level outcomes (Achievement, Behavior, Motivation).
 - e. Pre-Post Analyses: Conduct annual pre-post analyses of all outcomes, assessing trends over time.
 - f. Annual Impact Evaluation: Submit annual Impact Evaluation Report.

FY 2024 (PROJECT YEAR 5):

1. **Implementation and Sustainability Evaluation Report. Deliverable 1 (\$10,500).** This Deliverable will be due 3/31/2024 and include:
 - a. Quantitative/Qualitative Process Data Collection: Conduct ongoing assessment of school MTSS implementation, collection of mental health/counselor employment data, and school staff training/development activities.
 - b. MTSS Implementation Fidelity Data Collection: Compile and analyze MTSS implementation fidelity using Tiered Fidelity Inventory responses.
 - c. Mid-Year Progress Assessment: Collect mid-year outcome data (i.e., Student Achievement, Behavior).
 - d. Sustainability and Replication Assessment: Assess variable impact of implementation factors on project outcomes; Identify mechanisms for sustainability and critical factors for replication.
 - e. Project Implementation Assessment: Attend project leadership meetings; Document project implementation processes and fidelity to project design, and progress toward goals; Provide recommendations for implementation revisions and next steps.
2. **Process and Implementation Fidelity Report. Deliverable 2 (\$25,150).** This Deliverable will be due 6/30/2024 and include:
 - a. Quantitative/Qualitative Process Data Collection: Conduct ongoing assessment of school MTSS implementation, collection of mental health/counselor employment data, and school staff training/development activities.

- b. MTSS Implementation Fidelity Data Collection: Compile and analyze MTSS implementation fidelity using Tiered Fidelity Inventory responses.
 - c. Survey Administration: Administer Climate surveys to Treatment schools (students, parent, school leaders, and teachers).
 - d. Survey Analysis and Summary: Analyze survey responses and summarize results.
 - e. Focus Groups: Conduct Focus Groups with teachers, school leaders, and MTSS/Project teams.
 - f. Project Implementation Assessment: Attend project leadership meetings; Document project implementation processes and fidelity to project design, and progress toward goals; Provide recommendations for implementation revisions and next steps.
3. **Summative/Final Impact Evaluation Report. Deliverable 3 (\$29,350)**. This Deliverable will be due 10/31/2024 and include:
- a. Final Outcome Data Collection: Collect 2023-24 school-level Student Achievement, Behavior, and Teacher Employment data for Treatment and BAUC schools.
 - b. Final Outcome Analyses: Conduct group and pre-post comparative analyses using multi-level modeling and trend (i.e., comparative interrupted time series/difference-in-difference) designs.
 - c. Final Impact Evaluation: Submit final Impact Evaluation Report; Disseminate findings via publications and presentations.

SECTION II. TERMS AND CONDITIONS

The Consultant and the Client understand and agree that this contract is valid only for the years the USDOE grant is awarded to the School Board of Gadsden County as fiscal agent of the grant. In addition, the Consultant and the Client understand and agree that continuation of this contract is contingent upon provision of acceptable levels of service, positive Implementation results, meeting all reporting deadlines and requirements, approval from the Gadsden County School Board, and continued funding available through USDOE Federal dollars to fund the Elevate Rural Florida Initiative.

CONSULTANT'S SERVICES AND RESPONSIBILITIES

1. The **CONSULTANT** is an independent professional consultant who has neither rights nor responsibilities beyond the scope of this AGREEMENT.
2. The **CONSULTANT** shall ascertain the requirements for the services listed in this AGREEMENT and shall confirm such requirements with the **CLIENT**.
3. The **CONSULTANT'S** services shall be performed in the character, sequence, and timing of the **CLIENT'S** business, such that the **CONSULTANT'S** services will be coordinated with the activities of the **CLIENT**.
4. The **CONSULTANT** shall provide regular progress reports and other necessary documents to the **CLIENT**.
5. The **CONSULTANT** shall attend necessary meetings and be available for general consultation regarding the objectives and services covered under this AGREEMENT.
6. The **CONSULTANT** shall comply with all applicable laws, ordinances, and codes in performing the services embraced by this AGREEMENT.
7. All reports generated by the **CONSULTANT** under this AGREEMENT shall not be made available to any individual or organization without prior approval of the **CLIENT**.

CLIENT'S RESPONSIBILITIES

1. **CLIENT** shall, with reasonable promptness, provide all available information, data, prior reports, etc., regarding the requirements covered in this AGREEMENT.
2. **CLIENT** shall designate a representative/s authorized to act in **CLIENT'S** behalf with respect to the services under this AGREEMENT.
3. If **CLIENT** observes any error or omission with respect to this AGREEMENT, **CLIENT** shall promptly provide the **CONSULTANT** with written notification specifying the error and the time frame for correction.
4. **CLIENT** agrees to hold harmless the **CONSULTANT** for acts or omissions by **CLIENT** or other consultants, or by events not completely within the control of the **CONSULTANT**.
5. **CLIENT** agrees to promptly review and comment on all documents submitted by the **CONSULTANT** in this AGREEMENT.
6. **CLIENT** agrees to promptly compensate the **CONSULTANT** according to the terms and conditions set forth in Section III of this AGREEMENT.
7. **CLIENT** and/or the **CONSULTANT** may terminate this AGREEMENT **for cause** upon 5 days written notice in the event the other party fails to fulfill their obligations as specified herein. In this event, the **CONSULTANT** shall be equitably compensated for all work completed under this AGREEMENT up to the point of termination.

SECTION III. SCHEDULE AND COMPENSATION

The services of the **CONSULTANT** will begin on or about **October 1, 2021**. For the services outlined herein, the **CONSULTANT** shall be compensated as follows:

Compensation shall be accomplished by means of progress billing expected to take place in accordance with the following schedule:

Project Years 3 through 4:

- 1. Conclusion of Deliverable 1 – invoicing for \$25,000, on or about 4/15 (annually)
- 2. Conclusion of Deliverable 2 – invoicing for \$25,650, on or about 7/15 (annually)
- 3. Conclusion of Deliverable 3 – invoicing for \$19,350, on or about 10/1 (annually)

Project Year 5:

- 1. Conclusion of Deliverable 1 – invoicing for \$10,500, on or about 4/15/24
- 2. Conclusion of Deliverable 2 – invoicing for \$25,650, on or about 7/15/24
- 3. Conclusion of Deliverable 3 – invoicing for \$29,350, on or about 11/1/24

All payments to the **CONSULTANT** under this AGREEMENT shall be made as follows:

- Invoicing with back-up documentation shall be submitted at the conclusion of each Deliverable as identified above.
- Payments shall be expected within 30 days of invoicing.

IN WITNESS WHEREOF: THE **CLIENT** and **CONSULTANT** have caused this AGREEMENT to be executed as of the date first above written.

ON BEHALF OF CLIENT
GADSDEN COUNTY SCHOOL DISTRICT
35 Martin Luther King Blvd.
Quincey, FL 32351

ON BEHALF OF THE CONSULTANT
CIC PLANNING GROUP
250 Deerfield Glen Drive
St. Augustine, FL 32086
FEIN: 81-1104804

Authorized Signature

Authorized Signature

Name and Title

Natalie E. Wright, Ph.D.,
President

Name and Title

Date

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: June 27, 2023

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

DIVISION:

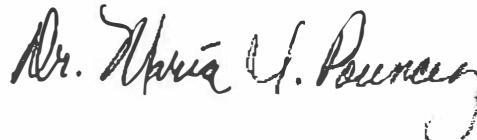
X This is a CONTINUATION of a current project, grant, etc.

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

To perform the functions as outlined in the following agreement in providing English Language Learner (EL) services in Gadsden County as the English Second Language Office (ESOL).

FUND SOURCE: GENERAL FUND

AMOUNT: \$80,000



PREPARED BY: Dr. Maria Pouncey

POSITION: PAEC Administrator for Instructional Services, Migrant/ELL Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

3 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4



School Board of Gadsden County, Florida
RENEWAL CONTRACTUAL
AGREEMENT
Fiscal Year: 2023-2024

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, an regional educational agency with their principal place of business at 753 West Boulevard, Chipley, FL 32428 for the purposes of providing English Language Learner (EL) Services to Gadsden County Public School EL 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 EL 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, mentoring, educational leadership, and professional experiences for Gadsden County EL 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
- Professional Development
- Curriculum
- General

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, 2023, and end June 30, 2024, 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.

(b). The CONTRACTOR shall begin performing the contract on the week of July 1, 2023 and finish the project by June 30, 2024.

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 carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals, and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
CONTRACTOR	means the legal entity to which a sub-award is made, and which is accountable to the RECIPIENT for the use of the funds provided.
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 of goods and services nor does it include any form 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

The RECIPIENT shall pay the CONTRACTOR in two equal payments of \$40,000 (forty thousand dollars) upon the 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 \$80,000.00 (eighty thousand dollars). Invoices shall be prepared and addressed to: Director for 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 \$80,000.00

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 five (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.

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, sub-contractor, 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. NONDISCRIMINATION 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 is Dr. Maria Pouncey, Administrator for Instructional Services and/or her designee.

(b) The RECIPIENT contract administrator and contact is TBD, 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.

(d) 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 or written communications, representations or AGREEMENTS on this subject.

CONFLICT OF 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 contract or 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 enforcement of this AGREEMENT shall lie in the courts of Gadsden County, Florida. Any action by a party for enforcement of this AGREEMENT shall be maintained in Gadsden County.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Panhandle Area Consortium have executed this AGREEMENT.

Mr. John Selover
Executive Director, PAEC

Date

Mr. Elijah Key
Superintendent of Schools

Date

Mr. Leroy McMillian
Chairman, Gadsden County School Board

Date

Appendix A

Program Responsibilities for Contracted English Learner Services

Programmatic:

- Provide leadership, coordination, and support of EL services to EL students to enhance opportunities for student growth and improved student academic performance.
- Development of a district 3-year English Learner (EL) Plan for Gadsden that has input from all EL stakeholders, including EL parents, teachers, and other relevant stakeholders as required by state and federal guidance.
- Develop Federal EL grant applications and serve as the district resource responsible for all reporting, auditing, monitoring, and implementation of EL programs, including Title III and Immigrant.
- Assist school centers in offering appropriate scope and sequence for all areas of responsibility.
- Review all EL files to ensure compliance for FTE audits; work closely with district leadership to ensure FTE audits are maximizing weighted funding by matching endorsed EL teachers with EL students at school sites.
- Provide direct services to ESOL, EL, Immigrant students in Gadsden County (i.e., after school teachers; tutors; summer schoolteachers, technology and/or programs used during ELL classes and/or tutorials, and supplies for students).
- Handle all written communications and recommendations required of the EL plan.
- Coordinate translations of school and district documents.
- If funding continues for the Title III Immigrant program provide: (A) family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children (B) provision 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 are directly attributable to such additional basic instructional services; (E) other instructional services that are designed to assist immigrant children 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 of 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 EL or Immigrant Audits.
- Supervise and evaluate EL staff to implement a successful EL program in the district, combining all responsibilities of EL state, federal, and local programs.
- Evaluate EL programs annually to determine trajectory for remaining on course with EL plans and district goals
- Establish an EL Committee to work in collaboration with district and school staff in providing the appropriate educational supports to EL students. Committee should meet as regularly as necessary to implement a quality program.
- Provide electronic networks and update Gadsden EL web pages on the www.gadsdenschools.org website with materials, training, and other EL communications.

Student Services:

- Outreach, identification, and testing of all second language students in Gadsden within 20 days of enrollment in the school district (compliance with Florida Consent Decree), assuring appropriate placement with ESOL endorsed and/or certified staff or in other appropriate district academic programs.
- Ensure equal access of EL students to a free and appropriate public education.
- Ensure equal access of EL families to services any parent in Gadsden County Public Schools would be entitled to.
- Align all placements with Gadsden Student Progression Plan.

- Align EL student services with school guidance counselors.
- Develop individual EL student plans that will be updated annually, or sooner as the situation dictates
- Monitor EL student progress and work with school administration to adjust individual EL plans as necessary for student academic success.
 - Progress monitoring tools should include student portfolios, state assessment scores, other criterion reference tests, ACCESS 2.0, report cards, classroom performance, and student progression reports.
- Maintain all appropriate student records, including entry and exit dates, test scores, EL committee meetings, and other EL related documents.
- Develop student study teams as necessary to assist EL students who need accommodations.
- Collaborate with district ESE staff to provide EL students with appropriate ESE services and/or accommodations.
- Purchase/provide materials and activities which address EL student needs as requested - supplies and materials will come from funding from Title III projects.
- Create necessary documentation for prior schooling and help students facilitate its receipt and delivery to Gadsden County schools.
- Translate student transcripts from foreign countries to equate listed courses with appropriate district courses
- Prepare appropriate correspondence in parent's native language to provide notice of enrollment in the EL program as required by law.
- Facilitate all EL withdrawals and reenrollments, re-classifications, and/or reevaluations necessary
- Facilitate the implementation of an afterschool tutorial for EL students, in collaboration with schools.
- Develop and implement a summer school program for EL students in partnership with Title I, Migrant, and other district public school summer programs.
- Provide services to EL families designed to improve the English language skills of EL students and that 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, parent and family outreach.
- Seek and provide as many opportunities as possible for EL students to receive scholarships and/or move into careers and college after graduation.

Professional Development:

- Organize and direct EL in-service programs, including the district 60-hour ESOL certification training, at no cost to district teachers, leaders, and guidance counselors.
- Train school personnel to conduct annual ACCESS 2.0 testing in the spring as well as assist in the schools during testing.
- Conduct at least three EL meetings (quarterly throughout the school year).
- Provide EL teachers opportunities to participate in PAEC EL professional development trainings at no cost to the district, coordinating training with Gadsden's staff development office.
- Provide opportunities for parents to develop educational technology skills through family workshops.
- Provide targeted workshops to build parent educational skills in supporting their children.
- Attend and participate in local, regional, and state meetings and conferences representing EL populations and issues for the district.
- Provide translators for enrollment and other school meetings as requested by parents, district, and/or school leaders/teachers.

Curriculum:

- Preview, evaluate, and recommend EL classroom materials as requested.
- Provide Superintendent and Directors of Instruction with recommendations for EL curriculum and EL staff
- Coordinate EL educational programs with community organizations.
- Coordinate curriculum guides with EL teachers Promote strong parent, family, and community partnerships by offering language educational programs for parents, families, school staff, and communities of English Learners as required by the Every Child Succeeds Act (ESSA) of 2015.

General Responsibilities:

- Combine the existing PAEC Migrant Center in Gadsden County with the EL program to be operated as an English Learner/Migrant Resource Center to assist families with referrals and advocacy, as necessary and practicable.

- Participate in all interviews for EL teacher and paraprofessional candidates.
- Provide a link between and among district administrators, school centers, and community as necessary to ensure open and complete communication.
- Maintain a network of EL peer contacts in professional organizations.
- Assist in developing short and long-range plans for EL populations.
- Attend and contribute appropriate EL information to district leadership team and instructional leadership team meetings, as scheduled.
- Assist with the development of and facilitation of EL student and parent surveys to do needs assessments and collect parent input to make EL programs as customer friendly as possible for EL populations.
- Provide federal and state legislative updates as frequently as necessary to assist Gadsden leadership to make timely and high quality decisions about EL programs and services.
- Ensure that the district is in compliance with the Florida Consent Decree, programmaticaly and with staffing.

ELL PAEC Contract will provide:

Summary of bullets below: Program operation to include staff to implement the required EL operations of the district, student and family services, professional development, curriculum development and implementation, and general operations of the office.

- Provide leadership, coordination and support of EL services to EL students to enhance opportunities for student growth and improved student academic performance.
- Development of a district 3-year English Learner (EL) Plan for Gadsden that has input from all EL stakeholders, including EL parents, teachers, and other relevant stakeholders as required by state and federal guidance.
- Develop Federal EL grant applications and serve as the district resource responsible for all reporting, auditing, monitoring, and implementation of **EL** programs, including Title III and Immigrant.
- Assist school centers in offering appropriate scope and sequence for all areas of responsibility.
- Review all EL files to ensure compliance for FTE audits; work closely with district leadership to ensure FTE audits are maximizing weighted funding by matching endorsed EL teachers with EL students **at** school sites.
- Provide direct services to ESOL, **EL**, Immigrant students in Gadsden County (i.e. after school teachers; tutors; summer school teachers, technology and/or programs used during ELL classes and/or tutorials, and supplies for students).
- Handle all written communications and recommendations required of the EL plan.
- Coordinate translations of school and district documents.
- Provide staff and data clerk necessary to ensure compliance for FTE audits, input all data entries, and comply with all paperwork for EL or Immigrant Audits.
- Supervise and evaluate EL staff to implement a successful EL program in the district, combining all responsibilities of EL state, federal, and local programs.
- Evaluate EL programs annually to determine trajectory for remaining on course with **EL** plans and district goals
- Establish an EL Committee to work in collaboration with district and school staff in providing the appropriate educational supports to EL students. Committee should meet as regularly as necessary to implement a quality program.
- Provide electronic networks and update Gadsden EL web pages on the www.gadsdenschools.org website with materials, training, and other EL communications
- Outreach, identification, and testing of all second language students in Gadsden within 20 days of enrollment in the school district (compliance with Florida Consent Decree), assuring appropriate placement with ESOL endorsed and/or certified staff or in other appropriate district academic programs.
- Ensure equal access of EL students to a free and appropriate public education.
- Ensure equal access of EL families to services any parent in Gadsden County Public Schools would be entitled to.
- Align all placements with Gadsden Student Progression Plan.
- Align EL student services with school guidance counselors.
- Develop individual **EL** student plans that will be updated annually, or sooner as the situation dictates
- Monitor EL student progress and work with school administration to adjust individual EL plans as necessary for student academic success.
 - o Progress monitoring tools should include student portfolios, state assessment scores, other criterion reference tests, ACCESS 2.0, report cards, classroom performance, and student progression reports.
- Maintain all appropriate student records, including entry and exit dates, test scores, EL committee meetings and other EL related documents.
- Develop student study teams as necessary to assist EL students who need accommodations.
- Collaborate with district ESE staff to provide EL students with appropriate ESE services and/or accommodations.
- Purchase/provide materials and activities which address EL student needs as requested - supplies and materials will come from funding from Title III projects.
- Create necessary documentation for prior schooling and help students facilitate its receipt and delivery to Gadsden County schools.
- Translate student transcripts from foreign countries to equate listed courses with appropriate district courses
- Prepare appropriate correspondence in parent's native language to provide notice of enrollment in the EL program as required by law.

- Facilitate all EL withdrawals and reenrollments, re-classifications, and/or reevaluations necessary
- Facilitate the implementation of an afterschool tutorial for EL students.
- Develop and implement a summer school program for EL students in partnership with Title I, Migrant, and other district public school summer programs.
- Provide services to EL families designed to improve the English language skills of EL students and that 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, parent and family outreach.
- Seek and provide as many opportunities as possible for EL students to receive scholarships and/or move into careers and college after graduation.
- Organize and direct EL in-service programs, including the district 60-hour ESOL certification training, at no cost to district teachers, leaders, and guidance counselors.
- Train school personnel to conduct annual ACCESS 2.0 testing in the spring as well as assist in the schools during testing.
- Conduct at least three EL meetings (quarterly throughout the school year).
- Provide EL teachers opportunities to participate in PAEC EL professional development trainings at no cost to the district, coordinating training with Gadsden's staff development office.
- Provide opportunities for parents to develop educational technology skills through family workshops.
- Provide targeted workshops to build parent educational skills in supporting their children.
- Attend and participate in local, regional, and state meetings and conferences representing EL populations and issues for the district.
- Provide translators for enrollment, IBP, and other school meetings as requested by parents, district, and/or school leaders/teachers.
- Preview, evaluate, and recommend EL classroom materials as requested.
- Provide Assistant Superintendent and Director of Instruction with recommendations for EL curriculum and EL staff
- Coordinate EL educational programs with community organizations.
- Coordinate curriculum guides with EL teachers promote strong parent, family, and community partnerships by offering language educational programs for parents, families, school staff, and communities of English Learners as required by the Every Child Succeeds Act (ESSA) of 2015.
- Combine the existing PAEC Migrant Center in Gadsden County with the EL program to be operated as an English Learner/Migrant Resource Center to assist families with referrals and advocacy, as necessary and practicable.
- Participate in all interviews for EL teacher and paraprofessional candidates.
- Provide a link between and among district administrators, school centers, and community as necessary to ensure open and complete communication.
- Maintain a network of EL peer contacts in professional organizations.
- Assist in developing short and long-range plans for EL populations.
- Attend and contribute appropriate EL information to district leadership team and instructional leadership team meetings, as scheduled.
- Assist with the development of and facilitation of EL student and parent surveys to do needs assessments and collect parent input to make EL programs as customer friendly as possible for EL populations.
- Provide federal and state legislative updates as frequently as necessary to assist Gadsden leadership to make timely and high quality decisions about EL programs and services.
- Ensure that the district is in compliance with the Florida Consent Decree, programmatically and with staffing.

This is a renewal contract with PAEC for continuing operation of the ESOL and Immigrant Programs. PAEC will provide all the staffing and deliverables for the ESOL/EL program required of GCP S for EL and Immigrant students. Florida Statute and Florida Consent decree require the district to provide staff to manage the requirements of the district program for ESOL/EL students. This contract pays PAEC to handle all of the operation, federal and state reporting, and federal and state monitoring of GCPS' ESOL/EL program. Statutory requirements of the district to provide these services are included below.

Per Florida Statute 1003.56: Each district school board shall implement the following procedures:

- Develop and submit a plan for providing English language instruction for limited English proficient students to the Department of Education for review and approval.
- Identify limited English proficient students through assessment.
- Provide for student exit from and reclassification into the program.
- Provide limited English proficient students ESOL instruction in English and ESOL instruction or home language instruction in the basic subject areas of reading, mathematics, science, social studies, and computer literacy.
- Maintain a student plan.
- Provide qualified teachers.
- Provide equal access to other programs for eligible limited English proficient students based on need.
- Provide for parental involvement in the program.
- Each district school board's program for limited English proficient students shall be evaluated and monitored periodically.

Since PAEC is a regional educational consortium under a school district fiscal agent, contracted by the legislature to provide competitive services to districts with less than 25,000 students, there is not a need to bid these services. The contract would fall under the purchasing exception (E) the purchase by the Board of educational services from a governmental agency within the state.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: **June 27, 2023**

TITLE OF AGENDA ITEM: Request Approval for Erate Funded Services.

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

Bids and USAC Services requests accepted March 12, 2023. A review and scoring completed to determine the right provider to deliver the requested service. Current services end on June 30, 2023. These services will begin July 1, 2023 and continue for 1 year. These services include Internet, Hosted Voice (Phone), Wide Area Network (Connections to all of our school sites); hardware purchases, support services; Installation of upgraded wireless, switching and cache servers. Contracts on page 2.

FUND SOURCE: USAC- Erate/District

AMOUNT: ` \$486,840.00 Erate Funding: \$426,744.00

PREPARED BY: John Thomas  District Funding: \$60,096.00

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Contracts to be executed:

1. Applied Com Tek- \$58400- Maintenance of Cabling, Audio Visual
2. Applied Com Tek- \$120,000- Installation of New Wireless Access Points
3. Intratech Alliance-\$84,000 Network Maintenance, Cybersecurity Management
4. TDS Telecom - \$249,060.00. Broadband; Wide Area Network

E-Rate Organizer : FRNs | 2023 471 FRN Summary

2023 471 FRN Summary

470 Appl No	471	471 Form ID	FRN	Cat	SPIN	Service Provider	Attach Name	Contract Reqd	Contr Stat	Contract No.	Allowable Contract Date	Contract Award Date	Contract Expire Date	Monthly Rec Chg (pre-disc)	Annual Rec Chg (pre-disc)	One-Time Chg (pre-disc)	Req Disc
Gadsden County School District (5 FRN records)																	
230019733	231021897	Gadsden 2023 C1	2399029503	IA	143003990	Comcast Bus Comm	Comcast IA 2G		N/A	MTM	03-09-23			\$2,020.00	\$24,240.00	\$0.00	90%
230019733	231021897	Gadsden 2023 C1	2399029504	IA	143001441	Quincy Telephone Co.	TDS IA 1G		N/A	MTM	03-09-23			\$795.00	\$9540.00	\$0.00	90%
210017744	231021897	Gadsden 2023 C1	2399029506	WAN	143001441	Quincy Telephone Co.	TDS WAN 1G	Need Ext 2 of 2	n/a		02-26-21	03-17-21	06-30-24	\$20,755.00	\$249,060.00	\$0.00	90%
230018316	231021900	Gadsden 2023 C2	2399029508	IC	143019087	Applied Com Tek LLC	Cable	✓	TBE-D K12 Std	n/a	03-02-23	03-10-23	09-30-24	\$0.00	\$0.00	\$120,000.00	85%
230018316	231021900	Gadsden 2023 C2	2399029509	IC-MB	143019937	Intratech Alliance Corp.	MIBS	✓	TBE-D K12 Std	n/a	03-02-23	03-10-23	06-30-24	\$7,000.00	\$84,000.00	\$0.00	85%
TOT														\$30,570.00	\$366,840.00	\$120,000.00	440%

**CONTRACT FOR SERVICES AND/OR PRODUCTS FOR
E-RATE YEAR 2023-2024**

	SERVICE PROVIDER "PROVIDER"	SCHOOL DISTRICT "APPLICANT"
Company Name:	Intratech Alliance Corp	Gadsden County Schools
Contact Name:		John Thomas
SPIN:	143019937	
Address:	215 West Jefferson St	
City, State, ZIP	Quincy, FL 32351	
Phone Number:		
Contract Awarded On:	3/10/23	

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as part of the E-Rate Year 2022 effort. Provider was selected based on Provider's response to Applicant's RFP, or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services.

The purchase of the eligible equipment and/or services described are expressly subject to, and conditioned on, satisfaction of all the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on:

July 1, 2023 and shall terminate on June 30, 2024 for recurring services.
 July 1, 2023 and shall terminate on September 30, 2024 for non-recurring services
 (or Service Delivery/Contract Extension Date as approved by USAC).

Total costs of the goods and services shall not exceed SLD Pre-Discount Amount of \$ 84,000.00

FOR SERVICE PROVIDER

FOR APPLICANT

SPIN:

Signature: _____
Print Name: _____
Title: _____
Date: 3/10/23

Signature: _____
Print Name: _____
Title: _____
Date: 3/10/23

CONTRACT (EXTENSION) FOR SERVICES AND/OR PRODUCTS FOR E-RATE YEAR 2023-2024

	SERVICE PROVIDER "PROVIDER"	SCHOOL DISTRICT "APPLICANT"
Company Name:	TDS Telecom	Gadsden County Schools
Contact Name:	Grant Fetzer	John Thomas
SPIN:	143001441	
Address:	525 Junction Road	
City, State, ZIP	Madison WI 53713	
Phone Number:	912-882-1467	
Contract Awarded On:	3/17/21 (Ext 2 of 2 dated 2/2/23)	

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as part of the E-Rate Year 2023 effort. Provider was selected based on Provider's response to Applicant's RFP, or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services.

The purchase of the eligible equipment and/or services described are expressly subject to, and conditioned on, satisfaction of all the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on:

July 1, 2023 and shall terminate on June 30, 2024 for recurring services.

Total costs of the goods and services shall not exceed SLD Pre-Discount Amount of \$249,060.00.

FOR SERVICE PROVIDER

FOR APPLICANT

SPIN:

Signature: _____
Print Name: _____
Title: _____
Date: _____

Signature: _____
Print Name: _____
Title: _____
Date: _____

**CONTRACT FOR SERVICES AND/OR PRODUCTS FOR
E-RATE YEAR 2023-2024**

	SERVICE PROVIDER "PROVIDER"	SCHOOL DISTRICT "APPLICANT"
Company Name:	Applied Com-Tek	Gadsden County Schools
Contact Name:		John Thomas
SPIN:	143019087	
Address:	1750 Old Federal Road	
City, State, ZIP	Quincy, FL 32351	
Phone Number:	850-999-8848	
Contract Awarded On:	3/10/23	

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as part of the E-Rate Year 2023 effort. Provider was selected based on Provider's response to Applicant's RFP, or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services.

The purchase of the eligible equipment and/or services described are expressly subject to, and conditioned on, satisfaction of all the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on:

July 1, 2023 and shall terminate on June 30, 2024 for recurring services.
 July 1, 2023 and shall terminate on September 30, 2024 for non-recurring services
 (or Service Delivery/Contract Extension Date as approved by USAC).

Total costs of the goods and services shall not exceed SLD Pre-Discount Amount of \$ 120,000.00

FOR SERVICE PROVIDER

FOR APPLICANT

SPIN:

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Date: 3/10/23

Date: 3/10/23

GADSDEN 2023 CA detail MIBS
Intratech

QUOTE

Gadsden County School Board
35 Martin Luther King Jr Blvd
QUINCY FL 32351
USA

Date
28 Feb 2023
Intratech Alliance Corp
215 W Jefferson St
QUINCY FL 32351

Expiry
30 Mar 2023

Quote Number
QU-2213

Intratech Alliance Corp
SPIN: 143019937

Bids: 3

CA# : 3-10-23

2023-2024 Managed Services

Managed Services for Covered Sites

Description	Quantity	Unit Price	Tax	Amount USD
Managed Services Gadsden County School Board - Per Month (See attached list of covered equipment and services)	12.00	7,000.00	Tax Exempt	84,000.00
Subtotal				84,000.00
TOTAL USD				84,000.00

Terms

Payable monthly due upon receipt.

Contract Amt: 84,000
 Disc. 85%
 Usac Amt: 71,400.
 Distr Amt: 12,600.

Applied Com-Tek, Inc
 1750 Old Federal Road
 Quincy FL 32351
 850-999-8848

Estimate

Date	Estimate #
3/9/2023	07698

GARDEN 2023 C2 Detail IC ACT

Name / Address
USAC c/o Hugh Manning hugh@k12consultants.com SPIN 143019087

Terms	Project

Item	Description	Qty	Rate	Total
Cable	CAT 6 Dual Drops <i>(600 @ 200 ea)</i>	300	400.00	120,000.00
<p><i>SPIN: 143019087</i></p> <p><i># Bids : 3</i></p> <p><i>CAD: 3-10-23</i></p> <p><i>Contract Amt : 120,000.</i></p> <p><i>Disc: 85%</i></p> <hr/> <p><i>USAC Amt: 102,000</i></p> <p><i>DISTR Amt: \$18,000.</i></p>				
			Total	\$120,000.00

**CONTRACT FOR SERVICES AND/OR PRODUCTS FOR
E-RATE YEAR 2023-2024**

	SERVICE PROVIDER "PROVIDER"	SCHOOL DISTRICT "APPLICANT"
Company Name:	Applied Com-Tek	Gadsden County Schools
Contact Name:		John Thomas
SPIN:	143019087	
Address:	1750 Old Federal Road	
City, State, ZIP	Quincy, FL 32351	
Phone Number:	850-999-8848	
Contract Awarded On:	3/10/23	

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as part of the E-Rate Year 2023 effort. Provider was selected based on Provider's response to Applicant's RFP, or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services.

The purchase of the eligible equipment and/or services described are expressly subject to, and conditioned on, satisfaction of all the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on:

July 1, 2023 and shall terminate on June 30, 2024 for recurring services.
 July 1, 2023 and shall terminate on September 30, 2024 for non-recurring services
 (or Service Delivery/Contract Extension Date as approved by USAC).

Total costs of the goods and services shall not exceed SLD Pre-Discount Amount of \$ 58,400.00

FOR SERVICE PROVIDER

FOR APPLICANT

SPIN:

Signature: _____
Print Name: _____
Title: _____
Date: 3/10/23

Signature: _____
Print Name: _____
Title: _____
Date: 3/10/23

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: June 27, 2023 Regular Board Meeting

TITLE OF AGENDA ITEM: Acquisition of Vendor Services to migrate and reformat data from Skyward to Progress Data.

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

The GCSO contractual agreement with Skyward ends June 30, 2023. At that time Skyward access to our historical data will no longer be an option. The data is written in a database language that we do not support. Progress Services (If approved) will migrate the data to an in-house server and configure it to reside on our MS SQL Server. This is a one-time cost.

FUND SOURCE: ESSER

AMOUNT: \$20,660.00

PREPARED BY: John Thomas 

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

5/18/23

Gadsden County Schools

John Thomas

35 Martin Luther King Blvd

Quincy, Florida 32351

Re: Progress Services Letter of Engagement

Dear **John**,

Thank you for your decision to engage **Progress Software Corporation** ("Service Provider", "we", "us", or "our") as the service provider for **Gadsden County Schools** ("Client", "you", or "your").

Listed below is a description of the Services we will provide, the Consultant(s) performing the Services, the service period, rates, and expense reimbursement information. This Letter of Engagement will be effective as of the date of full execution by the parties ("Effective Date") and will thereafter be referred to as the "Agreement".

1. Services to be Performed:

1.1. We will perform the following Services for you:

Provide Pro2SQL Services to migrate data out of Client's OpenEdge DB over to SQL Server(LAN environment).

- **Install conversion software**
- **Build out the MSSQL Schema**
- **Bulkload (copy) the data from Progress OpenEdge database to MSSQL environment – One-time (term limited) use of Progress license Pro2SQL**
Setup, configure and restore Client's source database environment to Client's server.
- **We estimate forty (56) hours and Client can request additional hours if necessary.**

Total Professional Services hours estimated is 56 hours

We will use one (1) Progress license of Pro2SQL (one time / term limited) in connection with the Services.

Assumptions:

Besides the one (1) Progress license of Pro2SQL to be used by us in connection with the Services, Client shall have any other licenses that are appropriate for us to access and move their data from their Progress environment.

1.2. The Services listed in Section 1.1 above will be performed by our following employee(s) or independent contractor(s) ("Consultant(s)"):

Sr. Principal Practice Consultant

1.3. We will commence performing the Services for you on or about the start date of **24 May 2023**.

- 1.4. We estimate that the Services will be completed on or about the end date of **28 July 2023**.
- 1.5. This Agreement shall remain in effect for additional substantively related work requested by you from the Effective Date through **27 October 2023**.

2. Fees and Expenses:

- 2.1. Hourly Rates: **Sr. Principal Practice Consultant Standard: \$235.00 Overtime: \$352.50**
- 2.2. Fixed Fee: **Use of Progress license of Pro2SQL (one time / term limited) - \$7,500**

We estimate the fees (2.1 + 2.2) to be \$20,660.00.

2.3. For purposes of this Agreement, the "Standard Hourly Rate" shall be the rate specified above, which will be paid for all hours worked by any Consultant providing the Services on our behalf to you on any Monday through Friday from 8:00am - 5:00pm in the time zone where the Consultant is located. The Consultant(s) will be expected to work a normal forty (40) hour work week, unless otherwise specified in Section 1.1 above. Occasional time in excess of forty (40) hours may be required and scheduled. The "Overtime Hourly Rate" shall be the rate specified above that will be paid for all hours worked by any Consultant providing the Services on our behalf to you after 5:00pm and before 8:00am in the time zone where the Consultant is located, and on any Saturday, Sunday, or legal holiday.

2.4. We will invoice you on a weekly basis based on a timesheet approved by you. Unless you reject the timesheet within five (5) business days after receiving it, we and you agree that you have accepted the timesheet as correct. Payment of such invoice shall be due to us from you within thirty (30) days from the invoice date. Subject to your rights under this Agreement, any and all prepaid fees (if applicable) are non-refundable and the Services must be provided within six (6) months of payment or the prepaid fees are otherwise forfeited, and the performance of the Services thereafter will incur additional fees.

2.5. Unless otherwise expressly stated in this Agreement, you will reimburse us for actual reasonable travel and living expenses. You will pay, or reimburse us for all taxes, other than taxes based on our net income, that are due in connection with the Services, including sales and use taxes, GST, and/or VAT, if applicable.

3. Either party may terminate the Services hereunder by giving the other party thirty (30) days written notice, however, in the event you prepaid any fees hereunder, you agree that only in the event of our termination for convenience hereunder are you entitled to a refund of any unused portion of the prepaid fees as of the effective date of such termination.

4. You agree not to hire any of our Consultants for one (1) year after the Services have ended.

5. Each party agrees to keep the other party's Confidential Information confidential during the term, and for a period of three (3) years following the termination, of this Agreement. As used herein, "Confidential Information" shall mean any and all data and information of any type or form relating to the business of either party which is or has been disclosed or otherwise becomes or has become known to the other party hereto as a result of the contractual relationship of the parties and which is not generally known to the public. However, neither party will have an obligation to maintain the confidentiality of information that: (a) it received rightfully from a third party without an obligation to maintain such information in confidence; (b) was known to the receiving party prior to its disclosure by the disclosing party; (c) is or becomes a matter of public knowledge through no fault of the receiving party; or (d) is independently developed by the receiving party without use of the confidential information of the disclosing party.

6. We agree that the Services will be provided to you in a professional and workmanlike manner in accordance with professional industry standards and practices. In the event the Services are not consistent with this standard,



and we are unable to correct the error in a commercially reasonable time and manner, you may, as your sole remedy, terminate this Agreement, return any materials supplied by us to you as part of the Services, and receive a refund of any fees paid for the Services provided.

7. We shall not be liable for any indirect, incidental, special or consequential damages, including loss of profits, revenue, data or use, incurred by you or any third party, whether in an action in contract or tort, even if we have been advised of the possibility of such damages. Our liability for damages hereunder shall in no event exceed the fees paid by you to us under this Agreement.

8. This Agreement shall be governed by, and construed in accordance with, the laws of the country or state in which we are located, notwithstanding that country or state's conflict of laws provisions, and the exclusive jurisdiction and venue shall be the courts of the aforementioned country or state.

9. To accept the terms and conditions set forth above, please email a signed copy of this Agreement to cpotter@progress.com. **This Agreement must be executed within thirty (30) days from the date first set forth above.**

10. You acknowledge that the obligations set forth herein are solely governed by this Agreement, and that any issuance of a purchase order in connection herewith is for your administrative convenience only and any terms and conditions included in or attached to such purchase order will be null and void and will not be applied. This Agreement and its terms and conditions may not be modified or amended except in a written document by both parties.

By signing below, the parties indicate their agreement and acceptance of all terms and conditions as outlined in this Agreement as of the Effective Date.

Service Provider:
Progress Software Corporation
15 Wayside Road, Suite 400
Burlington, MA 01803
USA

Client:
Gadsden County Schools
35 Martin Luther King Blvd
Quincy, Florida 32351

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Principal Contact:
Name: Cathy Potter
Email: cpotter@progress.com

Principal Contact:
Name: John Thomas
Email: thomasj@gcpsmail.com



PO Required? Yes: ____ No: ____

PO Number: _____

although, as stated above, any terms and conditions within such Purchase Order are hereby expressly excluded and are deemed null and void.

Quote	Quote Date	Expire Date	Purchase Order Number	Subtotal	Tax	Total Due
SQ136136-00	18-May-2023	17-Jun-2023	11.7 Win64	7,908.90	*****	7,908.90(USD)

Taxes not included in quote. Applicable taxes will be added at invoicing.

If you have any questions or comments regarding this quote, please contact Progress Customer Service or your Account Manager. Please contact the Progress Customer Service Department to place an order or you can fax your order to (781) 658-2464.

Bill To - 91008110 Gadsden County Schools 35 Martin Luther King Blvd Quincy, FL - 32351 United States Attn: AP Contact	Sold To - 91008110 Gadsden County Schools 35 Martin Luther King Blvd Quincy, FL - 32351 United States Attn: AP Contact	Ship To - 91008110 Gadsden County Schools 35 Martin Luther King Blvd Quincy, FL - 32351 United States Attn: John Thomas
--	--	---

Payment Terms	Net 30 Days
Sales Person	Benjamin Stamper
Customer Number	91008110

Quote To	
Ordered By	John Thomas
Tax/VAT ID	

Line	Qty	Description	Amount	Net Price
		EndUser: 91008110 Gadsden County Schools		
1	1	New Perpetual License OE Enterprise RDBMS 11.7 - 5 Named User Windows 64bit Ship VIA: ESD ESD Recipient: thomasj@gcpsmail.com Maintenance Type: Standard 18-May-2023 to 17-May-2024	Price	3,650.00
			Maintenance Price	839.50
2	1	New Perpetual License 4GL Development System 11.7 - 1 Named User Windows 64bit Ship VIA: ESD ESD Recipient: thomasj@gcpsmail.com Maintenance Type: Standard 18-May-2023 to 17-May-2024	Price	2,780.00
			Maintenance Price	639.40

Quote	Quote Date	Expire Date	Purchase Order Number
SQ136136-00	18-May-2023	17-Jun-2023	11.7 Win64

Line	Qty	Description	Amount	Net Price

Special Instructions	Subtotal	Tax	Prepaid	Total Due
	7,908.90	*****	0.00	7,908.90 (USD)

Taxes not included in quote. Applicable taxes will be added at invoicing.

** Shipping & Handling are additional charges. **

** This price quotation will expire on 17-Jun-2023 without further notice. **



Quote	Quote Date	Expire Date	Purchase Order Number
SQ136136-00	18-May-2023	17-Jun-2023	11.7 Win64

ELECTRONIC SOFTWARE DISTRIBUTION (ESD)

Request Your Download Today!

Email address of ESD Recipient: _____

NOTES :

If there is maintenance included in the product table above as a separately priced item, then: (i) the maintenance and support term will extend for a period of 1 year from the delivery date, unless other period is stated therein, and (ii) at Customer's option, subsequent year maintenance and support can be purchased at the annualized above listed prices plus any standard price increase, including CPI (or equivalent local index, if applicable) adjustments and lifecycle price changes.

If there is maintenance included in the product table above as part of a Subscription License, then maintenance and support is provided for the period of time indicated by the start and end dates provided. Maintenance and support dates (or, if applicable, the start and end date for a Subscription License) and amounts are estimated and may change based on execution or delivery date. The terms and conditions in the applicable license agreement and maintenance and support policies relating to the products in this quote shall apply. If this quote includes the purchase of Services Credits for a Progress product, then such purchase will be governed by the terms and conditions of the Progress Services Credits Agreement found here: <https://www.progress.com/legal/license-agreements/services-credits-agreement>. By accepting this quote, Customer acknowledges and agrees that any and all terms and conditions included in, or attached to, a purchase order and any other communication or advertising, whether written or oral, are superseded and replaced by the terms and conditions of said license agreement, maintenance and support policies and, if applicable, Progress Services Credits Agreement. If physical media is being shipped, shipping terms are FOB Origin.

Mark here [] if Customer does NOT require a PO. (if this is left blank a PO will be required from Customer before Progress can process the order)

Please fax your order to (781)658-2464

Customer: _____ Agreed by: Progress Software Corporation on behalf of itself and its affiliates and subsidiaries

Signature: _____ Signature: _____

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: June 27, 2023, Regular Board Meeting

TITLE OF AGENDA ITEM: Purchase of Vendor Services to Install, configure and build reporting system for data being migrated from Skyward.

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

The district will need a tool to retrieve the data is being migrated from Skyward. RB Services (If approved) will configure software, clean up data tables, build queries and reports for district end user to manipulate data from Skyward. Once we are off Skyward, we will not have access to their software which is used to access several features. This is a one-time fee.

FUND SOURCE: ESSER

AMOUNT: \$16,050.00

PREPARED BY: John Thomas *sth*

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

POTENTIAL CLIENT: GADSDEN COUNTY SCHOOLS

Statement of Work: Installation of ColdFusion 2021

1. **Project Overview:** The purpose of this Statement of Work (SOW) is to outline the tasks, deliverables, and timelines for the installation of ColdFusion 2021. The installation process will be carried out by **RB Information Systems** for **Gadsden County School Board**.
2. **Project Objectives:** The primary objectives of this project are as follows:
 - Install ColdFusion 2021 on the designated server.
 - Ensure a successful installation and configuration of ColdFusion.
 - Verify the functionality and performance of the ColdFusion installation.
 - Provide documentation and knowledge transfer to the client's team.
3. **Project Scope:** The scope of work for this project includes the following:
 - Reviewing the system requirements and compatibility for ColdFusion 2021.
 - Preparing the server environment for the installation, including necessary software and configurations.
 - Installing ColdFusion 2021 on the designated server.
 - Configuring ColdFusion settings based on the client's requirements.
 - Verifying the functionality of the ColdFusion installation through testing and troubleshooting.
 - Providing documentation on the installation process, configuration settings, and troubleshooting steps.
 - Conducting knowledge transfer sessions with the client's team to ensure proper understanding and management of the installed ColdFusion environment.
4. **Deliverables:** The following deliverables will be provided upon completion of the project:
 - Successfully installed and configured ColdFusion 2021.
 - Documentation outlining the installation process, configuration settings, and troubleshooting steps.
 - Knowledge transfer sessions conducted with the client's team.
 - Test reports and verification documentation.
5. **Project Timeline and Pricing:** The estimated timeline for completing the installation of ColdFusion 2021 is as follows at a **200.00 hourly rate**:
 - Week 1: Review system requirements and prepare the server environment.
 - Week 2: Install ColdFusion 2021 and perform initial configuration.
 - Week 2: Conduct testing and troubleshooting to ensure proper functionality.
 - Week 2: Documentation preparation, knowledge transfer sessions, and finalization of project deliverables.



POTENTIAL CLIENT: GADSDEN COUNTY SCHOOLS

Pricing chart based on a two-week timeline with an hourly rate of \$175.00:

Task	Hours	Total Cost
Project Planning and Coordination	10	\$1,750
System Requirements Review	4	\$700
ColdFusion 2021 Installation	8	\$1,400
Configuration and Settings	10	\$1,750
Testing and Validation	6	\$1,050
Documentation and Knowledge Transfer	4	\$700
Additional Meetings and Communication	8	\$1,400
Subtotal	-	\$8,350

6. **Assumptions:** The successful installation of ColdFusion 2021 is dependent on the following assumptions:
 - o The designated server meets the system requirements specified by Adobe for ColdFusion 2021.
 - o The necessary access and permissions are provided to RB INFORMATION SYSTEMS, INC. for carrying out the installation and configuration.
 - o Any required third-party software or components, not explicitly mentioned in this SOW, will be provided by the client.
7. **Project Team and Responsibilities:** The project team from RB INFORMATION SYSTEMS, INC. will consist of the following members:
 - o Project Manager: Responsible for overall project coordination, communication, and deliverable management.
 - o System Administrator: Responsible for server environment setup, installation, configuration, and testing.
 - o Technical Documentation Specialist: Responsible for documenting the installation process, configuration settings, and troubleshooting steps.
 - o Knowledge Transfer Specialist: Responsible for conducting knowledge transfer sessions with the client's team.
8. **Project Dependencies:** The successful completion of this project is dependent on the following:
 - o Timely provision of server access and necessary permissions.
 - o Availability of the client's team for knowledge transfer sessions.



RB INFORMATION SYSTEMS
CEO – RANDY BUSH
850 S GADSDEN STREET SUITE 518
TALLAHASSEE, FL 32301



POTENTIAL CLIENT: GADSDEN COUNTY SCHOOLS

- Cooperation and prompt feedback from the client during the installation and testing phases.
- 9. **Project Acceptance Criteria:** The project will be considered successfully completed when:
 - ColdFusion 2021 is installed and functioning correctly on the designated server.
 - The client's team is satisfied with the knowledge transfer sessions and documentation provided.
 - The project deliverables are accepted by the client.

This Statement of Work is agreed upon by both parties involved and serves as a guiding document



POTENTIAL CLIENT: GADSDEN COUNTY SCHOOLS

Statement of Work: Install SQL Server and Restore Database from Backup

1. **Objective:** The objective of this Statement of Work (SOW) is to outline the scope, tasks, and deliverables related to the installation of SQL Server and the restoration of a database from a backup for GADSDEN COUNTY SCHOOLS.
2. **Scope of Work:**
 - 2.1. SQL Server Installation:
 - Install the specified version and edition of SQL Server on the designated server or servers.
 - Configure the SQL Server instance according to the client's requirements, including authentication mode (Windows Authentication or Mixed Mode) and other relevant settings.
 - Validate the successful installation and functionality of SQL Server.

2.2. Backup Restoration:

- Identify the backup file provided by the client or retrieve it from the designated location.
- Restore the specified database from the backup file to the SQL Server instance.
- Ensure the database is restored with the appropriate settings, including file paths, recovery options, and other relevant configurations.
- Verify the successful restoration of the database and its availability for use.

3. Deliverables: 3.1. Installation Documentation:

- Provide detailed documentation outlining the SQL Server installation process, including the chosen configuration options and any customizations made.
- Include any specific instructions or considerations relevant to the client's environment.

3.2. Backup Restoration Documentation:

- Document the steps taken to restore the database from the backup, including any adjustments or modifications made during the process.
- Specify the backup file used, the database name, and any relevant settings configured during the restoration.

3.3. Validation Report:



POTENTIAL CLIENT: GADSDEN COUNTY SCHOOLS

- Prepare a validation report detailing the successful installation of SQL Server and the restoration of the database.
 - Include the results of validation tests performed to ensure the functionality and availability of the restored database.
4. Assumptions: 4.1. The client will provide the necessary SQL Server installation media or access to download it from the official Microsoft website. 4.2. The client will provide the backup file or ensure its availability in the designated location. 4.3. The client will provide the necessary server infrastructure and credentials to perform the installation and restoration tasks. 4.4. The client will communicate any specific requirements or configurations desired for the SQL Server installation and database restoration.
 5. Timeline: The estimated timeline for completing the installation of SQL Server and restoring the database is 2-week duration. The actual timeline may vary based on factors such as server readiness, availability of resources, and any unforeseen issues encountered during the process.

Price and timeline table based on a \$175.00 hourly bill rate.

Task	Hours	Total Cost	Timeline
Project Planning and Coordination	10	\$1,750	1 week
System Requirements Review	4	\$700	1 week
SQL Server Installation	6	\$1,050	1 week
Configuration and Settings	8	\$1,400	1 week
Database Restoration	8	\$1,400	1 week
Testing and Validation	4	\$700	1 week
Documentation and Knowledge Transfer	4	\$700	1 week
Subtotal	-	\$7,700	-

6. Responsibilities: 6.1. RB INFORMATION SYSTEMS, INC.:
 - Provide qualified personnel with expertise in SQL Server installation and database restoration.
 - Execute the installation and restoration tasks according to industry best practices.



RB INFORMATION SYSTEMS
CEO – RANDY BUSH
850 S GADSDEN STREET SUITE 518
TALLAHASSEE, FL 32301



POTENTIAL CLIENT: GADSDEN COUNTY SCHOOLS

- Deliver the specified documentation and validation report within the agreed-upon timeframe.

RB INFORMATION SYSTEMS, INC.

Authorized Signature: _____ Printed Name: _____
Date: _____

GADSDEN COUNTY SCHOOLS:

Authorized Signature: _____ Printed Name: _____
Date: _____



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: June 27, 2023

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

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

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

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Assistant Superintendent for Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 12

CHAIRMAN'S SIGNATURE: page(s) numbered 12

REVIEWED BY:  _____

**AGREEMENT BETWEEN
THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, CAPITAL
HEALTH PLAN, INC., WORLD CLASS SCHOOLS OF LEON COUNTY, INC.,
and TITUS SPORTS ACADEMY, L.L.C**

This Agreement is entered into this _____ day of _____, 2023, by and between the School Board of Gadsden County, Florida; Capital Health Plan, Inc., a Florida Corporation, not for profit; World Class Schools of Leon County, Inc., a Florida Corporation, not for profit, and a unit of the Greater Tallahassee Chamber of Commerce; and Titus Sports Academy, LLC. The School Board of Gadsden County, Florida, Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, LLC are collectively referred to as “the Parties.” The term “Party” shall be the singular of “Parties.”

Recitals

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

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

WHEREAS, World Class Schools of Leon County, Inc., is a Florida Corporation, not for profit, and a unit of the Greater Tallahassee Chamber of Commerce (“WCS”), created to involve business and civic leaders in the attainment of the highest levels of academic achievement in the District; and

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

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

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

WHEREAS, the *CHP Champions* program is designed to help participants improve their health, fitness, and self-confidence through physical activity and

play for 45 minutes twice weekly, and additionally focuses on self esteem building through mastery of physical skills and positive coaching techniques; and

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

WHEREAS, the Parties desire to enter into a contractual relationship reflecting the Parties’ respective responsibilities regarding the implementation and operation of the *CHP Champions* program in the District for the 2023-2024 school year which starts July 1, 2023 and ends June 30, 2024, which start and end dates for implementation of the program are to be agreed upon by Titus and WCS, after consultation with SBGC.

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

1. **Purpose**

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

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

2. **SBGC Rights and Responsibilities**

2.1 SBGC will permit Titus to use its school sites as the location for the provision of the *CHP Champions* program, provided that Titus adheres to all applicable state statutes, state rules and board policies regarding the use of school facilities.

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

2.3 SBGC will maintain a copy of each executed release obtained by Titus for each District student enrolled in the *CHP Champions* program.

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

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

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

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

3. **CHP Responsibilities.**

3.1 CHP shall provide funds to WCS for the implementation of the *CHP Champions* program in accordance with the approved budget and including an administration fee of \$27,000 payable from CHP to WCS at the rate of \$2,250 per month. CHP will work in coordination with WCS and Titus in developing and maintaining an annual budget for the program. Any changes to the budget after approval must be

agreed upon in writing by CHP, Titus and WCS.

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

4. **WCS Responsibilities.**

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

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

insurance company documenting proof of annual payment) for the current policy period;

- g. Ensuring that Titus maintain workers compensation/employers liability insurance, as set forth in section 5.9 of this Agreement, and that Titus provides the following proof of insurance coverage to WCS and SBGC: 1) a copy of the current certificate of insurance with SBGC listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment) for the current policy period; Ties to maturity date of policy Titus agrees that SBGC personnel paid by Titus through the official Titus payroll system to assist with the CHP Champions program, whether hourly, salaried or by stipend are considered Titus employees for any duties required to perform the above referenced assistance. Therefore, incidents arising from these duties that might constitute grounds for a Worker's Compensation claim would be covered under the Worker's Compensation policy provided by Titus and referenced in section 5.9. pursuant to employees acting within scope, responsibility and duty of employment.

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

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

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

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

5. **Titus Responsibilities.**

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

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

5.3 Titus shall develop and enforce the program standards, inclusive of assurance that each on-site coach representing Titus is meeting its minimum requirements as described in the attachment entitled "Requirements and Expectations for Champions Coaches."

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

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

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

5.6 Titus shall ensure that all employees, contractors or assignees submit to Sexual Predator and Level II background checks in accordance with state law and Gadsden County School Board Policies. Documentation of clearance will be provided to the Gadsden County School Board's Human Resource Department prior to the start of services.

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

5.8 Titus shall maintain during the term of this Agreement, and any and all subsequent terms, Commercial General Liability insurance covering Titus and the *CHP Champions* program for bodily injury, personal injury, and property

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

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

Agreement, as set forth in section 10.2 of this Agreement. Titus shall provide written notice to WCS and SBGC within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim.

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

6. **Compensation.**

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

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

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

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

8. **Protection of Student Information.**

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

9. **Term of the Agreement.**

This Agreement shall commence on the date signed ("Effective Date") and shall end on June 30, 2024, unless earlier terminated pursuant to paragraph 10. This Agreement may be extended or renewed, upon written approval of the parties.

10. **Termination of Agreement.**

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

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

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

11. **Indemnification.**

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

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

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

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

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

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

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

12. **Other Terms and Conditions.**

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

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

12.3 **Assignment.** Titus may assign its rights and delegate its duties pursuant to this Agreement to any wholly owned subsidiaries of Titus that it deems necessary in order to implement and operate the *CHP Champions* program.

12.4 **Controlling Law.** The construction, interpretation, and performance of this Agreement and all transactions under it shall be governed by the laws of the State of Florida and the parties expressly submit to its jurisdiction.

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

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

IN WITNESS WHEREOF, the Parties have entered into this Agreement as of the date referenced above.

**School Board of Gadsden County,
Florida**

**School Board of Gadsden County,
Florida**

By: _____

By: _____

Elijah Key

Leroy McMillan

Its: Superintendent

Its: School Board Chair

**World Class Schools, Inc., Greater
Tallahassee Chamber of
Commerce**

Titus Sports Academy, LLC

By: _____

By: _____

Sue Dick

Adam Faurot

Its: President

Its: President

Capital Health Plan

By: _____

John Hogan

Its: President

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: June 27, 2023

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

DIVISION: K12 Education

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

PURPOSE AND SUMMARY OF ITEM:

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

FUND SOURCE: FEFP

AMOUNT: Undetermined – based upon enrollment

PREPARED BY: Carolyn Francis *CF*

POSITION: Virtual School Administrator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered 4

CHAIRMAN’S SIGNATURE: page(s) numbered 4

REVIEWED BY: *[Signature]*

Panhandle Area Educational Consortium Contract Agreement

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

The contract will commence July 1, 2023 and will continue until June 30, 2024. Brenda Crouch will direct the activities of the contract.

The Contractee agrees to compensate Contractor for the amount Outlined in Attachment A depending on curriculum provider and chosen implementation. The payment schedule will be based on invoices and up to four times per fiscal year. The invoice should be signed by the contractor, reference the PAEC contract number, as shown above, include appropriate supporting documentation, and should be forwarded to the Contractee at its address set forth above.

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

The services provided through this contract are stipulated as follows:

The Contractor, Panhandle Area Educational Consortium will:

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

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

1. Establish a district MIS Virtual Education contact.
2. Establish a district Instructional Virtual Education contact.
3. Establish and maintain the school/reporting designations determined by the FLDOE to report students participating in My Virtual Classroom courses in programs such as 7001,7004, and 7006.
4. Approve virtual course requests for students as deemed appropriate.
5. Monitor student progress in virtual courses.
7. Notify Contractor anytime student enrollment information changes, such as withdrawal, transfer, etc.
8. Communicate information about all state-required assessments to virtual students including scheduling and testing location information.
9. Districts will assume responsibility for ordering and administering AP exams and will pay costs associated with AP exams.
10. Provide IEP, 504 Plan, and/or LEP Plan information for district students upon request except for students registered with the district as Home Education for which the parent assumes that responsibility. The district acknowledges that virtual learning programs are not appropriate for all students, and it is the district's responsibility to provide any required services to support and accommodate students with special needs.
11. Identify district contact(s) for emergencies related to student mental health and provide 24-hour contact information that may be shared by PAEC with virtual instructors.
12. Report FTE and all other DOE survey information to the state.
13. Select the appropriate provider option for K-12 students based on their academic needs.
14. Make timely payment of PAEC invoices per the fees noted in this contract.

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

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

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

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

287.058 -

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

287.0582 -

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

216.347 -

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

215.422 -

Agencies have 5 working days to inspect and approve goods and services, unless bid specifications or the P.O. specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not

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

1012.465-

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

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

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

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

Contractee

Contractor

 Leory McMillian, Chairman
 The School Board of Gadsden County, Florida

 Herbert J. Taylor, Chairman
 Washington County School Board, Florida
 Panhandle Area Educational Consortium

 Date

 Date

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

 John T. Selover, Executive Director
 Panhandle Area Educational Consortium

 Date

 Date

59-6000615
 Federal ID#

59-6000898
 Federal ID #

WCSB Date: June 12, 2023

24-019



My Virtual Classroom Attachment A: Fee Structure 2023-2024



My Virtual Classroom will invoice the Contractee up to four times per year. The Contractee assumes responsibility for the student completion or withdrawal fee upon verification of a course enrollment or when My Virtual Classroom personnel are directed to verify a student enrollment (via email or phone).

Fees listed below include a PAEC-contracted and certified instructor.

FLVS Franchise @ PAEC for Grades K-12	Price
Single Course Segment Completion	\$275.00
Withdrawal Fee for students withdrawn after the 28-day grace period or have completed 20% or more of the course segment at the time of withdrawal.	\$75.00
AP Single Course Segment Completion	\$300.00
AP Withdrawal Fee for students who are withdrawn after the 28-day grace period or have completed 20% or more of the course segment at the time of withdrawal.	\$75.00
APEX Learning for Grades 9-12	Price
Single Enrollment Subscription to courses for access through June 30, 2024 PLUS Instructor/Administration Fee per successful course segment completion.	\$50.00 \$200.00
Single Tutorial Subscription provides access through June 30, 2023.	\$40.00
Single AP Exam Review Subscription provides access through June 30, 2023	\$40.00
eDynamic Learning for Grades 6-12	Price
Single Course Segment Completion	\$275.00
Withdrawal Fee for students who are withdrawn after the 28-day grace period or have completed 20% or more of the course at the time of withdrawal.	\$75.00
Stride K12 Florida for Grades 6-12	Price
Single Course Segment Completion	\$275.00
Withdrawal Fee for students who are withdrawn after the 14-day grace period.	\$75.00
Cost of Course Materials – District will pay cost of materials Material costs are refunded 100% if the student is withdrawn per district request within 10 days of order placement, or 50% if the student is withdrawn between the 11 th and 30 th day. There is no refund or credit on materials for withdrawals occurring after 30 days. The district will resume the responsibility for returning the materials.	TBD – Based on Course

GADSDEN COUNTY
PUBLIC SCHOOLS
VIRTUAL INSTRUCTION
PROGRAM

*Guidelines and
Procedures*

2023-2024

Gadsden County's Virtual Education

Gadsden County's Virtual Instruction Program (GC-VIP) is open to all eligible students within the district. GC-VIP is an innovative educational experience that takes place in an interactive learning environment created through technology. The Gadsden County Public School (GCPS) district remains steadfast to a commitment of excellence. Subsequently, GCPS holds all stakeholders in all settings—traditional and/or non-conventional—to the same standards established in following vision and belief statements:

VISION STATEMENT

The Gadsden School District embraces systems of excellence to prepare ALL students to live and successfully compete in a global society.

MISSION STATEMENT

The district mission is to collaborate with and engage all stakeholders in providing safe, caring, rigorous and engaging environments in which students can learn and succeed.

BELIEF STATEMENTS

The Gadsden County School District believes that . . .

- All students can and will learn when instruction is engaging, rigorous, differentiated and individualized.
- Everyone must contribute to and be held accountable for student achievement.
- Each child is important and unique.
- Understanding and respecting *diversity* enriches students' lives.
- Every student has a right to a high quality education.
- Education is a shared responsibility of the student, parents, educators, and the community.
- Engaged families combined with highly effective teachers and school leaders are essential to a successful school.
- A well-trained professional teacher is the most important resource in a child-centered classroom.
- High-quality customer service is a necessary component of high-quality education.
- Everyone must be held to the highest ethical standards to achieve excellence.
- Everyone has the right to feel physically and emotionally safe at school.
- A highly effective support staff is an integral and essential component of the school district.

Gadsden County's Virtual Instruction Program

Guidelines and Procedures

Enrollment

Criteria for Eligibility (see Appendix A)

Florida Statute 1002.455 Student eligibility for K-12 virtual instruction

All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs;
- Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state;
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state;
- Florida Virtual School instructional services.

Methods to Enroll

Students may apply to for participation in the GC-VIP through using one of the following methods:

- 1) Parents/Guardians may obtain and submit an application or request to the district's Parent and Community Involvement Office at (850) 627-9651 x 1252;
or
- 2) Applications may be submitted online via a web-based application on the district's homepage.

Three enrollment periods will be offered throughout the academic year. Though the specific dates for the periods vary based on the start dates of the school year, the enrollment will be at least 90 days in duration and conclude 30 days prior to the first day of school/term per F.S. 1002.455.

Application Process

1. Application/Letter of Intent submission by Parents/Guardians (see Appendix B).
2. Letters of eligibility or ineligibility distributed.
3. Parents/Guardians must submit registration packets and participate in an online education orientation (see Appendix C).
4. Students are enrolled.

Gadsden County's Virtual Education Team (VET)

Coordinators

The primary points of contact and overseers of GC-VIP are the Instructional Media and Technology Department and a designee from the Federal Program Office with Curriculum experience. In addition to the district level points of contact, each school offering on-line courses will be required to designate at least one site-based support person with curriculum experience. In most cases, the site level point of contact will be the Assistant Principal for Curriculum (APC). However, in cases where there is no APC, a guidance counselor(s) or other teacher leader(s) will be assigned the task by the leader of the school.

Parent & Community Notification

Parents and members of the community will be notified of both the virtual education options and dates for open enrollment through use of the multiple marketing campaigns via varied modes of communication. The following highlights the major strategies that will be implemented to distribute information regarding GC-VIP:

GC-VIP Web-based portal

The GC-VIP web-based portal serves a clearinghouse of resources and tools offering information, forms, and registration materials will be readily accessible.

Telephone Announcements

GCPS will utilize the Skylert Communication system as a means to directly contact parents and families throughout the county. Skylert enables the district to disseminate critical, timely information regarding the GC-VIP to all stakeholders and the system enables the VET to accurately verify receipt of the information. Telephone announcements will include the dates of enrollment periods.

Media (Print & Audiovisual)

The district will make direct contact with parents and families through use of mailers, flyers, direct phone calls, and/or postcards marketing the GC-VIP as well as advising potential registrants of critical enrollment dates and criteria for eligibility. In addition, all schools shall be required to display posters and flyers related to virtual education.

Attendance Requirements & Recording

Compulsory Attendance Requirements

- All student enrolled in GC-VIP are mandated to adhere to the compulsory attendance requirements mandated by the state of Florida and prescribed by the GCPS Student Code of Conduct. Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board. A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students. A student is considered a "habitual truant" when he/she has 21 unexcused absences within 90 calendar days. Minors who fail to satisfy attendance requirements are ineligible for driving privileges (s. 322.091, F.S.)

Attendance Recording Expectations

All providers will be required to consistently record and maintain reports regarding student attendance, potential truancy issues, and/or chronic absenteeism so that early, proactive intervention measures can be assumed to support the student.

Attendance Audits

During each 9-week period of the school year, the VIP providers shall provide attendance documents and documentation as part of an attendance audit. This audit will require that all virtual education instructors provide a list of students that have missed a substantial amount of instruction time and/or have made little progress in terms of course completion. The student and his/her family will be asked to work with district and/or site level personnel, along with the support of the virtual educator, to develop an action plan resolve the issue(s).

Student Progression

The district's student progression plan (see Appendix D) establishes the procedures/requirements with regard to students progressing from one grade to another. Requirements related to student progression, including retention, promotion, and grade assignment, are the same for school district VIP students as they are for other students enrolled in the district.

Accessibility for All Students

Students with disabilities are not restricted from participation in the virtual program. Current Individual Education Plans (IEP) of student applicants who meet the entrance criteria will be evaluated on an individual basis in order to determine the appropriateness of the virtual education option. Parents must be part of the IEP review process. Per Florida Department of Education guidelines, district virtual schools are choice options and are not required to fundamentally alter their instructional programs to meet the needs of every student with a disability.

Quality Control

Contractual Agreements

Only VIP providers approved by the Florida Department of Education (FDOE) will be considered for contracts with the GCPS. All contractual agreements will clearly address the following provisions: a) student/teacher ratio, b) data quality requirements, c) security controls, and d) quality of instruction. (See Appendix H)

Programs Under Consideration for Adoption (Review Process)

The district's VET will conduct an annual review of all virtual offerings and make adjustments in course offerings, vendors/providers, and district-wide implementation framework as warranted. This process will be initiated the January prior to the implementation year. Through use of the provider qualifications outlined in the Florida Education Statute 1002.45(2)(3), the district will meticulously vet each potential vendor. Following the vetting process, a vendor will be selected and the contract negotiation process will begin. The district will use the contract template provided by the FLDOE as the model for all Virtual Education contractual agreements. Contracts should be finalized by late spring/early summer prior to the year of implementation.

Program Evaluation (Quality & Services)

The currently adopted Virtual Education program and processes will be evaluated semi-annually to ensure adherence to current statutory provisions and assess how well the program is working to meet the needs of the learning community. The program evaluation process, which will be spearheaded by the Virtual Education Team (VET), will consist of acquiring and analyzing both qualitative and quantitative data and correlating the data with the goals and objectives for the program as defined by the district's VET. While program evaluation will be systematic and on-going, it is imperative to note that a meticulous analysis will be conducted at the close of the academic year. (See Appendix E)

Background Checks & Screenings

Prior to the beginning of each semester, the district will acquire and analyze all documents and/or records related to background checks, security screenings, and licensing information for any individual that will be in contact with students. Personnel will not have access to students and/or student data until he/she has been cleared by the district's Human Resources office in accordance to F.S. 1012.32.

Materials & Resources

Within the first 20 days of each school term, the district will verify receipt of instructional materials and resources. Each family enrolled in Gadsden County's Virtual Education Program will be contacted directly and required to complete and submit the district's verification (See Appendix G) form through one of the following methods:

- Email
- Postal Mail, or
- online submission

State Requirements for Virtual Education

Each virtual instruction program under this section must:

- (a) Align virtual course curriculum and course content to the Next Generation Sunshine State Standards under F. S. 1003.41;
- (b) Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study;
- (c) Provide each student enrolled in the program with all the necessary instructional materials.
- (d) Provide each full-time student enrolled in the program who qualifies for 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:
 - a. 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
 - b. Internet services necessary for online delivery of instruction.
- (e) Not require tuition or student registration fees.

STUDENT ELIGIBILITY — A student may enroll in a virtual instruction program provided by the school district or by a virtual charter school operated in the district in which he or she resides if the student meets eligibility requirements for virtual instruction pursuant to F.S. 1002.455.

**For Additional Information Please See
The Gadsden County VIP Timeline/Action Plan
(See Appendix F)**

APPENDIX A
Virtual Instruction Program
Criteria and Eligibility Chart

CRITERIA VERIFICATION
<p>Students who enroll in some of the virtual options must meet at least one of the criteria specified in s.1002.455, F.S.</p> <p>(1) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. <u>1002.45(1)(b)</u>.</p> <p>(2) Full-time virtual charter school instruction authorized under s. <u>1002.33</u> to students within the school district or to students in other school districts throughout the state pursuant to s.<u>1002.31</u>.</p> <p>(3) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. <u>1003.498</u>.</p> <p>(4) Florida Virtual School instructional services authorized under s. <u>1002.37</u>.</p>
<p>Student eligibility is determined by either reviewing the student’s previous year enrollment history with the district or, for those students who have transferred from another district, using the Student Locator function available from the department. Specific instructions for using the Student Locator function are available by either contacting a district’s management information system staff or the department’s Office of Education Information and Accountability Services (ASKEIAS@fldoe.org).</p>
<p>Siblings are eligible if their brother or sister is currently enrolled in a full-time public virtual school and was also enrolled at the end of the previous year. Districts may use paperwork normally gathered at registration/enrollment, such as a birth certificate or adoption papers to determine sibling eligibility.</p>
<p>A review of transfer orders will satisfy the verification requirement for dependent children of members of the United States Armed Forces.</p>
<p>Section 1002.20 (18) (a), F.S., states students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities. In addition, section 1006.15 (5) (b), F.S., states “any organization or entity that regulates or governs extracurricular activities of public schools...shall not discriminate against any eligible student based on an educational choice of public, private, or home education.”</p>
<p style="text-align: center;">Mental Health Initial Registration Questions <i>Questionnaire available in English and Spanish</i></p> <p>Florida Statute Section 1006.07 as amended by SB7026 in the 2018 legislative session requires each student at the time of initial registration for school to respond to the following questions:</p> <ul style="list-style-type: none"> - Has your child been expelled from or is currently being considered for expulsion from his/her previous district of enrollment?

- Has your child had any arrests which have resulted in a charge?
- Has your child had any arrests which have resulted in juvenile justice actions?
- Has your child had any arrests which have resulted in pending juvenile justice actions?
- Has your child ever been referred for mental health services?
- Is your child currently receiving mental health services?
- Is your child currently under the supervision of a probation officer? If so, provide name and contact information.

APPENDIX B

The School Board of Gadsden County

ELIJAH KEY, JR.
SUPERINTENDENT OF SCHOOLS



35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
TEL: (850) 627-9651
FAX: (850) 627-2760

TO: Superintendent of Schools

RE: Notice of Intent to Establish and Maintain a Home Education or Virtual Instruction Program

This letter is to inform you of our intent to establish and maintain a home education program for our child(ren), according to Florida Statutes 1002.41.

Please Print

Child Name	Date of Birth	Current School/Grade Level <i>(Optional)</i>

Parent's Name *(please print)* _____

Home Address, City/Zip Code *(please print)* _____

Phone Number _____ Second Phone Number _____

Reason for Virtual Instruction or Home School Program *(Optional)*

Email: _____

Parent's Signature _____ Date _____

Mail, bring or fax to:

Superintendent of Schools
Gadsden County Schools
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351 FAX: 850-627-7594

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 32324
GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

Karema D. Dudley
DISTRICT NO. 5
QUINCY, FL 32353

APPENDIX C

The School Board of Gadsden County

ELIJAH KEY, JR.
SUPERINTENDENT OF SCHOOLS



35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
<http://www.gcps.k12.fl>

VIRTUAL INSTRUCTION REGISTRATION and ORIENTATION FORM

TO: Superintendent of Schools

RE: Registration and Parent Orientation for Home Education or Virtual Instruction Program

This letter is to inform you of our intent to provide registration materials to the district for virtual or home instruction; participate in an online orientation for the virtual instruction; and our commitment to maintain a quality virtual program for our child(ren), according to Florida Statutes 1002.41.

Parent's Name *(please print)* _____
 Home Address, City/Zip Code *(please print)* _____
 Phone Number _____ Second Phone Number _____
 Reason for Virtual Instruction *(Optional)* _____

Parent's Signature _____ Date _____

SEX: Female Male
 RACE: White/Non-Hispanic Black, Non Hispanic Asian/Pacific Islander American Indian or Alaska Native Multiracial/Other
 ARE YOU HISPANIC or LATINO: Yes No
Hispanic or Latino – A person of Cuban, Mexican, South or Central American, or other Spanish culture or origin regardless of race

Please Print

Child Name	Date of Birth	Current School/Grade Level (Optional)
Email:		

Required Attachment: Birth Certificate / Driver License

Mail to:
 Superintendent of Schools
 Gadsden County Schools
 35 Martin Luther King Jr. Blvd.
 Quincy, FL 32351
 FAX: 850-627-7594

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 32324
GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

Karema D. Dudley
DISTRICT NO. 5
QUINCY, FL 32353

APPENDIX D

Student Progression Plan

Available at: www.gadsschools.org

(type keywords 'student progression plan' into search box at top right of page)

Revised annually

APPENDIX E
Gadsden County’s Virtual Education Review Tool

Program Name: _____ Date of Review: _____

Submitted by:	Reviewed by:
Decision Recommended:	Decision Made:
Rationale:	Rationale:

Directions:

For each standard please review the relevant information or materials in the course and determine if the standard is not in place, is developing, is developed with inconsistent implementation and fidelity, or is developed and implemented with fidelity. Place a check mark in the appropriate location. Please use the following guidelines to make these determinations:

The Virtual Learning Program Rubric includes examples that convey one component of a fully met standard. These examples are meant to serve as a model for what the scale looks like in action and to assist you in your review; however, they are not exhaustive or mandatory for each standard.

A Virtual Learning Program Standard consists of all or a combination of certain characteristics, a process for implementation, a process for assessing the fidelity of implementation, and alignment or integration with other efforts.

Scale:

Fully Met – All characteristics of the standard are developed. A process to implement is in place. Implementation is done consistently and with fidelity across the system.

Partially Met – Characteristics of the standard are developed. A process to implement is developed. Implementation is not done consistently or with fidelity across the system.

Developing – Characteristics of the standard are being developed. A process to implement is being developed.

Beginning – There is little or no development of the standard and little or no implementation of the standard.

Please use the Evidence, Notes, Comments section to indicate why a particular score was given, to provide brief suggestions for improvement (if necessary), or to include a description of why something was particularly well done. It is strongly recommended that you explain how you scored standards with multiple variables (e.g., The course content comprehensively and rigorously addresses identified course objectives).

Gadsden County's Virtual Education Review Tool

1. Program Design: This domain reflects the Virtual Learning Program's mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 1.1: The Virtual Learning Program mission statement reflects the importance of virtual learning and is informed by K12 research and best practices	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is informed by K12 virtual learning research and/or practices.	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is not informed by K12 virtual learning research and/or practices.	A mission statement is being developed that reflects the importance of virtual learning. It is not informed by K12 virtual learning research and/or practices.	No mission statement has been developed.	
<i>Evidence, Notes, Comments</i>					
Standard 1.2: The Virtual Learning Program goals and objectives are clearly defined, specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program's mission. Goals and objectives are specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program's mission. Goals and objectives are not specific, measurable, achievable, results focused, or time bound.	Virtual learning goals and objectives are being developed that reflect the program's mission.	Virtual learning goals and objectives have not been developed.	
<i>Evidence, Notes, Comments</i>					
Standard 1.3: Consistent efforts are made to communicate the program mission, goals, and objectives to all stakeholders.	Information about the program mission, goals, and objectives is consistently communicated through the use of multiple methods. A plan exists and is being implemented to measure stakeholder understanding and to continuously improve communication efforts.	Information about the program mission, goals, and objectives has been communicated through the use of multiple methods. A plan has been developed for measuring stakeholder understanding.	Information about the program mission, goals, and objectives has been communicated through some other methods. No plan has been developed for measuring stakeholder understanding.	The Virtual Learning Program mission, goals, and objectives have not been communicated to stakeholders.	
<i>Evidence, Notes, Comments</i>					
Standard 1.4: The Virtual Learning Program goals encourage the development of strong working relationships with the broader community to support students' academic progress and social and emotional well-being.	The Virtual Learning Program has goals to engage the broader community in support of students' academic progress and social and emotional well-being. Partnerships have been developed, are active, and are continually assessed to ensure desired outcomes are achieved.	The Virtual Learning Program has goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being. These goals have been communicated to a variety of stakeholders.	The Virtual Learning Program is developing goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being.	The Virtual Learning Program goals do not reflect the need to develop working relationships with the broader community to support students' academic progress and emotional well-being.	
<i>Evidence, Notes, Comments</i>					
Standard 1.5: The Virtual Learning Program goals include developing strong working relationships with	The Virtual Learning Program includes goals to work with the broader community to continually increase access for all	The Virtual Learning Program includes goals to work with the broader	The Virtual Learning Program is developing goals to include the	The Virtual learning Program goals do not include working with the	

1. Program Design: This domain reflects the Virtual Learning Program's mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
the broader community to support access for all students.	students. It frequently measures access to ensure all students have equitable opportunities.	community to continually increase access for all students.	broader community to increase access for some students.	broader community to increase access for students.	
<i>Evidence, Notes, Comments</i>					

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 2.1: Virtual Learning Program curriculum is aligned to state/district standards and performance goals.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is a process to continually assess alignment across all standards and grades.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is no process to continually assess alignment across all standards and grades.	A plan is being developed to align the Virtual Learning Program curriculum to the state/district standards and performance goals.	Virtual learning Program curriculum is not aligned to state/district standards and is not mapped to performance goals.	
<i>Evidence, Notes, Comments</i>					
Standard 2.2: The implementation of the Virtual Learning Program curriculum is monitored for quality and fidelity.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is implemented with consistency and fidelity. There is a process for reflecting on and using feedback from monitoring for ongoing curriculum and instructional enhancement.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is being implemented but not consistently or with fidelity.	A plan is being developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	There is no plan developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	
<i>Evidence, Notes, Comments</i>					
Standard 2.3: Virtual Learning Program curriculum is organized (i.e., clear, coherent, and aligned vertically between grades and horizontally across subjects on the same grade level) and rigorous (i.e., embeds critical thinking, problem solving, analysis, integration, creativity, and collaboration and provides guidance for differentiation according to student abilities).	The Virtual Learning Program curriculum has a detailed plan, has clear conceptual organization, and adheres to standards, which provide for deeper learning opportunities that challenge and engage students.	The Virtual Learning Program curriculum shows evidence of planning and has clear conceptual organization. However, it does not adhere to standards and/or lacks in deeper learning opportunities.	A plan is in place to strengthen both the organization and rigor of the Virtual Learning Program curriculum.	The Virtual learning Program curriculum is neither organized nor rigorous.	
<i>Evidence, Notes, Comments</i>					
Standard 2.4: Virtual Learning Program curriculum and assessments are competency based (i.e., students progress as they demonstrate mastery).	Virtual learning Program curriculum is aligned to a competency-based learning approach and includes competency-based assessments that allow students to demonstrate mastery.	Virtual Learning Program curriculum is aligned to a competency-based learning approach but does not include competency-based assessments that allow students to demonstrate mastery.	There is a process in place to ensure the Virtual Learning Program curriculum and assessments are aligned to a competency-based learning approach.	Virtual learning Program curriculum and assessments are not aligned to a competency-based learning approach.	
<i>Evidence, Notes, Comments</i>					

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 2.5: Virtual Learning Program instruction reflects pedagogical preparation (i.e., coursework and/or training/practice designed to prepare instructors) toward college and career readiness.	The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards, and the instruction is being implemented with consistency and fidelity.	The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards. The instruction is not being implemented with consistency or fidelity.	There is a plan to ensure the design and implementation of the Virtual Learning Program instruction incorporates and models current college and career readiness standards.	The design and implementation of the Virtual learning Program instruction does not incorporate or model current college and career readiness standards.	
<i>Evidence, Notes, Comments</i>					
Standard 2.6: Virtual Learning Program curriculum includes objectives that require interactive collaboration between students to students and students to teachers.	The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers and is being implemented consistently with fidelity.	The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers. It is not being implemented consistently or with fidelity.	A plan is being developed to ensure the curriculum consistently reflects objectives that require high levels of interactive collaboration between students to students and students to teachers.	The curriculum does not include objectives that require high levels of interactive collaboration between students to students and students to teachers.	
<i>Evidence, Notes, Comments</i>					
Standard 2.7: The Virtual Learning Program reflects instructional methods that support personalized learning (i.e., learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students).	Virtual Learning Program instructional methods support personalized learning for all students and are being implemented with fidelity.	Virtual learning Program instructional methods support personalized learning for all students but are not being implemented with fidelity.	Virtual Learning Program instructional methods are being developed to support personalized learning for all students.	The Virtual Learning Program does not reflect instructional methods that support personalized learning for all students.	
<i>Evidence, Notes, Comments</i>					

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 3.1: The Virtual Learning Program has all the educational materials needed to be successful in a virtual learning environment.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to all essential stakeholders.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to most, but not all, essential stakeholders. Plans are developed to reach full accessibility for all essential stakeholders.	All materials needed to be successful in a virtual environment are in the process of being acquired. Plans to make these materials available to all essential stakeholders are being developed.	Materials needed to be successful in a virtual environment are being identified and acquired. No plan has been developed to make these materials available to all essential stakeholders.	
<i>Evidence, Notes, Comments</i>					
Standard 3.2: The Virtual Learning Program provides opportunities for training regarding program methodologies and the proper use of the learning management system.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training consistently.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training, but not consistently.	A plan is being developed to train stakeholders regarding Virtual Learning Program methodologies and the proper use of the learning management system.	The Virtual Learning Program has little to no evidence of access to training for stakeholders regarding program methodologies and the proper use of the learning management system.	
<i>Evidence, Notes, Comments</i>					
Standard 3.3: Staff and students have reliable access to resources and support for learning.	Staff and students have access with 90 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 80 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 50 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with less than 50 percent reliability to support hardware, software, and human resources for the Virtual Learning Program.	
<i>Evidence, Notes, Comments</i>					
Standard 3.4: The governance system (i.e., the distribution of power among levels of government and roles of various officials, administrators, teachers, parents, and students) provides stewardship and oversight of the Virtual Learning Program.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted with consistency and fidelity.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted but without consistency and fidelity.	There is a governance system being developed to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team are being developed.	There is no governance system to ensure the success and sustainability of the Virtual Learning Program.	
<i>Evidence, Notes, Comments</i>					

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 3.5: The governance system for the Virtual Learning Program has established an effective process for decision making and communication.	The governance system has clear and well-understood processes for decision making and communication. The processes are implemented with consistency.	The governance system has clear and well-understood processes for decision making and communication. The processes are implemented but without consistency.	The governance system is developing or clarifying processes for decision making and/or communication.	The governance system has no clear processes for decision making and/or communication.	
<i>Evidence, Notes, Comments</i>					
Standard 3.6: The governance system for the Virtual Learning Program includes a process to approve and update policies related to virtual learning.	A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is consistent, and revisions are made as needed.	A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is inconsistent.	A plan is being developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.	There is no plan developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.	
<i>Evidence, Notes, Comments</i>					
Standard 3.7: The governance system for the Virtual Learning Program addresses evaluation of instructional quality and program delivery using clear policies, measures, and procedures.	The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented with consistency and fidelity. Feedback is used to guide program and instructional enhancements.	The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented but without consistency and fidelity.	The governance system is developing an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.	The governance system has no evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.	
<i>Evidence, Notes, Comments</i>					
Standard 3.8: The Virtual Learning Program provides opportunities for educators to reflect on the implementation of the program, curriculum, instructional practices, and student results.	A mechanism has been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results. The reflection process is effective and informs changes as needed.	A mechanism has been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results. The reflection process requires enhancement (e.g., more frequency, more substance, greater participation).	A mechanism is being developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results.	A mechanism has not been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results.	
<i>Evidence, Notes, Comments</i>					
Standard 3.9: The Virtual Learning Program has staffing and supervision plans that define and	A plan has been developed to address staffing and supervision of the Virtual Learning Program. Staffing and supervision	A plan has been developed to address staffing and supervision of the Virtual Learning Program. There is no	A plan is being developed to address staffing and supervision of the Virtual Learning Program.	A plan has not been developed to address staffing and supervision of the Virtual Learning Program.	

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
<p>delineate roles and responsibilities among leaders, faculty, staff, and other stakeholders.</p>	<p>are consistently reviewed, and inefficiencies are mitigated as needed.</p>	<p>process for reviewing inefficiencies in staffing/supervision and/or mitigating these on an ongoing basis.</p>			
<p><i>Evidence, Notes, Comments</i></p>					
<p>Standard 3.10: The Virtual Learning Program has monitoring and evaluation plans in place to ensure that all essential stakeholders have the knowledge and skills to participate in and implement the program with fidelity.</p>	<p>A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented with consistency and fidelity.</p>	<p>A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented but not with consistency and fidelity.</p>	<p>A plan is being developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.</p>	<p>A plan has not been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.</p>	
<p><i>Evidence, Notes, Comments</i></p>					
<p>Standard 3.11: The governing system for the Virtual Learning Program includes essential stakeholders.</p>	<p>A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. All essential stakeholders are represented.</p>	<p>A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. Outreach and recruitment is ongoing to form this governing system. Not all essential stakeholders are yet represented.</p>	<p>A plan is being developed to form a governing system for the Virtual learning Program that includes essential stakeholders.</p>	<p>There is no governing system for the Virtual Learning Program that includes essential stakeholders.</p>	
<p><i>Evidence, Notes, Comments</i></p>					

APPENDIX F

Gadsden County's Virtual Instruction Procedural Plan

Task	Timeframe	Evidence, Artifacts, and/or Documentation	Persons Responsible
Development of the Gadsden County School's Virtual Education Team (VET).	Late Summer/Early Fall (prior to implementation)	<ul style="list-style-type: none"> - Team rosters - Sign in Sheets - Agenda, notes, and minutes from meetings 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Decision making regarding the option and/or framework to be used for Virtual Education for the upcoming school year. And, develop, collaboratively, a draft calendar for virtual instruction.	Late Summer/Early Fall (prior to implementation)	<ul style="list-style-type: none"> - Sign in sheets - Agendas, notes, and minutes from meetings - Calendar outlining enrollment dates as well as critical points within the year such as completion dates and deadlines for submitting grades to the district office - 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Launch the content review/vetting process for prospective Virtual Instruction Providers for the next school. Potential vendors will be selected from the FLDOE's list of approved providers.	January-March preceding the academic year of implementation Contracts must include: student-teacher ratios; data quality requirements; minimum required security controls, and provider compliance with contract terms or quality of instruction.	<ul style="list-style-type: none"> - Team rosters - Agendas, notes, and minutes from meetings - Rubrics and other paperwork associated with analyzing the curricula and quality of service 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Selection of program(s), acquisition of quotes and/or cost analyses, and drafting of contract(s).	March-May	<ul style="list-style-type: none"> - Cost Analyses - Budgets - Quotes - Contracts 	The Director of Media and a designee from the Deputy Superintendent's Office.
Submission of contract to the School Board for approval.	June of the summer prior to the year of implementation	<ul style="list-style-type: none"> - School Board approval (notes/minutes) 	Designee from the Deputy Superintendent's Office.
Development of advertisement in various formats and/or mediums to notify parents, families, and the community of the option of virtual education and open enrollment periods for Virtual Education.		<ul style="list-style-type: none"> - Gadsden County's Virtual Education Portal (web-based) - Post cards distributed to all students registered in GCPS (preK-12) - Flyers and postings to be displayed in every school's office and guidance department 	Media and Technology
Distribution of media both digital and print notifying parents, families, and community members of the Virtual School options and advising them of the open enrollment periods.	No later than March 1 st for Summer Open Enrollment No later than May 1 st for Fall Open Enrollment No later than October 1 st for Spring Open Enrollment	<ul style="list-style-type: none"> - Gadsden County's Virtual Education Portal (web-based) - Instant messages (via Lan, mobile, and email) through use of the district's home-to-school communication tool - Postal Receipts - Mailing Lists 	Media and Technology; site-based administrators and guidance counselors; designee from Deputy Superintendent's Office <i>NOTE: Skylert notification must be 90 days before the open enrollment date and must include the enrollment dates.</i>

Task	Timeframe	Evidence, Artifacts, and/or Documentation	Persons Responsible
	<i>(per F.S. 1004.25(1)(b) – 90 days before open enrollment dates)</i>	<ul style="list-style-type: none"> - Flyers and postings to be displayed in every school's office and guidance department 	
Initiate the enrollment process.	Varies based on enrollment period(s) – but it will be 90+ days ending 30 days prior to the first day of the school year (per Section 1002.45 F.S.)	<ul style="list-style-type: none"> - Enrollment documents - Course schedule 	Site-based guidance counselors and administrators for curriculum
Verify students' receipt of instructional materials, tools and equipment, including internet access.	Varies based on enrollment period. However, all verifications will be completed prior to the commencement of the first day of the course(s).	<ul style="list-style-type: none"> - Verification records from the VIP 	Designee from Deputy Superintendent's Office
Attendance Audits	Every 9 weeks	<ul style="list-style-type: none"> - Attendance records - Early Warning Systems (EWS) data 	Designee from Deputy Superintendent's Office Curriculum and Instruction
Program Evaluation	Ongoing A comprehensive summative analysis will take place at the close of each academic year.	<ul style="list-style-type: none"> - Sign in sheets - Agendas, minutes, notes, etc. - Evaluation analyses paperwork (See Appendix D) 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.

APPENDIX G
Gadsden County Public Schools Virtual Instruction Program
Acknowledgement/Verification of Materials Received

Parent/Guardian's Name	
Street Address	
City, State, and Zip Code	
Telephone Number	
Email Address	

I _____ (*Print Name-Parent/Guardian*), hereby acknowledge that I received all of the materials listed on the attached page and further acknowledge that the merchandise has been inspected and is without defect.

Virtual Providers Name (*Print*) _____

Parent/Guardian's Signature: _____

Student Name: _____

Date: _____

Important Note: *Please submit this document and copies of the packing slips to the Gadsden County School Board within ten (10) business days of delivery of the materials and resources. Thank you in advance for your cooperation and assistance.*

Ensure you have included the following documents:

- Packing Documents
- Acknowledgement/Verification Form Fully Completed

Please send the above documents via:

Postal Mail:

Gadsden County School Board
 Attention: Carolyn Francis
 35 Martin Luther King Jr. Blvd.
 Quincy, FL 32351

Fax:

(850) 627-3530

Or, email:

francisc@gcpsmail.com

APPENDIX H

AVERAGE STUDENT TEACHER RATIOS AND TEACHER LOADS

STRIDE/K12 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 65; grades K-3 part-time core courses (0.5 teacher) is 35; average teacher load for K-3 full time electives is 250, and K-3 part time (.5) electives is 125. For the grade level band of 4-8 the average teacher load is calculated taking into consideration the 4-5th grade average teacher load and the 6-8th grade average teacher load. The grades 4-5 average teacher load mirrors the grades K-3 average teacher load, and the grades 6-8 average teacher load mirrors the grades 9-12 average teacher load. As such, the average teacher load for grades 4-8 full-time core courses is 132; grades 4-8 part-time core courses (0.5 teacher) is 67; average teacher load for grades 4-8 full time electives load is 250, and grades 4-8 part time (.5) electives is 125. An average teacher load for grades 9-12 full time core courses is 200; grades 9-12 part-time core courses (0.5 teacher) is 100; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

Students in the online environment are not divided up into class periods, and as such student-teacher ratios in this environment are complex to calculate. Teachers most often work with students in a 1:1 ratio to review course content, provide individualized feedback or deliver instructional support. Teachers *may* also work in small groups with students in a 5:1 or 10:1 or 25:1 setting for support or direct instruction. Other interactions or class meetings can be up to 200:1 if the full class is invited to a synchronous session. The student teacher ratio is fluid based on the nature of the student-teacher interaction. Using the average teacher loads, and considering a typical brick and mortar school day of 6 periods for grades 6-12 and electives (with grades K-3 not divided into class periods), the average student-teacher ratios can be calculated as follows: grades K-3 full time core courses 65:1; grades K-3 part time core courses 35:1; grades K-3 full time electives 42:1; grades K-3 part time electives 21:1; grades 4-8 full time core 22:1; grades 4-8 part time core 11:1; grades 4-8 full time electives 42:1; grades 4-8 part time electives 21:1; grades 9-12 full time core 33:1; grades 9-12 part time core 17:1; grades 9-12 full time electives 42:1; and grades 9-12 part time electives 21:1.

Imagine Learning -Edgenuity commits to a student-teacher ratio consistent with the Florida Virtual School program, which is one teacher per 30 students for grades K-5, one teacher per 65 students for grades 6 – 8 and one teacher per 200 students for grades 9 – 12.

PAEC maintains the student teacher ratio average of all instructors for K-12 at 30:1 with no single teacher classroom exceeding 150 active students at any one time..

Data Quality Requirements/Reporting:

The Gadsden school district will monitor compliance with data requirements at the end of each semester. The dates are as follows:

First Semester Ends: December 22, 2023

Second Semester Ends: May 24, 2024

Minimum Required Security Controls:

Virtual Instructional Provider will implement, maintain, and use appropriate administrative, technical, or physical security measures to the full extent required by Title 20, Section 1232g, United State Code, The Family Educational Right and Privacy Act (FERPA), in order to maintain the confidentiality of student/education records. All providers has secured clearinghouses that is password protected and allows the VIP district Liaison to retrieve confidential information anytime needed.

Provider compliance with contract terms or quality of instruction:

A VIP district Liaison acts for the district in all matters pertaining to their contract, including but not limited to monitoring compliance with contract terms and quality of virtual instruction pursuant to State and Client policy, and to accept and approve all deliverables and invoices.

Accepts standard publications of the Virtual Instructional Provider for all compliance and documentation purposes (i.e., **program guide for information and data about the curriculum, student handbook for school policies and procedures and hours of personnel availability, state reporting for certification status and physical location of personnel, monthly school report for student-teacher ratios, teacher load limits, state data submissions and state report cards for completion, promotion, and other accountability outcomes**). *The following are links to VIP Provider's Disclosure Website:*

Florida Virtual School (<https://www.flvs.net/>)
Stride / K-12 Education (<http://www.k12.com/>)
PAEC FLVS Franchise (<http://my.paec.org/>)
Imagine Learning-Edgenuity (www.edgenuity.com)

IN WITNESS WHEREOF, the Gadsden County School Board have APPROVED the 2023 – 2024 Gadsden County Public Schools Virtual Instruction Program (VIP) Guidelines and Procedures Manual as of the last written date below:

Mr. Elijah Key, Jr. Superintendent of Schools

Date: _____

Mr. Leroy McMillan, School Board Chairperson

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8i

DATE OF SCHOOL BOARD MEETING: June 27, 2023

TITLE OF AGENDA ITEM: K12 Florida LLC Virtual School Agreement

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

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

FUND SOURCE: FEFP

AMOUNT: Undetermined – based upon enrollment

PREPARED BY: Carolyn Francis 

POSITION: District Virtual School Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1

CHAIRMAN'S SIGNATURE: page(s) numbered 1

REVIEWED BY:  _____



This Online Educational Products and Services Order (this "Order"), dated as of 7/1/2023 (the "Order Effective Date"), is between Gadsden County School District, 35 Martin Luther King Jr Blvd, Quincy, FL 32351 ("Customer") and K12 Florida LLC (K12) ("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:** 7/1/2023 through 6/30/2024 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	K12 6-12 Semester Course License (Content, Hosting)	License for a single student to a K12 6-12 semester course from the Premier catalog. Includes content and hosting. Physical materials ordered separately.	\$170.00	As Ordered
As Ordered	K12 K-5 Annual Course License (Content, Hosting, Materials)	License for a single student to a K12 K-5 annual course. Includes content, hosting and materials.	\$340.00	As Ordered
As Ordered	Student Laptop Computer	Laptop computers for students.	\$725.00	As Ordered
As Ordered	FL VIP 6-12 Semester Course	VIP single semester course with K12 teacher. Includes content, hosting, instruction and materials.	\$370.00	As Ordered
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.	\$4,295.00	As Ordered
As Ordered	FL VIP k-5 Annual Course	VIP single annual course with K12 teacher. Includes content, hosting, instruction and materials.	\$590.00	As Ordered
As Ordered	K12 K-12 Physical Course Materials	Leased K12 student physical materials for one student enrolled in one course	\$0.00	As Ordered

Qty	Product	Product Description	Unit Price	Total Price
As Ordered	Enrollment Services with School Placement	Access to K12's proprietary enrollment Parent Portal system via a URL unique to the school, dedicated landing page with lead form to capture school-specific leads, and dedicated toll-free number to the K12 enrollment center for school-specific inbound inquiries. Enrollment operations including monitoring and reporting, and consultation and enrollment guidance from K12 enrollment center agents for interested families. Placement of school on K12 School Finder application. Fee is calculated per enrolled student as counted on October 1 of each school year during the Period. A student is deemed enrolled if the student is approved by K12 or Customer as an enrollment in the K12 enrollment system.	\$0.00	As Ordered

4. Description of Educational Products.

K12 Single Course License

The K12 Single Course License includes two components: (1) Courses content with hosting service, and (2) Materials for K-5 courses. Instructional text or e-books, supplies and teaching tools (collectively, "Materials") for K-5 students. Materials for Customer's teachers, Middle School and High School students are ordered separately. A complete list of required Materials may be accessed at <http://www.getfueled.com/required-materials>. FuelEd will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. FuelEd Materials are intended solely for the use of the teachers and the students enrolled in FuelEd courses to whom FuelEd 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 FuelEd with reasonable assistance in obtaining durable Materials from students and their parents.

FuelEd Full-Time Comprehensive Program:

The FuelEd Full-Time Comprehensive Program includes three components: (1) Courses content with hosting service, (2) Materials (for K-8 courses), and (3) a suite of learning tools tailored to Client's needs. Instructional text or e-books, supplies and teaching tools (collectively, Materials) for K-8 students. Materials for Customers teachers and High School students are ordered separately. A complete list of required materials may be accessed at [Http://www.getfueled.com/required-materials](http://www.getfueled.com/required-materials). FuelEd will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. FuelEd Materials are intended solely for the use of the teachers and the students enrolled in FuelEd courses to whom FuelEd 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 FuelEd with reasonable assistance in obtaining durable Materials from students and their parents.

K12 and FuelEd Online Courses

Each K12 or FuelEd course includes content as described in the course catalog. K12 or FuelEd may from time to time, in its sole discretion, deliver or otherwise make available to 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://www.fueleducation.com/materials>.

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://www.fueleducation.com/materials>. FuelEd 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. FuelEd Materials are intended solely for the use of the teachers and the students enrolled in FuelEd courses to whom FuelEd 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 FuelEd with reasonable assistance in obtaining durable Materials from students and their parents.

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.

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 FuelEd 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 FuelEd obtains with respect to leads generated including contact information shall be owned by FuelEd and its affiliates.

6. Billing Terms.

Customer shall be invoiced for the Educational Products and Services ordered hereunder in accordance with the Terms unless otherwise specified on this Order. Customer shall be invoiced monthly and all invoices shall be payable Net 30 days from Customers receipt of invoice. Notwithstanding the foregoing, Customer will be invoiced for all Enterprise, Site or Enrolled User, ELL, and Portable online course licenses promptly the following order and there is no refund or credit for those licenses.

FL VIP Full-Time 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 invoiced upon shipment.

Materials Refund Policy:

Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days. No other refunds, credits or cancellations are allowed.

K12 Single Course License:

FuelEd will invoice the Customer for the courses as enrolled equally over ten (10) months for grades K-5 annual courses and over five (5) months for grades 6-12 semester courses. Fees will not be charged for a student for any month following notice to FueEd of the student's withdrawal from the course. All payments are due within thirty (30) days of the Customer's receipt of the invoice.

K12 Instruction:

FuelEd will invoice the Customer for instructional services as enrolled equally over ten (10) months for grades K-5 annual courses and over five (5) months for grades 6-12 semester courses. Fees will not be charged for a student for any month following notice to FueEd of the student's withdrawal from the course. All payments are due within thirty (30) days of the Customer's receipt of the invoice.

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 Next Generation Sunshine State 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 data to the provider performance projections identified in the Contract." 	<p>K12 has provided a detailed curriculum plan in compliance with this requirement in the K12 Florida LLC Disclosure Requirements attached hereto as <u>Exhibit C</u>.</p> <p>K12 agrees to implement this plan in accordance with the requirements of the Florida VIP program.</p> <p>K12 agrees to provide Customer will a consolidated annual accountability report.</p>	§ 1002.45 (4)(a) F. S.

Graduation Plan	"Provide a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282 if the contract is for the provision of a full-time virtual instruction program to students in grades 9 through 12."	K12 provides a percentage grade to the Customer and the customer can use these percentage grades within their own system. K12 does not assign letter grades. Customer's school board can use such information to determine if a student has met such requirements, in accordance with Florida law and Customer's School Board's policies.	§ 1002.45 (4)(b) F. S.
Conflict Resolution	"Specify a method for resolving conflicts among the parties."	DISPUTE RESOLUTION: The parties agree that they will use their best efforts to settle any and all disputes arising out of, under or in connection with this Agreement, including without limitation the validity, interpretation, performance and breach hereof, prior to initiating any legal proceeding, whether judicial or administrative in nature. The efforts shall be primarily between the Executive Vice President of Operations for K12 and the Superintendent of the Customer or their respective designees. The laws of the State of Florida, without regard to its conflict of laws provisions, will govern all disputes arising out of or related to this Agreement, including the validity, enforceability or construction thereof. Each party submits to the jurisdiction of the state and federal courts located in the State of Florida for purposes of any action, suit or proceeding arising out of or related to this Agreement and agrees not to plead or claim that any action, suit or proceeding arising out of or related to this Agreement that is brought in such courts has been brought in an inconvenient forum.	§ 1002.45 (4)(c) F. S.
Termination	"Specify authorized reasons for termination of the contract."	<p>NOTICE OF NON-RENEWAL: The period of this Agreement is as specified in the Order ("Period"). Following the Subscription Period, this Agreement will automatically extend for successive additional Subscription Periods of one (1) year (each such period a "Renewal Period"), unless (a) either party provides the other with written notice of non-renewal at least six (6) months before the expiration of the then-current Subscription Period or Renewal Period (as applicable); (b) the Agreement is sooner terminated under the section labeled Termination; or (c) the Customer (as defined in the Order) provides K12 with written notice of non-renewal as set forth under the section of these K12 Online Educational Products and Services Agreement Terms labeled Price And Payment.</p> <p>TERMINATION FOR CAUSE: Either party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other party for cause. Termination for cause may be used if a party breaches any material term or fails to fulfill any representation, warranty, or material condition, term, provision or obligation contained in this Agreement and fails to cure within thirty (30) days of such notice from the terminating party. Upon termination, the non-breaching party shall be entitled to seek any remedies to which it shall be entitled at law or in equity. If any change in applicable law that is enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any party to carry out its obligations under this Agreement, such party, upon written notice to the other party may request renegotiation of this Agreement. Such renegotiation shall be undertaken in good faith. If the parties are unable to renegotiate and agree upon revised terms within 120 days of such notice of renegotiation, then this Agreement shall be terminated effective at the end of the school year in which such notice was given. Termination of this Agreement does not relieve Customer of any obligations for payments outstanding to K12 as of the date of termination and does not relieve either party of any obligations that continue upon termination.</p> <p>TERMINATION DUE TO ANNUAL FEE INCREASE: K12 reserves the right to change the prices set forth in any Order no more often than once per Renewal Period (if any). K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).</p>	§ 1002.45 (4)(d) F. S.

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
Non-Sectarian	"Is nonsectarian in its programs, admission policies, employment practices, and operations"	K12 represents and warrants that it adheres to a non-sectarian policy can be found here: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy-K12-Florida-LLC-Nonsectarian-Policy-092915.pdf	§ 1002.45 (2)(a)(1) F. S.
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: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy-K12-Florida-LLC-Anti-Discrimination-Policy-092915.pdf	§ 1002.45 (2)(a)(2) F. S.
Florida Offices, Administrative Staff, and Teacher Background Checks	"Locates an administrative office or offices in this state, requires its administrative staff to be state residents, requires all instructional staff to be Florida-certified teachers under chapter 1012 and conducts background screenings for all employees or contracted personnel, as required by s.1012.32, using state and national criminal history records"	Administrative Offices – K12 has an office located at 9143 Phillips Hwy, Suite 590, Jacksonville, FL 32256 Administrative Staff – All K12 administrative staff located at its Florida office are Florida residents. Teachers – Customer will be provided the services of Florida-certified teachers, compliant with Chapter 1012. Additionally, teachers providing such services shall comply with all Florida and national background screening requirements. Additional information can be found here: http://www.k12.com/Florida-DOE.html	§ 1002.45 (2)(a)(3) F. S.
Teacher and Parent Responsibilities and Teacher to Student Parent Interactions Policies	Provides to parents and students specific information posted and accessible online that includes, but is not limited to, the following teacher-parent and teacher-student contact information for each course: a. How to contact the instructor via phone, e-mail, or online messaging tools. b. How to contact technical support via phone, e-mail, or online messaging tools. c. How to contact the administration office via phone, e-mail, or online messaging tools. d. Any requirement for regular contact with the instructor for the course and clear expectations for meeting the requirement.	K12 has detailed its Teacher and Parent Responsibilities and Teacher to Student Parent Interactions Policies here: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy-K12-Florida-LLC-Teacher-Parent-Responsibilities-and-Teacher-Student-Parent-Interactions-092915.pdf	§ 1002.45 (2)(a)(4)(a) – (e) F. S.
Prior Experience	"Possesses prior, successful experience offering online courses to elementary, middle, or high school students as demonstrated by quantified student learning gains in each subject area and grade level provided for	As one of the original companies to provide online K-12 education, K12 has over 15 years of providing online courses to elementary, middle, and high school students. Additional information about K12's experience in the online educational space can be found here: http://www.k12.com/Florida-DOE.html	§ 1002.45 (2)(a)(5) F. S.

	<p>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>		
Accreditation	<p>"Is accredited by a regional accrediting association as defined by State Board of Education rule"</p>	<p>In 2018, AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, renewed its five-year quality assurance accreditation of K12 Inc. (now Stride, Inc.).The original accreditation was awarded in 2010. For additional information, please see the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C.</p>	<p>§ 1002.45 (2)(a)(6) 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 Next Generation Sunshine State 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)(7) F. S.</p>
Publication Requirements	<p>"Publishes for the general public, in accordance with disclosure requirements adopted in rule by the State Board of Education, as part of its application as a provider and in all contracts negotiated pursuant to this section:</p> <ul style="list-style-type: none"> a. Information and data about the curriculum of each full-time and part-time program. b. School policies and procedures. c. Certification status and physical location of all administrative and instructional personnel. 	<p>K12 makes all information requiring disclosure available for public review. This information can be found in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C.</p>	<p>§ 1002.45 (2)(a)(8) F. S.</p>

	<p>d. Hours and times of availability of instructional personnel.</p> <p>e. Student-teacher ratios.</p> <p>f. Student completion and promotion rates.</p> <p>g. Student, educator, and school performance accountability outcomes”</p>		
Independent Audit	<p>“Performs an annual financial audit of its accounts and records conducted by an independent certified public accountant which is in accordance with rules adopted by the Auditor.” General, is conducted in compliance with generally accepted auditing standards, and includes a report on financial statements presented in accordance with generally accepted accounting principles.”</p>	<p>K12’s parent company, K12 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 K12 Inc.’s most recent audit, as well as all other required financial disclosures, can be found here: investors.k12.com</p>	§1002.45 (2)(a)(10) F. S.
Monthly Financial Statements	<p>“Require the approved virtual instruction program provider to submit a concise, uniform, monthly financial statement summary sheet in a form prescribed by the department.”</p>	<p>K12 agrees to provide Customer with a consolidated monthly financial statement.</p>	§1002.45 (10) F. S.

c) Virtual Instruction Program Requirements

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

Requirement	Text	K12 Response	Statute Reference
Course Alignment	<p>“Align virtual course curriculum and course content to the Sunshine 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 Sunshine 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 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:</p> <p>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</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 National School Lunch Act. K12 is happy to provision to Customer any required materials at the prices in the above Order.</p>	§1002.45 (3)(d) F. S.

	necessary to participate in the program; and 2. Access to or reimbursement for all Internet services necessary for online delivery of instruction."		
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: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--%20K12-Florida-LLC-Attendance-Participation-and-Performance-Policies-and-Procedures-093015.pdf	§1002.45 (6)(a) F. S.
Assessment Location	"Take state assessment tests within the school district in which such student resides, which must provide the student with access to the district's testing facilities."	K12's State Testing Policies and Procedures detail the process by which K12 will facilitate compliance with this requirement. Additional details may be found here: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-State-Testing-Policies-and-Procedures-092915.pdf	§1002.45 (6)(b) F. S.

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

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

Section 3: Florida Public Records

K12 agrees that it will:

- (a) Keep and maintain public records (as defined by Section 119.011(12) F.S.) that ordinarily and necessarily would be required by the Customer in order to perform the services herein.
- (b) Provide the public with access to public records on the same terms and conditions that the public agency would provide the records and at a cost that does not exceed the cost provided in this chapter or as otherwise provided by law. For the purposes of this contract, the Customer will forward to K12 such public records requests that it deems valid for non-privileged, non-confidential, non-exempt public records in K12's possession. K12 will evaluate the request and provide the Customer with such public records in accordance with applicable Florida law.
- (c) Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law.
- (d) Meet all requirements for retaining public records and transfer, at no cost, to the public agency all public records in possession of the contractor upon termination of the contract and, to the extent allowed by applicable law, destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the public agency in a format that is compatible with the information technology systems of the public agency.

Section 4: Program Monitoring

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

EXHIBIT B

K12 Products and Services Agreement Terms

PERIOD: The period of this Agreement is as specified in the Order ("Period").

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).

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 forgoing, 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.

INSURANCE. K12 will, at its own expense, maintain commercial general liability insurance (including personal injury, advertising injury and contractual liability) with a minimum limit of liability of \$1,000,000 per occurrence and in the aggregate, professional liability insurance with a minimum limit of liability of \$500,000 per claim and in the aggregate, automobile insurance with a minimum limit of liability of \$1,000,000 combined single limit and workers' compensation insurance in the minimum amounts required by statute. All policies other than the workers' compensation policy shall name Customer as an Additional Insured. K12

shall, upon execution of this Agreement and upon request of Customer, send a certificate of insurance to show that the policies are in full force and effect and set forth the limits of liability. K12 shall not cancel the insurance policies nor cause them to be cancelled.

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) 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; j) Fuel Education LLC will provide all services, licenses and materials under this Agreement either directly or in conjunction with its Affiliates. An "Affiliate" of Fuel Education LLC is an entity that controls, is controlled by, or under common control with, Fuel Education LLC and "control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise. Fuel Education LLC and its Affiliates shall be referred to collectively as K12; k) All written notices required by the terms of this Agreement will be sent to the Superintendent of the Customer at the address set forth above and to the General Counsel of K12 at 2300 Corporate Park Drive, Herndon, VA 20171 (and such addresses may be changed upon proper notice to such addressees). Notice may be given by either certified or registered mail, postage prepaid, return receipt requested, or reputable overnight carrier, postage prepaid and is deemed to have been given three days after mailing or, as to overnight delivery, on the date of personal delivery to the address stated thereon.

K12 FLORIDA LLC 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 LLC, 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” formerly known as K12 Inc). Stride 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.

Stride is a premier provider of K-12 education for students, schools, and districts, including career learning services through middle and high school curriculum. During school year 2020-2021, Stride supported over 200,000 students through its full-time public and private school programs. For adult learners, Stride delivers professional skills training in healthcare and technology, as well as staffing and talent development for Fortune 500 companies. Stride has delivered millions of courses over the past decade and serves learners in all 50 states and more than 100 countries.

Stride has invested to develop and acquire curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities. The Stride suite of services and instructional curriculum and courseware, collectively referred to as the “Stride Curriculum”, and currently includes Stride, Stride Learning Solutions Online Courses, Middlebury Interactive Languages, LTS Education Systems, and Career Readiness Education (CRE) curriculum. Stride 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 Stride’s curriculum is grounded in a set of guiding principles that promote critical thinking and problem-solving skills to prepare students for the demands of the 21st Century. Stride 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 new 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.

Stride 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. Stride uses existing research, feedback from parents and students, and the judgement of experienced teachers to determine these priorities and to modify Stride’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 the Florida standards, including the new B.E.S.T. Standards, courses within the Stride curriculum align to the Next Generation Science Standards, and the International Association for K-12 Online Learning (iNACOL) National Standards for Quality Online Courses. 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*: maximize the learner’s ability to process information without being overwhelmed by visuals
- *Photographs/illustrations*: help represent, organize, and interpret the content
- *Interactive activities*: used to segment content, personalize learning, promote agency in learning, and offer opportunity to engage in activities incrementally increasing in cognitive difficulty (See Interactive Framework, below)
- *Technology-Enhanced Item types*: offer students opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and brings instruction to life

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

Interactive Framework

The Stride curriculum provides an interactive framework designed to enable students to fully reap the benefits of the personalized online learning environment. Many digital curriculum courses created by other curriculum providers are simply online textbooks and lack robustness and implementation support.

The Stride course experience is designed expressly for a digital learning environment that follows careful instructional design principles and is packed with rigorous content so that the learning experience creates a full story arc. Stride courses follow a framework of interactivity that is peppered with engaging media, video, and interactivity, fully using technology to enhance learning and engage students. Courses match interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, feedback from the students in the schools and programs served by Stride, as well as feedback from parents and teachers.

Summit Curriculum

The Stride Summit 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. Summit 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. Currently, all Stride grades K-8 ELA, Math, Science, History/Social Sciences, Art, and Health and Physical Education curriculum are Summit courses. The majority of Stride grades 9-12 ELA, Math, Science, History/Social Sciences, and electives are Summit courses.

Elementary and Middle School Curriculum

Families with students enrolled in elementary grades begin the school year with a Welcome to Online Learning course. New middle school students attend “Online Learning: Middle School”, which introduces them to the online learning platform. Returning students attend “Welcome Back: Middle School”. 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 in grades K-5 include:

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

In addition to the above, topics for middle school also cover 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 will be fully prepared to begin their lessons in the online school.

K-8 Interactive Curriculum

The Stride K-8 curriculum is engaging and includes a variety of innovative game-like experiences embedded in the instructional content. For example, the “Space Coaster” game is integrated into some Math and ELA courses. Students work to improve fluency with math facts, selecting a piece of roller coaster track with each correct answer to build a personalized animation that allows them to “ride”

their roller coaster when they complete the game.

This adaptive game-based learning system, called Stride Skills Arcade, is both a supplemental software program for English Language Arts, Math, Reading, and Science in grades K - 8 and is also being integrated for practice opportunities based on students' needs aligned to what students have learned in Summit ELA and Math curriculum. Stride integrates gaming components and a reward system to engage students while helping below or above grade level students expand their knowledge. Stride Skills Arcade provides adaptive algorithms that put students on a learning pathway based on the questions they answer correctly or incorrectly so students spend less time on skills they have mastered and more time practicing skills with which they are not yet proficient. Stride Skills Arcade is tailored to each student's needs, keeps students motivated, and is built directly into many lessons. Reteaching and practice cycles are delivered right at point of use within the most challenging lessons to ensure students who need extra support receive remediation before misunderstandings form misconceptions. In addition to the online curriculum, the Stride curriculum provides students with interactive offline learning in a number of ways:

- Multiple ways to complete questions, self-assessments, and study guides
- A variety of hands-on materials and supplies sent to students to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for 1:1 and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

From Kindergarten through 8th grade, Stride courses are categorized into eight major subject areas – math; science; English/language arts (ELA); history and social sciences; art; music; world languages; and health and physical education – plus adaptive supplemental courses. The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes assessments (whether formative or summative) built in at regular intervals appropriate to each course and subject to ensure mastery and provide for remediation or enrichment where necessary.

Math: Stride's elementary (grades K-5) Math program is designed to establish fluency in arithmetical computation while also deepening the ability to reason mathematically (conceptual math). A suite of courses collectively called Summit Math, part of a greater collection of the innovative Summit courses, represents Stride's second generation of research and development into effective approaches in early mathematics instruction and current e-learning instructional design.

Stride's Math 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, Stride Math provides a thorough mathematical grounding and foundation for middle school.

Science: Stride offers real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. To enhance students' understanding of experimental procedures and scientific concepts, students may use online "sandbox" experiences or lab supplies and materials which they receive. Exploring life, earth, and physical sciences in each grade, Stride Science

nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances.

Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands on experiments, the program helps students develop skills of observation and analysis and learn how scientists understand our world, using materials shipped to students in kits. This fundamental instructional practice of applied science has prepared the Stride Science courses for the NGSS with their notable emphasis on applied science in the NGSS' newly explicit engineering strand.

English Language Arts (ELA): Stride ELA courses help students develop important reading and writing skills, while also inspiring a love of literature. Combining phonics, literature, language skills, and spelling lessons, the ELA program emphasizes classic works from a diverse range of cultures and traditions while offering contemporary, authentic reading experiences via physical trade books and Big Universe, a rich digital library (see below). The courses also include informational texts and address writing as a process to prepare students well for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities. Older students develop literary analysis and comprehension skills by reading novels and nonfiction works.

Grades 2 – 5 Summit English Language Arts course strands are interwoven for a cohesive, balanced experience. Stride Skills Arcade for ELA (see description above) provides independent practice tailored to each student's specific needs, built right into many lessons. Reteaching and practice cycles are delivered right at point of use within the most challenging lessons to ensure students who need extra support receive remediation before misunderstandings form misconceptions.

“Big Universe” is a digital library offering thousands of leveled eBooks, a reading fluency tool, analytics to demonstrate reading growth, and engaging reading practice opportunities. Big Universe and the Fluency Tool are embedded within grades 3, 4, and 5 ELA Summit courses. In order to match readers to engaging texts at their instructional reading level, the Summit ELA grades 3, 4, and 5 courses provide reading benchmarks and reading checkpoints within each course which allow teachers to place fluency checkpoints into student plans as appropriate for a student's class and schedule. The Fluency Tool uses sophisticated natural language processing and scoring based on empirical research. A benchmark test is provided to students and asks them to read three passages aloud, to retell what they have read, and to answer a few comprehension questions about each passage. The Fluency Tool determines each student's instructional level using measures of reading rate, comprehension, accuracy, and expression. The checkpoint exams help the teacher to monitor how the student is reading compared to the student's instructional level.

History: The Stride kindergarten history and social sciences program takes students on a world tour of the seven continents and provides an overview of American History through a series of biographies of famous Americans. The first-grade history program tells the story of the geography and ancient history of Greece, Egypt, and China; as well as the origins of Judaism, Hinduism, Buddhism, and democracy. New grades 2 through 4 history curriculum will be introduced in SY2021-2022 focusing on exploring community, civics, citizenship, and state history through eBooks, web explorations, and hands on projects. Students in second grade experience a broad introduction to social studies and build a base for future learning. Third graders explore the world around them through the lens of diverse social studies concepts and topics. Fourth graders investigate the geography, history, economics, and civics of the United States. Students in grades 5 and up explore major themes and topics in greater depth through an American Studies course.

Art: Following timelines parallel to those of the History lessons, Stride Art lessons introduce students to great works of art from different cultures and eras while engaging them in creative activities, including painting, drawing, sculpting, and weaving using provided materials such as oil pastels, crayons, molding clay, plaster, yarn, and more. Students are introduced to the elements of art—line, shape, color—and identify different types of artwork such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They study the works of famous artists and learn about different artistic movements such as Impressionism and Cubism and explore artistic traditions of diverse lands and cultures. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

Music: Stride allows students to explore and build foundational music skills with Spotlight on Music. This course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, and authentic sound recordings. Music comes to life in the course through six units that are organized into three sections: Spotlight on Concepts, Spotlight on Music Reading, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities, and cultural context. Students explore music from around the world while also exploring beat, meter, rhythm, melody, harmony, texture, form, tone color, dynamics, tempo, style, and music background. Students also have the opportunity to perform seasonal and celebratory songs.

World Languages: Stride offers the only online language-learning program designed specifically for students in the lower elementary grade levels. The Stride offering in World Languages, Middlebury Interactive Languages, gives students a choice of World Language courses and helps students to read, write, speak, and listen for meaning in the languages they choose to study, with an overall emphasis on proficiency. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the World Language program highlights common vocabulary terms and phrases, introducing younger students to a wide range of grammar patterns while helping older students master numerous grammar principles. Courses prepare students to put their new language to use in both social and academic settings by incorporating the vocabulary and patterns they have learned.

In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures. Because learning a language involves a variety of learning skills, studying a foreign language can enhance a student's ability to learn and function in several other areas. Children who have studied a language at the elementary level tend to score higher on tests in reading, language arts, and math. People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills such as problem-solving, conceptualizing, and reasoning. In addition to cognitive benefits, the study of foreign languages leads to the acquisition of important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and succeed in a fast-changing world. They also learn to effectively handle new situations. In addition, the encounter with cultures different from one's own leads to tolerance of diverse lifestyles and customs and improves the learner's ability to understand and communicate with people from different walks of life.

Elementary and Middle School Career Readiness Education (CRE)

“Experience” is the key word for elementary school CRE. During elementary school, students will begin to experience careers and develop professional skills (e.g., communication, organization, presentation). The School's career readiness director will work with teachers to introduce students to the concepts of careers and will design lessons, activities, and field trips that provide opportunities for

students to experience various careers. Career kits - similar to science kits – will be sent to families for students and parents to explore together. Stride has partnered with the Inventors Hall of Fame to create these quarterly career experiences in a variety of career clusters.

“Exploration” is the key word for middle school CRE. A two-semester course introduces 6th or 7th graders to opportunities across the sixteen National Career Clusters™. Then, students may choose from Stride’s 5 one-semester cluster exploration courses in Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Health Science and Human Services; Information Technology; and Manufacturing, Architecture, and Construction. The purpose of cluster exploration courses is to increase the student’s awareness of their interests and the careers that are available. The courses cover basic concepts related to each career cluster and its pathways. Students learn how to choose a satisfying career by identifying strengths, interests, skills, abilities, and areas for growth.

Explorations courses utilize a project-based learning (PBL) format in which students engage in long-term, authentic projects to achieve learning goals. All PBL courses include 3-4 projects that contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the “need to know” for students to learn the targeted content of the course. Students take on professional roles to develop their project and in-demand career skills take center stage. Activities in Explorations courses teach leadership, critical thinking, communication, and problem-solving skills that are essential to project success. Each course prompts students to begin career planning by developing an academic plan, identifying courses that meet career goals, understanding education and certification demands in a field, and collecting artifacts for a portfolio.

High School Curriculum

The “Online Learning” course is an introduction to the virtual learning environment for high school students with information for Learning Coaches (usually a guardian or parent, but could be any caring adult who will support the student in their learning process). 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 practices activities such as sending email or creating schedules and backup plans. Veteran students and Learning Coaches share personal experiences and advice.

Whether targeting a top-tier, four-year university; a local community college; or an immediate career, high school students can choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

Stride 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.

Math, English, Science, and History courses are offered in a range of levels (including Honors and Advanced Placement; see details below). Unlike other programs, where a student must be on a particular “academic path,” the Stride 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 Math 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 in” to one level of a particular subject and reflect and support the personal, natural progress and growth of each student. Foundational and credit recovery courses are offered to meet the needs of diverse learners.

Stride continuously invests and develops techniques and features in the high school curriculum to

improve accessibility and interoperability with mobile devices. Most Stride-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 Stride high school curriculum will provide students the opportunity to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

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 Stride curriculum offers an AP array that is far larger than that in most conventional brick-and-mortar schools. Stride 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.

Stride offers the following Advanced Placement courses that were officially approved through the College Board’s AP audit process: Art History
Biology
Calculus AB
Chemistry
English Language and Composition
English Literature and Composition
Environmental Science

French Language and Culture
Macroeconomics
Microeconomics
Psychology
Spanish Language and Culture
United States History
World History: Modern

History: Stride high school History emphasizes the narrative of history—a narrative story that includes great historical figures as well as everyday people, and the governments, arts, belief systems, and technologies they have developed in various cultures over time. These history courses meet state and national standards for content and skills and are offered at levels appropriate to the student’s needs. Courses in World History, Modern World Studies, United States History, and Modern United States History combine stunning textbooks (in both conventional and online formats) published by Stride 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 virtual field trips, discussion boards, and a variety of research and skills activities. Online lessons also integrate topics in geography, civics, and economics into the study of history. Economics and U.S. Government courses are also offered to meet graduation requirements.

English: Stride high school English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. Stride 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.

Science: Stride offers a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics, astronomy, forensic science, and environmental science.

Stride science courses provide hands-on exploration. Courses have the option to use real materials to conduct scientific laboratory investigations at home. Options also exist to take these courses using 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. The Stride high school science courses prepare students for college science courses, not only by providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firmly anchoring students in scientific principles.

Math: Stride high school Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that each student understands the mathematical concepts and is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are animated to bring the math to life, while others provide students with the ability to interact with a structured, 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 also use “Exit Tickets” after online instructional sessions. These Exit tickets provide students with the opportunity to demonstrate what they have learned in that live session. Teachers use this information to personalize learning feedback to students.

Many courses are available in various levels including Honors and AP. Among the math courses offered are Algebra 1, Algebra 2, and Geometry to meet graduation requirements.

World Languages: World Languages are increasingly important in the economy today. Stride’s online language courses include recording technology so students’ speaking ability can be accurately assessed

by their teachers. High school students can take up to four years of World Language courses (including college-level AP) in a variety of languages to meet their graduation requirements.

Elective Curriculum:

Stride'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 STEM initiatives—and will prepare students well for the world beyond high school. Stride's elective curriculum includes courses in:

- **World Languages:** High school level World Languages courses currently offered by Stride include Spanish, French, German, Latin, Chinese, and Sign Language.
- **Science:** Special interests in science can be pursued in Environmental Science, Renewable Technologies, Astronomy, or Forensic Science.
- **Social Science:** Students interested in the social sciences can elect to explore Anthropology, Psychology, Economics, Civics, Sociology, Family and Consumer Science, Archaeology, or Contemporary World Issues.
- **Fine Arts:** Electives in the arts include Fine Art, Music Appreciation, and AP Art History.
- **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, C++ Programming, 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 Skills for 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:** Students are guided through high school with a series of courses called Finding Your Path. These courses, which include Stride's school-counseling tool, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals. Other courses that focus on study skills, school success, and future plans include Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning.

Career Readiness Education

Stride recognizes that student plans after high school will vary and may include immediate immersion in the workforce as well as postsecondary education. Stride currently has over 200 Career Readiness Education (CRE) courses ranging from career exploration courses to in-depth content in 26 of the Career Pathways™ in seven of the sixteen National Career Clusters™. Stride is continuing to develop additional exploration courses and in-depth courses based on other pathways identified in the National Career Cluster Framework.

K12 offers a wide range of CTE courses, from career exploration courses to in-depth content in 30 of the Career Pathways™ in six of the sixteen National Career Clusters™. K12 is continuing to develop

additional exploration courses and in-depth courses based on other pathways identified in the National Career Cluster Framework.

Stride's set of intensive course pathways prepares students with work-ready skills and credentials. These pathways can be embedded in any school and could easily represent a "school-within-a-school" allowing students to leave high school with qualifications in demand in today's labor market. Stride launched its first career-focused school in 2014. These schools are dedicated to career preparation, where all students pursue a career pathway in addition to their core education and high school diploma. Of Stride's career courses, 50 utilize a project-based learning (PBL) format in which students engage in long-term, authentic projects to achieve learning goals. All PBL courses include around 3-4 projects that contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the "need to know" for students to learn the targeted content of the course. They are built to meet the industry metric HQPBL Framework with input from both PBL experts and content experts. Stride continues to build PBL courses under the various clusters.

In addition to Career Exploration, the PBL courses currently support a variety of CRE pathways including Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Health Science and Human Services; Information Technology, Law, Public Safety and Security, and Manufacturing. Adding in career electives, CRE courses offered span topics in the clusters of Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Education and Training; Law Public Safety, and Corrections/Security; Health Science and Human Services; Hospitality and Tourism; Information Technology; and STEM, Manufacturing, Architecture, and Construction.

An example of a CRE pathway program is the four-year Therapeutics pathway. This consists of an exploratory experience in Health Science and Human Services and multiple courses within the Therapeutics pathway (e.g., Medical Terminology, Medical Assisting, Nursing Assistant, Dental Assistant, and Pharmacy Technician). This pathway prepares students for credentials such as DANB National Entry Level Dental Assistant, American Medical Certification Association (AMCA) Clinical Medical Assistant Certification, or AMCA Nursing Assistant Certification.

Credit Recovery

Stride and its curriculum experts are prepared to meet all students where they are. The Stride curriculum provides credit recovery courses for students who have not successfully completed courses required for graduation and are "at risk". Credit recovery courses include diagnostic tests assessing students' understanding of fundamental content and direct them to review or move ahead accordingly. Social emotional activities encourage students throughout the course. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment teacher-graded assignments and assessments, as appropriate.

SPECIFIC RESEARCH AND BEST PRACTICE USED IN DESIGN

Stride provides a rich, research-based curriculum that has been proven to deliver strong student achievement and growth. The program is designed to meet the needs of a diverse student population by integrating multiple assessment tools, cognitive learning strategies, and instructional supports. The pedagogical approach incorporates development of a research-based curriculum with built-in cognitive science-based learning strategies and a design that anticipates and assesses for common misconceptions that interfere with student learning and progress. Stride provides a full-service product unique in the virtual

learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers. This program is designed to leverage best practices from brick-and-mortar classrooms that are adapted to the virtual learning environment.

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 Stride 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.

The team utilizes focus groups, surveys, and interviews, among other tools, to research how end users interact with the system. Since 2015, the Stride User Experience team has conducted 180 studies with 63,801 participants. Their work has improved the overall usability of Stride's platform, enabling students, teachers, and Learning Coaches to move through the system with more ease, allowing them to focus on coursework instead of technical issues.

For example, over the past three years, the team studied the family experience of receiving and setting up their loaner computers. Stride implemented recommended changes from the research that improved the satisfaction score for the computer start-up including preloaded software by 9%. These changes also resulted in the increase of satisfaction with setting up loaned peripherals (head set and printer) and connecting to the Internet by 6%.

The group also analyzed and recommended hardware to improve the loaner laptop's performance on school tasks. These higher performing computers resulted in a 42% reduction in customer support calls related to hardware.

Recently, the team performed four separate studies at various stages in the K-5 Online School (OLS) redesign to improve aspects of the new interface. Recommended changes were made to the product which resulted in students performing successfully on high frequency tasks while Learning Coaches found the new design to be motivating and engaging to their students.

A Research-based Pedagogical Basis

Extensive and ongoing research ensures that the Stride 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 Stride 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

- iNACOL National Standards for Quality Online Courses
- Virtual Learning Leadership Alliance (VLLA)/Quality Matters' National Standards for Quality Online Courses (formerly iNACOL 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

Stride is submitting alignments to the new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) and Mathematics to FLDOE following the timeline set by the Florida State Board of Education. The Stride curriculum is also aligned to the organization's mission to help students reach their full potential through inspired teaching and personalized learning.

iNACOL National Standards for Quality Online Courses, version 2

In 2007, 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. Stride's courses have been so widely recognized for embodying best practices for online learning that Stride'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.

In 2018, Quality Matters (QM) and the Virtual Learning Leadership Alliance (VLLA), started a broad-based effort to revise and maintain the National Standards for Quality Online Learning, building upon the work started by iNACOL. The revised standards include 2019 National Standards for Quality Online Courses. Stride is committed to producing courses that meet or exceed these standards.

A K12 evaluation of its courses against the iNACOL standards reveals high marks for compliance. Documentation for alignment with the 2011 standards is available for review.

Proven to Deliver Strong Student Achievement and Outcomes

To assess the effectiveness of curriculum and instruction across public schools served by Stride (which, state by state, follow different standards and administer different assessments), Stride 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.

A Curriculum Designed to Meet Diverse Needs

- Each Stride course follows a carefully organized scope and sequence articulating measurable lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives Stride creates and assembles a wide variety of learning components to satisfy the diverse needs of students in multiple learning environments.
- Stride lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.
- Online and offline activities within the Stride curriculum can be adapted in ways to accommodate student needs, and new tools allow high school teachers to adjust and augment curriculum for individual students.
- The Stride curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.
- Stride is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

A Curriculum with Multiple Assessment Tools and Strategies

- Stride 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.
- Stride'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

Stride reviews course content on a regular basis to update and enhance course content, materials, instructions, and assessments. Every student and teacher benefits from courses including assessments that take advantage of the newest standards, proven instructional methods and the latest technology. Regardless

of the reason, Stride is committed to maintain up-to-date, standards-based, fully aligned courses. Stride has an in-house product development team that stays in touch with changes and quickly acts to keep courses current.

Each year the content development group prepares a development plan for new courses and course enhancements based on emerging needs, client feedback, user testing, and input from teaching staff. In general, Stride courses are iteratively developed and continuously evolving.

User feedback from teachers, students, and families is reviewed daily and minor changes, called “maintenance,” are made throughout the year based on the feedback. Feedback is a crucial part of the course development process and maintenance of the course.

EFFECTIVENESS OF THE STRIDE CURRICULUM

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

In 2018, AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, renewed its five-year quality assurance accreditation of K12 Inc. (now Stride, Inc.). AdvancED was created through a 2006 merger of the PreK-12 divisions of the North Central Association (NCA) and the Southern Association of Colleges and Schools (SACS)—and expanded through the 2011 acquisition of the Northwest Accreditation Commission (NWAC).

AdvancED conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. AdvancED Education Service Agency (ESA) 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 AdvancED.
- Engage in a continuous process of improvement.
- Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).

In November 2018, AdvancED merged with Measured Progress and is now called “Cognia”. Cognia is a global nonprofit working in over 80 countries. Cognia offers accreditation and certification, assessment, professional learning, and improvement services within a framework of continuous improvement. Stride, Inc., Learning Solutions Instructional Services Team (serving the K12 Florida LLC district virtual instruction programs), 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.

In 2007, Stride managed public schools graduated their first cohort of just 6 students. Since that time, 66,620 students have earned a high school diploma including 11,587 students who graduated in SY2020-2021 from online and blended schools using the Stride education program. Students graduating from Stride 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.

Stride'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.

Stride'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.

- AAAL—American Association for Applied Linguistics
- AAAS—American Association for the Advancement of Science
- AAPT – American Association of Physics Teachers
- AATF—American Association of Teachers of French
- AATG—American Association of Teachers of German
- AATSP—American Association of Teachers of Spanish and Portuguese
- Accessible Book Consortium
- ACL—American Classical League
- ACTE—Association for Career & Technical Education
- ACTE - Association for Career and 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
- Virtual Learning Leadership Alliance in partnership with Quality Matters (revised and maintaining former iNACOL National Standards for Quality Online Learning)
- W3C—World Wide Web Consortium
- WCAG—Web Content Accessibility Guidelines

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

Bias is prevented in both content and assessments by rigorous training of Content Specialists, Writers, Instructional Designers, Visual Designers, and Editors. The Stride Style Guidelines devote a section to how to guard against demographic, geographic, political, racial, and intellectual bias. Here is the Stride policy statement on the issue:

Multiculturalism and the K12 Curriculum Within the American and Global Contexts

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 Stride, Inc., 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 Stride, Inc. announced in 2007 placed that unifying American inheritance, which remains at the core of our curriculum, within a more global context:

Our Vision: To provide any child access to exceptional and meaningful curriculum and tools that enables him or her to maximize his or her success in life regardless of geographic, financial, or demographic circumstance. The ideals of the italicized words were realized in 2008 through the creation of the Stride, Inc. Private Academy, now serving students around the world.

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

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

To achieve these goals, we feel it is important to broaden students’ knowledge of the world beyond themselves; reach beyond the particularities of their immediate situation and singular heritage; and open their mind and imagination to a diverse range of people, cultures, ideas, and achievements. Mutual respect and understanding begin when one can transcend provincial limitations and see oneself as part of both an interdependent global community and a larger historical process.

Accessibility for Students with Disabilities and Limited English Proficiency

Since 2001, Stride has served students with disabilities. In the SY2020-2021 about 13.5% of students attending Stride virtual academies which are responsible for providing special education services were students with exceptionalities across all disability categories. Students with disabilities are served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR

Section 104), and the Individuals with Disabilities Educational Act (“IDEA” at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education is provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA, and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent, Americans with Disabilities Amendment Act (ADAA). Stride Product Development utilizes the Web Content Accessibility Guidelines 2.0 Level A and AA (WCAG 2.0 A & AA) as the rubric we strive for in making sure our curriculum, communication, and resources are accessible. This is done to provide an accessible platform that is compatible with accessibility Application Programming Interfaces (APIs), assistive technology, and language translation programs. Our use of a variety of resources including the National Instructional Media Access Center, Bookshare, and other means of flexible formatting help us to be able to meet the accessible educational media needs of our users in accordance with the National Instructional Materials Accessibility Standards (NIMAS).

To meet the needs of exceptional learners, our Stride virtual education courses are accessible, meaning exceptional learners can physically access the information and learning resources as effectively as students not identified as exceptional. Our courses are also supportive, meaning the exceptional learner finds support built into the course design, materials, and learning activities that minimize the negative impact of the student’s learning weaknesses and maximize the use of their learning strengths. Students enrolled in virtual charter schools, district virtual instruction programs, and district sponsored online schools served by K12 Florida LLC are provided with accessibility to all coursework in accordance with their Individualized Education Programs (IEPs) through resources (from Stride and/or the school district, as applicable) tailored to each student’s individual abilities and needs, including assistive technologies and individualized support.

Universal Design for Learning (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; instead, 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 a number of ways at Stride:

- 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, Stride’s professional development and training, implementation, and evaluation are responsive to students’ tiered needs of supports

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

UDL has influenced the planning, development, authoring, editing and production of new course development and efforts to improve the access flexibility of existing curriculum assets within Stride products and services. Considerable training and professional development and other resources have been deployed to maximize this type of proactive development strategy thereby making on-going school services support more effective.

Web-based content in Stride courses are made accessible to students with disabilities by incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Accessibility for Students with Limited English Proficiency

Stride's schools and program will increase English proficiency and academic achievement of English Language Learner (ELL) students by providing high-quality language instructional programs that are evidence based. 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 students to better grasp a concept
- scaffolding instruction to aid the students in comprehension
- assist 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.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL

Currently, based on the NCAA non-traditional program requirements, course eligibility is dependent upon instructional delivery and student-teacher interaction. Stride courses are currently under NCAA review and have not been approved by the NCAA. Additional information can be found at: <https://www.ncaa.org/student-athletes/future/nontraditional-courses>.

POLICIES AND PROCEDURES

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

Eighteen 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 LLC provides instructional services. Stride 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.html> then clicking on "Tuition-Free Online Public Schools" then clicking on "Show All".

Policies and procedures related to the following topics for cyber charter schools that Stride provides virtual instruction services to (non-sectarian, 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 Stride's website (www.k12.com) which will take visitors to the Virtual Instruction Provider Information and the following documents and others:

- Academic Integrity Policies and Parental Supervision
- Anti-Discrimination Policy
- Attendance, Participation, and Performance Policy
- FLCCA Parent/Student Handbook
- FLCCA Enrollment Packet
- District Virtual Instruction Program Sample Enrollment Packet
- Florida Learning Coach Success Guide
- DAOF Parent/Student Handbook
- DAOF Enrollment Form
- Disclosure Requirements
- Nonsectarian Policy
- Parent and Student Contact Information Requirements
- State Testing Policies and Procedures
- Student Admission and Enrollment Eligibility and Requirements
- Teacher and Parent Responsibilities and Teacher-Student and Teacher-Parent Interactions
- FLCCA, DAOF, and District Virtual Instruction Program Teacher and Administrative Staff

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), highly-qualified status, out-of-field, 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 Stride in SY2021-2022 are found on the disclosure website 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 72 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 LLC (“K12”) 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 65; grades K- 3 part-time core courses (0.5 teacher) is 35; average teacher load for K-3 full time electives is 850, and K-3 part time (.5) electives is 425.

An average teacher load for elementary grades 4-5 full-time core courses is 65; grades 4-5 part-time core courses (0.5 teacher) is 35; average teacher load for 4-5 full time electives is 850, and 4-5 part time (.5) electives is 425.

An average teacher load for grades 6-8 full-time core courses is 210; grades 6-8 part-time core courses (0.5 teacher) is 105; average grades 6-8 full time electives load is 675, and grades 6-8 part time (.5) electives is 340.

An average teacher load for grades 9-12 full-time core courses is 210; grades 9-12 part-time core courses (0.5 teacher) is 105; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

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.**

Completion and Promotion in District Virtual Instruction Programs

Subgroup Completion and Promotion in District Virtual Instruction Programs

District virtual instruction programs served by Stride had a completion rate of 93.68% for the 2018-19 school year, 96.53% for the 2019-20 school year, and 96.91% for the 2020-21 school year.

Percent of Subgroup Completions and Promotions by School Year			
	District Virtual Instruction Programs		
	% of Completions/ Promotions in SY18- 19	% of Completions/ Promotions in SY19-20	% of Completions/ Promotions in SY20-21
English Language Learner	100.00%	100.00%	100.00%

Free & Reduced Lunch Eligible ¹	84.42%	96.25%	92.64%
Special Education	98.20%	90.00%	94.48%
504 Plan	90.90%	100.00%	95.12%
Gifted or Talented	100.00%	100.00%	100.00%

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

Percent of Subgroup Completions and Promotions by School Year						
	FLCCA			DAOF		
	% of Completions/ Promotions			% of Completions/ Promotions		
	SY18-19	SY19-20	SY20-21	SY18-19	SY19-20	SY20-21
English Language Learner	90.81%	93.24%	96.99%	NA	64.64%	88.52%
Free & Reduced Lunch Eligible ¹	90.31%	89.30%	94.43%	NA	64.91%	88.70%
Special Education	89.97%	87.79%	95.30%	NA	63.64%	84.51%
504 Plan	92.19%	89.61%	97.46%	NA	76.63%	91.29%
Gifted or Talented	98.28%	90.24%	99.34%	NA	86.05%	95.18%

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 for Ethnic Subgroups for District Virtual Instruction Programs

Even with the vast growth in SY20-21, District Virtual Instruction Program saw a greatly increased completion/promotion rate of 96.91% over that of the average 93.68% completion/ promotion rate for all students in SY18-19.

School Year 2018-2019 District VIP Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	112	121	92.56%
American Indian or Alaska	*	*	*
Asian	36	36	100.00%
Hispanic	224	231	96.97%
Multi-racial	40	42	95.24%
Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	457	498	91.77%
Grand Total	874	933	93.68%

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 ().

School Year 2019-2020 District VIP Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	67	69	97.10%
American Indian or Alaska Native	*	*	*
Asian	20	20	100.00%
Hispanic	81	83	97.59%
Multi-racial	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	257	267	96.25%
Undefined	250	256	97.66%
Grand Total	675	695	96.53%

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 ().

School Year 2020-2021 District VIP Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	259	275	94.18%
American Indian or Alaska Native	*	*	*
Asian	52	52	100.00%
Hispanic	617	622	99.20%
Multi-racial	137	140	97.86%
Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	879	917	95.86%
Grand Total	1944	2006	96.91%

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 ().

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

FLCCA did not shut down during the pandemic so there is data available for SY19-20. FLCCA did not grow as much as District Virtual Instruction Programs or DAOF as many authorizers impose caps on these charter schools. In SY18-19 91.22% of FLCCA students completed and were promoted; in SY19-20 90.62% of FLCCA students completed and were promoted; and in SY20-21 95.98% of FLCCA students completed and were promoted.

School Year 2018-2019 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	391	437	89.48%
American Indian or Alaska	**	**	**
Asian	26	27	95.15%
Hispanic	264	291	90.80%
Multi-racial	249	275	90.51%
Native Hawaiian or Other Pacific Islander	12	12	98.90%
White or Caucasian	793	860	92.23%
Grand Total	1,735	1,902	91.22%

** : No students in this population.

School Year 2019-2020 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	423	482	87.78%
American Indian or Alaska	14	14	97.48%
Asian	35	37	94.01%
Hispanic	325	351	92.71%
Multi-racial	160	174	91.78%
Native Hawaiian or Other Pacific Islander	15	16	94.93%
White or Caucasian	812	894	90.78%
Grand Total	1,783	1,968	90.62%

School Year 2020-2021 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	390	409	95.31%
American Indian or Alaska	**	**	**
Asian	30	30	98.62%
Hispanic	351	359	97.68%
Multi-racial	469	499	93.89%
Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	665	686	96.89%
Grand Total	1903	1,983	95.98%

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

**No students

DAOF opened during the 2019-2020 school year, so data is only available for two years. In SY20-21 DAOF saw rapid growth and 89.76% of its students completed or were promoted.

School Year 2019-2020 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	415	593	70.04%
American Indian or Alaska	13	23	58.26%
Asian	23	29	77.75%
Hispanic	325	478	67.92%
Multi-racial	**	**	**
Native Hawaiian or Other Pacific Islander	12	14	83.00%
White or Caucasian	904	1,349	67.00%
Grand Total	1691	2,486	68.04%

**No students.

School Year 2020-2021 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	1,341	1,502	89.26%
American Indian or Alaska	34	42	80.92%
Asian	107	112	95.34%
Hispanic	1,292	1,424	90.71%
Multi-racial	227	252	90.23%
Native Hawaiian or Other Pacific Islander	25	28	89.89%
White or Caucasian	2,380	2,662	89.40%
Grand Total	5,406	6,022	89.76%

SCHOOL PERFORMANCE ACCOUNTABILITY OUTCOMES

- **Student, educator, and school performance accountability outcomes. 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.*

Due to the Covid 19 pandemic, no state assessment outcomes were published for the 2019-2020 school year. For the purposes of this section, grade-level and subgroup performance will be compared between 2018-2019 and 2020-2021 school years.

District Virtual Instruction Programs Performance on State Assessments in English Language Arts and Mathematics for 2018-19 and 2020-2021 compared to overall state results.

Results from both testing cycles for English Language Arts indicate that the District Virtual Instruction Programs outperformed state results. Furthermore, given the major educational transition during school year 2019-2020, District Virtual Instruction programs state test results remained mostly consistent over the two years.

ENGLISH LANGUAGE ARTS						
Grade Level	2018 -2019			2020-2021		
	K12 FL LLC District VIP	State Results	Difference Between District VIP and State	K12 FL LLC District VIP	State Results	Difference Between District VIP and State
	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	73.53%	57.60%	+15.93	73.91%	54.40%	+19.51
4th Grade	68.49%	58.40%	+10.90	67.23%	52.10%	+15.13
5th Grade	70.73%	56.20%	+14.53	64.09%	53.90%	+10.19
6th Grade	64.06%	54.40%	+9.66	74.19%	52.20%	+21.99
7th Grade	68.18%	52.30%	+15.88	72.09%	47.90%	+24.19
8th Grade	77.94%	56.30%	+21.64	75.32%	52.40%	+22.92
9th Grade	66.67%	54.80%	+11.87	56.67%	49.60%	+7.07
10th Grade	74.51%	52.50%	+22.01	60.00%	50.90%	+9.10

Mathematics proficiency levels were above or below state proficiency levels depending on the grade level. With the growth of online schooling and major learning loss and transition due to the COVID pandemic, both the District Virtual Instruction programs and the state saw some learning loss in Mathematics between SY18-19 and SY20-21. The gap between 5th grade students in District Virtual Instruction programs as compared with the state narrowed from 17.5% to 5.34% and 6th grade students outperformed the state by close to 10%.

Mathematics						
Grade Level	2018 -2019			2020-2021		
	K12 FL LLC District VIP	State Results	Difference Between District VIP and State	K12 FL LLC District VIP	State Results	Difference Between District VIP and State
	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	53.09%	62.00%	-8.91	49.30%	54.00%	-4.70
4th Grade	58.44%	64.00%	-5.56	46.67%	52.00%	-5.33
5th Grade	42.50%	60.00%	-17.50	48.66%	54.00%	-5.34

6th Grade	55.38%	55.00%	+0.38	61.70%	52.00%	+9.70
7th Grade	68.57%	54.00%	+14.57	55.60%	48.00%	+7.60
8th Grade	65.22%	46.00%	+19.22	54.00%	52.00%	+2.00
Algebra 1	59.46%	62.00%	-2.54	48.35%	49.00%	-0.65
Geometry	58.82%	57.00%	+1.82	46.58%	45.00%	+1.58%

District Virtual Instruction Program Demographics and Proficiency Results

As demonstrated in the chart below, enrollment in the District Virtual Instruction Programs more than doubled between SY18-19 and SY20-21. In SY20-21, the District Virtual Instruction Programs served three times as many students with disabilities, twice the number of African American students, almost three times as many Hispanic students, and more than three times the number of multi-racial students. Between SY18-19 and SY20-21, the District Virtual Instruction Programs saw a stable rate of proficiency and above for ELA in all students and an increase in proficiency for white/Caucasian and Hispanic, but did see a drop in proficiency in students with disabilities, African American students and multi-racial students.

ENGLISH LANGUAGE ARTS PERCENT PROFICIENT BY DEMOGRAPHICS – ALL GRADES				
Demographics	2018-2019	# of Students	2020-2021	# of Students
All Students	69.57%	933	67.96%	2010
Economically Disadvantaged	67.98%	301	66.67%	236
Students with Disabilities	56.52%	71	46.81%	196
English Learners	*	*	*	*
White/Caucasian	66.86%	498	72.03%	917
African American	65.79%	121	46.72%	275
Hispanic	69.01%	231	72.04%	622
Asian	81.82%	36	75.00%	52
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	92.31%	42	67.92%	140

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

The Mathematics proficiency scores for the District Virtual Instruction Programs stayed reasonably stable between SY18-19 and SY20-21. We saw slight growth in the categories of all students, and an 18% increase in proficiency for students designated as economically disadvantaged. During this time span, the largest demographic shifts were among students with disabilities, African American students, Hispanic students, and multi-racial students. The District Virtual Instruction Programs saw a positive shift in Mathematic proficiency scores for students with disabilities, a flat proficiency rating for multi-racial students, and a drop in proficiency scores for Hispanic and African American students.

MATHEMATICS PERCENT PROFICIENT BY DEMOGRAPHICS – ALL GRADES

Demographics	2018-2019	# of Students	2020-2021	# of Students
All Students	50.22%	933	51.09%	2010
Economically Disadvantaged	48.44%	301	66.53%	236
Students with Disabilities	31.58%	71	35.37%	196
English Learners	*	*	*	*
White/Caucasian	47.24%	498	57.56%	917
African American	53.33%	121	32.73%	275
Hispanic	55.56%	231	51.21%	622
Asian	62.50%	36	68.42%	52
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	44.00%	42	44.00%	140

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 State Assessments for 2018-2019 and 2020-2021

Grade level and Subgroup Performance in English Language Arts

From 2018-19 to 2020-21, student assessment performance in the state of Florida decreased in English in all grade levels from -1.6% to -6.3%. FLCCA@Duval improved in 4 grade levels and FLCCA@Osceola improved in 1 grade level. Due to n-size calculations, FLCCA@Clay was not able to compare many grade levels.

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- State			
Grade Level	2019 FSA ELA % Proficient-State	2021 FSA ELA % Proficient-State	% Change
3 rd Grade	57.60%	54.40%	-3.20%
4 th Grade	58.40%	52.10%	-6.30%
5 th Grade	56.20%	53.90%	-2.30%
6 th Grade	54.40%	52.20%	-2.20%
7 th Grade	52.30%	47.90%	-4.40%
8 th Grade	56.30%	52.40%	-3.90%
9 th Grade	54.80%	49.60%	-5.20%
10 th Grade	52.50%	50.90%	-1.60%
Total	55.40%	51.70%	-3.70%

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- FLCCA@Clay			
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Grade Level	2019 FSA ELA % Proficient-FLCCA@Clay	2021 FSA ELA % Proficient-FLCCA@Clay	% Change
3 rd Grade	*	*	*
4 th Grade	*	*	*
5 th Grade	*	*	*
6 th Grade	*	*	*
7 th Grade	*	*	*
8 th Grade	*	*	*
9 th Grade	54.50%	*	*
10 th Grade	38.50%	35.70%	-2.80%
Total	51.00%	52.00%	+1.00%

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- FLCCA@Duval			
Grade Level	2019 FSA ELA % Proficient-FLCCA@Duval	2021 FSA ELA % Proficient-FLCCA@Duval	% Change
3 rd Grade	37.20%	40.00%	2.80%
4 th Grade	40.40%	43.20%	2.80%
5 th Grade	43.60%	43.50%	-.10%
6 th Grade	34.70%	47.40%	12.70%
7 th Grade	40.80%	36.60%	-4.20%
8 th Grade	50.60%	43.50%	-7.10%
9 th Grade	40.00%	34.30%	-5.70%
10 th Grade	42.20%	42.40%	.20%
Total	43.00%	42.00%	-1.00%

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- FLCCA@Osceola			
Grade Level	2019 FSA ELA % Proficient-FLCCA@Osceola	2021 FSA ELA % Proficient-FLCCA@Osceola	% Change
3 rd Grade	50.00%	49.30%	-.70%
4 th Grade	29.40%	42.40%	13.00%
5 th Grade	41.80%	37.80%	-4.00%
6 th Grade	39.00%	34.40%	-4.60%
7 th Grade	41.00%	39.30%	-1.70%
8 th Grade	40.00%	36.70%	-3.30%

9 th Grade	35.10%	*	*
10 th Grade	44.00%	*	*
Total	42.00%	41.00%	-1.00%

DAOF opened during the 2019-2020 school year, so only 2020-2021 assessment data is available. The school outperformed the state in 6th and 7th grade ELA.

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- DAOF			
Grade Level	2019 FSA ELA % Proficient- DAOF	2021 FSA ELA % Proficient- DAOF	% Change
3 rd Grade	NA	49.9%	NA
4 th Grade	NA	51.2%	NA
5 th Grade	NA	50.0%	NA
6 th Grade	NA	54.4%	NA
7 th Grade	NA	48.5%	NA
8 th Grade	NA	46.5%	NA
9 th Grade	NA	43.7%	NA
10 th Grade	NA	42.4%	NA
Total	NA	48.6%	NA

Grade level and Subgroup Performance in Mathematics

From 2018-19 to 2020-21, students in the state of Florida decreased in proficiency in Math in all grade levels from -8.8% to -13.4%. FLCCA@Duval students improved in 3 grade levels and FLCCA@ Osceola students improved in 2 grade levels. Due to n-size calculations, FLCCA@Clay was not able to compare many grade levels.

MATHEMATICS 2019 to 2021 Comparison- State			
Grade Level	2019 FSA Math % Proficient- State	2021 FSA Math % Proficient- State	% Change
3 rd Grade	62.40%	51.40%	-11.00%
4 th Grade	63.90%	52.70%	-11.20%
5 th Grade	59.70%	50.80%	-8.90%
6 th Grade	54.50%	44.50%	-10.00%
7 th Grade	54.00%	44.10%	-9.90%
8 th Grade	45.90%	37.10%	-8.80%
Total	57.60%	47.50%	-10.10%
Algebra I EOC	60.00%	46.60%	-13.40%
Geometry EOC	56.80%	45.70%	-11.10%

MATHEMATICS			
2019 to 2021 Comparison- FLCCA@Clay			
Grade Level	2019 FSA Math % Proficient- FLCCA@Clay	2021 FSA Math % Proficient- FLCCA@Clay	% Change
3 rd Grade	*	*	*
4 th Grade	*	*	*
5 th Grade	*	*	*
6 th Grade	*	*	*
7 th Grade	*	*	*
8 th Grade	*	*	*
Total	*	*	*
Algebra I EOC	*	*	*
Geometry EOC	24.00%	33.00%	+9.00%

MATHEMATICS			
2019 to 2021 Comparison- FLCCA@Duval			
Grade Level	2019 FSA Math % Proficient- FLCCA@Duval	2021 FSA Math % Proficient- FLCCA@Duval	% Change
3 rd Grade	11.60%	21.70%	10.10%
4 th Grade	26.90%	13.20%	-13.70%
5 th Grade	22.20%	9.10%	-13.10%
6 th Grade	14.70%	17.50%	2.80%
7 th Grade	39.60%	22.60%	-17.00%
8 th Grade	20.00%	30.90%	10.90%
Algebra I EOC	31.00%	26.30%	-4.70%
Geometry EOC	30.80%	24.50%	-6.30%
Total	27.00%	24.00%	-3.00%

MATHEMATICS			
2019 to 2021 Comparison- FLCCA@Osceola			
Grade Level	2019 FSA Math % Proficient- FLCCA@Osceola	2021 FSA Math % Proficient- FLCCA@Osceola	% Change
3 rd Grade	27.10%	16.70%	-10.40%
4 th Grade	13.70%	28.80%	15.10%
5 th Grade	13.80%	20.50%	6.70%
6 th Grade	28.20%	19.50%	-8.70%
7 th Grade	32.30%	26.60%	-5.60%
8 th Grade	15.60%	23.30%	7.70%
Algebra I EOC	32.80%	29.40%	-3.40%

Geometry EOC	30.40%	24.00%	-6.40%
Total	24.00%	23.00%	-1.00%

DAOF opened during the 2019-2020 school year, so only 2020-2021 assessment data is available.

MATHEMATICS			
2019 to 2021 Comparison- DAOF			
Grade Level	2019 FSA Math % Proficient- DAOF	2021 FSA Math % Proficient- DAOF	% Change
3 rd Grade	NA	28.7%	NA
4 th Grade	NA	32.0%	NA
5 th Grade	NA	34.0%	NA
6 th Grade	NA	33.0%	NA
7 th Grade	NA	41.0%	NA
8 th Grade	NA	36.4%	NA
Total	NA	32.8%	NA
Algebra I EOC	NA	26.2%	NA
Geometry EOC	NA	31.8%	NA

ENGLISH LANGUAGE ARTS: % PROFICIENT								
	FLCCA @Clay 2018-19	FLCCA @Clay 2020-21	FLCCA @Duval 2018-19	FLCCA @Duval 2020-21	FLCCA @ Osceola 2018-19	FLCCA @ Osceola 2020-21	DAOF 2018-19	DAOF 2020-21
All Students	51.6%	48.9%	41.4%	40.4%	40.0%	39.8%	NA	48.6%
Economically	56.3%	*	49.1%	50.0%	35.9%	33.4%	NA	44.4%
Students with Disabilities	*	*	19.2%	17.1%	10.9%	11.3%	NA	13.9%
English Learners	*	*	*	*	*	*	NA	10.3%
White/Caucasian	51.2%	50.0%	41.9%	38.4%	39.5%	45.3%	NA	41.4%
African American	46.2%	40.0%	35.7%	33.9%	34.4%	33.0%	NA	31.6%
Hispanic	*	*	45.1%	47.6%	39.9%	38.3%	NA	42.3%
Asian	*	*	*	58.3%	*	*	NA	60.0%
American Indian/Alaskan	*	*	*	*	*	*	NA	NA
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	NA	NA
Students of Multiple Races/Multiracial	*	*	43.5%	45.8%	53.3%	43.5%	NA	45.8%

* 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. DAOF opened during the 2019-2020 school year, so no comparison data is available.

From 2018-2019 to 2020-21 in Mathematics, the percentage of students in the proficient category improved in the subgroups of:

- All Students at FLCCA@Clay- 10.5%; FLCCA@Osceola- 1.8%
- Economically Disadvantaged at FLCCA@Duval- 0.4%; FLCCA@Osceola- 0.3%
- Students with Disabilities at FLCCA@Duval- 2.9%; FLCCA@Osceola- 3.8%
- White/Caucasian at FLCCA@Osceola- 6.3%
- Hispanic at FLCCA@Duval- 14.6%; FLCCA@Osceola- 1.1%
- Student of Multiple Races at FLCCA@Osceola- 7.8%

MATHEMATICS: % PROFICIENT								
	FLCCA @Clay 2018-19	FLCCA @Clay 2020-21	FLCCA @Duval 2018-19	FLCCA @Duval 2020-21	FLCCA @ Osceola 2018-19	FLCCA @ Osceola 2020-21	DAOF 2018- 19	DAOF 2020- 21
All Students	28.6%	39.1%	24.2%	20.6%	20.8%	22.6%	NA	32.8
Economically	*	*	16.9%	17.3%	17.9%	18.2%	NA	20.5
Students with Disabilities	*	*	11.4%	14.3%	0%	3.8%	NA	9.0%
English Learners	*	*	*	*	*	*	NA	2.7%
White/Caucasian	*	*	26.7%	22.0%	21.5%	27.8%	NA	29.6
African American	*	*	16.5%	10.0%	14.0%	9.2%	NA	15.7
Hispanic	*	*	23.9%	38.5%	22.2%	23.3%	NA	23.9
Asian	*	*	*	*	*	*	NA	42.9
American Indian/Alaskan	*	*	*	*	*	*	NA	NA
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	NA	NA
Students of Multiple Races/Multiracial	*	*	23.5%	21.4%	30.3%	38.1%	NA	29.9 %

* 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. DAOF opened during the 2019-2020 school year, so no comparison data is available.

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

From 2018-19 to 2020-21, FLCCA@Clay and FLCCA@Duval increased their Biology EOC proficiency percentage by 7.6%. FLCCA@Duval increased its 8th grade Science proficiency by 6.8%, FLCCA@Osceola increased its 5th grade Science proficiency by 10.80%. DAOF opened during the 2019-2020 school year, so no comparison data is available.

Science 2019 to 2021 Comparison

	Grade Level	2019 FSA Science % Proficient	2021 FSA Science % Proficient	% Change
FLCCA@Clay	5 th Grade	*	9.10%	*
	8 th Grade	*	*	*
	Biology EOC	33.30%	40.90%	7.60%
FLCCA@Duval	5 th Grade	26.40%	17.40%	-9.00%
	8 th Grade	25.30%	32.10%	6.80%
	Biology EOC	46.70%	50.90%	4.20%
FLCCA@Osceola	5 th Grade	25.30%	36.10%	10.80%
	8 th Grade	34.90%	22.90%	-1.00%
	Biology EOC	60.00%	45.50%	-14.50%
DAOF	5 th Grade	NA	33.30%	NA
	8 th Grade	NA	35.60%	NA
	Biology EOC	NA	52.7%	NA

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

From 2018-19 to 2020-21, FLCCA@Osceola increased its Civics EOC proficiency percentage by 1.10%. DAOF opened during the 2019-2020 school year, so no comparison data is available.

Social Studies 2019 to 2021 Comparison				
	Grade Level	2019 FSA SS % Proficient	2021 FSA SS % Proficient	% Change
FLCCA@Clay	Civics EOC	*	*	*
	US History EOC	63.60%	57.90%	-5.70%
FLCCA@Duval	Civics EOC	47.80%	40.00%	-7.80%
	US History EOC	60.60%	57.10%	-3.50%
FLCCA@Osceola	Civics EOC	43.90%	45.00%	1.10%
	US History EOC	50.80%	47.10%	-3.70%
DAOF	Civics EOC	NA	50.00%	NA
	US History EOC	NA	45.60%	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. DAOF opened during the 2019-2020 school year, so no comparison data is available.

SCHOOL GRADES

K12 Florida LLC has continued to qualify as a Virtual Instruction Provider since the last application cycle in 2018. In 2015-2016, 2016-2017, 2017-2018, and 2018-2019, K12 Florida LLC maintained a school grade of “B”.

TEACHER EVALUATIONS

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

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

DROPOUT AND GRADUATION RATES

All three schools have seen increases in graduation rates while dropout rates have stayed relatively low. Please note that FLCCA@Clay’s 2020 graduation rate of 94.10% is higher than the state of Florida’s average of 90%. DAOF opened during the 2019-2020 school year, and the first graduating class will be this Spring 2022 and their first graduation rate will not count until next school year 2023.

Graduation & Drop Out Rate 2018 to 2020 Comparison				
		2018 Rate	2019 Rate	2020 Rate
FLCCA@Clay	Graduation Rate	No Grad Rate	No Grad Rate	94.10%
	Dropout Rate	No Grad Rate	No Grad Rate	5.90%
FLCCA@Duval	Graduation Rate	25.00%	68.90%	78.30%
	Dropout Rate	35.00%	2.20%	6.70%
FLCCA@Osceola	Graduation Rate	75%	67.30%	84.20%
	Dropout Rate	3.60%	9.10%	4.00%
DAOF	Graduation Rate	NA	NA	NA
	Dropout Rate	NA	NA	NA
District Virtual Instruction Programs	Graduation Rate	100%	88%	97.00%
	Dropout Rate	2.0%	1.4%	0.0%

DISCLOSURE WEBSITE

Provide the link(s) to where this required disclosure information is prominently displayed on your website and the information is up to date: www.k12.com

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. **8j**

DATE OF SCHOOL BOARD MEETING: June 27, 2023

TITLE OF AGENDA ITEM: Dual Enrollment Articulation Agreement between Tallahassee Community College and Gadsden County Schools 2023-2024.

DIVISION: Secondary Education

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this agenda item is to request board approval of the Dual Enrollment Articulation Agreement between the School Board of Gadsden County and Tallahassee Community College governing the enrollment of students for the 2023-2024 school term.

FUND SOURCE: FEFP

AMOUNT: Undetermined – based upon enrollment

PREPARED BY: Sylvia R. Jackson, Ed.D. 

POSITION: Assistant Superintendent for Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered last page

CHAIRMAN'S SIGNATURE: page(s) numbered last page

REVIEWED BY: _____

2023 – 2024 Dual Enrollment Articulation Agreement

Gadsden County Schools and Tallahassee Community College

Introduction

The Dual Enrollment Articulation Agreement, as required by Section 1007.271(21), Florida Statutes, is made by and between the District Board of Trustees of Tallahassee Community College, hereinafter referred to as TCC, and the District School Board of Gadsden County, hereinafter referred to as the School Board. The term of this agreement shall commence upon signing and shall end July 31, 2024.

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

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

I. A ratification or modification of all existing articulation agreements

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

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

It is the responsibility of the high schools in the district to inform students of the availability of the dual enrollment program requirements and currently offered courses through educational planning and guidance process. Each high school will advertise dual enrollment through a variety of methods. High school personnel will direct students to meet with their high school guidance counselors if they are interested in learning more about participation in dual enrollment. High school guidance counselors will review, with the student, criteria for participation in the dual enrollment program. Information will also be available to students and parents on TCC's Dual Enrollment website.

It is the responsibility of the high schools to notify parents about the option for their child to participate in dual enrollment courses through a variety of means.

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

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

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

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available upon request. Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the agreement.

College courses are offered on the main campus, high school campuses, and through distance learning.

Early Admission Dual Enrollment

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

Career Dual Enrollment

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program (PSAV). Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program. The School Board will inform all students of the options available and the eligibility criteria.

For 2022-2023, career dual enrollment through TCC is available.

IV. A description of the process by which students and their parents exercise options to participate in the dual enrollment program**Application Process for New Dual Enrollment Students**

Step 1: Complete TCC Online Application.

Step 2: Meet with high school guidance counselor to discuss testing options.

Step 3: Complete the Permission to Register Form with your guidance counselor. Your guidance counselor will help you choose courses that will count towards your high school graduation requirements. Please make sure that your guidance counselor lists the courses on the permission to register form and signs the form.

Step 4: Schedule a meeting with the TCC Dual Enrollment Coordinator.

Step 5: Submit the documents below prior to or during your meeting with the TCC Dual Enrollment Coordinator. Documents can be emailed to the TCC Dual Enrollment Coordinator, or you can bring them to your meeting.

- Copy of test scores
- Permission to register form
- High school transcript (please use the FASTER system)

Step 6: During your meeting with the TCC Dual Enrollment Coordinator, you will be registered for your TCC courses that are listed on your Permission to Register Form.

Application Process for Early Admission Students

Step 1: Complete TCC Online Application.

Step 2: Meet with high school guidance counselor to discuss testing options.

Step 3: Complete the Permission to Register Form with your guidance counselor. Your guidance counselor will help you choose courses that will count towards your high school graduation requirements. Please make sure that your guidance counselor lists the courses on the permission to register form and signs the form.

Step 4: Complete the Permission for Early Admission Form with your guidance counselor.

Step 5: Schedule a meeting with the TCC Dual Enrollment Coordinator.

Step 6: Submit the documents below prior to or during your meeting with the TCC Dual Enrollment Coordinator. Documents can be emailed to the Dual Enrollment Coordinator, or you can bring them to your meeting.

- Copy of test scores
- Permission to register form
- Permission for early admission form
- High school transcript (please use the FASTER system)

Step 7: During your meeting with the TCC Dual Enrollment Coordinator, you will be registered for your TCC courses that are listed on your Permission to Register Form. The TCC Dual Enrollment Coordinator is the only person allowed to register you for your courses.

Withdrawing from classes and Schedule Changes

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

To withdraw, add, or drop from a course(s), students must provide a written request from the high school guidance counselor verifying that the student has permission to withdraw, add, or drop **before the withdrawal deadline**. The request must be submitted to TCC's Dual Enrollment Coordinator before the withdrawal deadline. [Click here for the Dual Enrollment Withdrawal Form.](#)

To change a student's schedule, the guidance counselor must submit a written request to TCC's Dual Enrollment Coordinator before the deadline which is published on TCC's dual enrollment website: [Click here for the Course Adjustment Form.](#)

Summer Enrollment

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

Maximum Course Loads

Traditional dual enrolled students are allowed a maximum of 11 credit hours each semester. All college courses taken must count towards high school credit. Early admission students are allowed a minimum of 12 credit hours and maximum of 15 credit hours each semester. All college courses taken must count towards high school credit. Special permission is required each semester for the early admission program.

Testing and Alternative Placements for Dual Enrollment Eligibility

Students will use the P.E.R.T., SAT, and ACT Reading scores to test for dual enrollment eligibility.

P.E.R.T.			
Reading	106		ENC 1101
Writing	103		
Mathematics	114 -122		MAC1105C, MAT1033, MGF1106, MGF1107
Mathematics	123		MAC 1105, STA 2023
SAT-I, The College Board			
Reading	440	24	ENC 1101
Writing and Language	N/A	25	
Mathematics	440	24	MAC1105C, MAT1033, MGF1106, MGF1107
Mathematics	470	25.5	MAC 1105, STA 2023
Enhanced ACT, American College Testing Program			
Reading	19		ENC 1101
English	17		
Mathematics	19		MAC 1105C, MAT1033, MGF1106, MGF1107
Mathematics	21		MAC 1105, STA 2023
Grade 10 FSA Reading			
Reading	362		ENC 1101

PSAT/NMSQT, The College Board		
Reading	24	ENC 1101
English	25	
Mathematics	24	MAC1105C, MAT1033, MGF1106, MGF1107
PreACT		
Reading	22	ENC 1101
English	18	
Mathematics	22	MAC1105C, MAT1033, MGF1106, MGF1107
ACCUPLACER, The College Board (Through January 2020)		
Reading	83	ENC 1101
Sentence Skills	83	
Elem. Algebra	72	MAC1105C, MAT1033, MGF1106, MGF1107
ACCUPLACER, The College Board (Since September 2019)		
Reading	245	ENC 1101
Writing	245	
QAS (Quantitative Reasoning, Algebra, Stats)	242	MAC1105C, MAT1033, MGF1106, MGF1107
End-of-Course Assessments		
Algebra I or Geometry End-of-Course Assessment	4	MAC1105C, MAT1033, MGF1106, MGF1107
Performance in High School Coursework		
HS Algebra Algebra I Honors		MAC1105C, MAT1033, MGF1106, MGF1107

Math for College Liberal Arts		
HS Algebra II	B or Better and 3.0 GPA	
HS Algebra II Honors		
Math for College Algebra		
Math for College Statistics		
HS Pre-Calculus		
HS Trig		
HS Calculus		
English IV	B or Better and 3.0 GPA	ENC1101
English IV Honors		

Students must provide official score reports to TCC for ACT, SAT, and/or FSA Reading before being registered for courses. Scores must be less than two years old.

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

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

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

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

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

Students who wish to enroll in dual enrollment prior to completing the 10th grade FSA or Florida Statewide Assessment Test will be required to place into college-level Mathematics and/or English and Reading to be eligible for the dual enrollment program. There are no exceptions to this rule.

Students who wish to enroll in dual enrollment after taking the 10th grade FSA or Florida Statewide Assessment and have appropriate scores (see *Table 1*) on the English and Reading areas and do not have appropriate scores on the math portion of the college placement test will only be allowed to accumulate 12 college credit hours until the math portion of the test is passed. Students must be enrolled in the high school math college readiness course during the accumulation of the 12 college credit hours or have successfully completed the high school math college readiness course which will be verified through the high school transcript. There are no exceptions to this rule. Students must place into ENC 1101 with their test scores to be eligible to participate in the dual enrollment program.

Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through dual enrollment.

Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Procedure is outlined in [TCC's Student Handbook](#).

Continued Enrollment for Academic Dual Enrollment

Students must maintain a minimum 3.0 unweighted cumulative high school grade point average. Continued eligibility for college credit dual enrollment requires the maintenance of a 3.0 unweighted high school GPA.

Additionally, the TCC GPA will be reviewed each semester and students must maintain a 2.00 TCC GPA at the time of review as well as a successful completion rate of 75% (C

or better). Students will be given a one semester grace period if the TCC GPA is below 2.00 or completion is below 75%. High school students are only allowed one grace period.

Early Admission Eligibility

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

Continued Enrollment for Early Admission

Students must maintain a minimum 3.5 unweighted cumulative high school GPA and a TCC GPA of 3.0.

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

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>. Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the Agreement.

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

Courses taken that are not listed on the [Dual Enrollment Course – High School Subject Area Equivalency List](#) must be identified in the Dual Enrollment Articulation Agreement along with the number of high school credits to be awarded either as an elective or subject area credit.

Courses not listed on the Dual Enrollment Course – High School Subject Area Equivalency List

N/A

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

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

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

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

Section 1007.271(3), F.S., allows exceptions to the required GPA on an individual student basis if both parties agree.

Exceptions to High School Grade Point Averages Terms:

Upon recommendation by the principal or designee, a student with an unweighted GPA of 2.75-2.99 may enroll for a maximum of 6 hours of dual enrollment courses provided that the student has shown evidence of ability to do advanced level work through successful completion of Advanced Placement, Honors, or other advanced courses or supplemental work and provided that the student is in a high school college preparatory program in high school. Continuation of dual enrollment will require satisfactory progress in all college dual enrollment courses as defined in Section V of this agreement and successful completion of all high school courses with grades no lower than "B."

Documentation must be provided to TCC's Academic Affairs designee.

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

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

TCC will not make exceptions to the required TCC grade point average. Students will be given a one semester grace period during which a review will take place to determine continued eligibility. The grace period can only be used once during the student's high school matriculation.

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

Students must complete their registration form with their high school guidance counselor. The form must be completed with all the required information about course reference numbers as well as 2nd options. The completed registration form will be given to TCC's Dual Enrollment Coordinator who will register the student for courses that are available at the time the form is received.

2023-2024 Deadlines for High Schools:

Due Date	Activity	Responsible Party
June 16 th , 2023 (Noon)	Last Day for students to submit all paperwork <u>and</u> test scores (as necessary) for enrollment in Summer 2023 B session	High school
July 20 th , 2023	Last Day to Withdraw a student from Summer 2023 B session (use withdrawal form)	
August 14 th , 2023	Last Day for students to submit all paperwork <u>and</u> test scores (as necessary) for enrollment in Fall 2023 semester. This includes registration for courses on the high school campus.	
August 21 st , 2023	TCC First Day of Class	
August 25 th , 2023	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
October 31 st , 2023	Last Day to Withdraw a student (use withdrawal form)	

November 13 th , 2023	Deadline to make changes to course offerings at the high school for Spring 2024. Deadline to identify instructors.	High school
December 1 st , 2023	TCC Last Day of Class	
December 4 th , 2023	Deadline for students to submit paperwork for Spring 2024 (applications, test scores, permission to register forms)	
December 11 th , 2023	Deadline to submit grades to TCC	High school
December 12 th , 2023	TCC Transcripts will be delivered to high schools	TCC
January 8 th , 2024	TCC First Day of Class	
January 10 th , 2024	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
March 8 th , 2024	Deadline to Submit "Course Request for Dual Enrollment" Form for 2023-2024.	High school
March 25 th , 2024	Last Day to Withdraw a student	High school
April 26 th , 2024	TCC Last Day of Class	
May 6 th , 2024	Deadline to submit grades to TCC	High school
May 7 th , 2024	TCC transcripts will be delivered to high schools	

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

There are no exceptions.

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

Dual enrollment courses are college courses both in content and outcomes. Dual enrollment instructors must meet the teaching credentials established by the Southern Association of Colleges and Schools (SACS). Section 1007.271(5)(a), F.S., governs dual

enrollment faculty. These provisions were taken from the *Dual Enrollment Statement of Standards*, which was codified in State Board of Education Rule 6A 14.064, FAC.

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

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

1. Provide TCC with an official copy of the postsecondary transcript.
2. Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered at TCC and must be approved by the appropriate TCC academic division.
3. Adhere to the professional rules, guidelines, and expectations stated in TCC's adjunct faculty handbook.
4. Adhere to the rules, guidelines, and expectations (which apply to faculty members) that are stated in TCC's student handbook.

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

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

It is the responsibility of each instructor to check their online class rosters every day to ensure that the appropriate students are sitting in the class. If a student is not on the roster, the instructor should immediately notify the high school dual enrollment contact person. The high school dual enrollment contact person should notify TCC's dual enrollment coordinator.

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

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

XII. Responsibilities of the School Board regarding determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program

The School Board is responsible for determining if the student is eligible to be tested for the dual enrollment program. Students who have a 3.0 unweighted high school grade point average and who have an interest in participating in dual enrollment should be referred to their high school guidance counselors to discuss the eligibility requirements for the program.

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

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

It is TCC's responsibility to monitor student performance in TCC's dual enrollment courses. The School Board and TCC should exchange student transcripts in order to make sure that students are eligible to continue in the dual enrollment program.

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

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

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

XIV. Responsibilities for funding that delineates costs incurred by the school district and TCC

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

Textbook Costs & ADA Accommodation Costs

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

Standard Tuition Rate

Per the 1007.271, F.S., the School Board is required to pay the standard tuition rate per credit hour to TCC for instruction taking place on TCC's campus for dual enrolled students. The approved standard tuition for FY 2022-2023 is \$71.98. The rate will be charged for courses taking place on TCC's main campus, TCC's educational centers, and distance learning courses.

TCC will not charge tuition to the School Board for Summer 2023 dual enrollment students. TCC also will not limit dual enrollment participation based upon capacity, F.S. 1007.271(4) in any term.

TCC will use the fees collected to enhance the dual enrollment program. TCC will promote dual enrollment participation, increase capacity, and enrich the quality of services associated with the dual enrollment program. The School Board's payment of tuition to TCC will increase the number of counselors available to the dual enrollment program in order to recruit more dual

enrollment students and to help prepare students for transition to college, to counsel students in meta-majors and programs of study, and to track and provide feedback to students on their progress. TCC will also provide high school faculty and counselor training for dual enrollment.

Instructional Costs

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

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

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

Invoicing for Financial Obligations

TCC will invoice the School Board for financial obligations within 21 business days of TCC's Census date which is normally after the 5th day of class each semester.

A second invoice may be generated for all students who enroll in an express session if that student is not included in the main session invoice.

The school district is responsible for any student who fails to withdraw after the add/drop period.

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

XV. Responsibilities for Student Transportation

It is the student's responsibility to provide his or her own transportation.

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

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

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

TCC provides physical, academic, and program access including: Extended time testing, Note-taking Services, Reader Services, Recorders, Audio Books via LearningAlly.org, E-Texts, Adaptive technology, Math accommodations, Sign Language interpreters, and Spelling accommodations.

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

5/15/23
Date

Eugene Smith, Jr.
Chair, Tallahassee District Board of Trustees,
Tallahassee Community College, Florida

5/15/23
Date

[Signature]
President, Tallahassee Community College

Date

Chair, Gadsden County School Board

Date

Superintendent, Gadsden County School District

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8k

DATE OF SCHOOL BOARD MEETING: June 27, 2023

TITLE OF AGENDA ITEM: Memorandum of Understanding (North Florida Medical Centers, Inc.

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

The Memorandum of Understanding will allow North Florida Medical Centers, Inc to provide preventive dental care which includes exams, cleanings, fluoride treatments and sealants for children grades PreK – 5th at no cost to the parents, guardians or school board. Services are provided via a Mobile Dental Clinic.

FUND SOURCE:

AMOUNT:

PREPARED BY: Tammy McGriff, EdS. 

POSITION: Assistant Superintendent of Academic Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

REVIEWED BY: _____

Memorandum of Understanding between Gadsden County School Board and North Florida Medical Centers, Inc.

This Agreement is made and entered into on _____, 2023, by North Florida Medical Centers, Inc., a Federally Qualified Health Centers, (hereinafter referred to as "NFMC"), and **The School Board of Gadsden County, Florida**, a government entity, (hereinafter referred to as "School Board"), as follows:

RECITALS

WHEREAS, NFMC is a Florida non-profit organization that qualifies for tax-exempt status under IRS 501(c) (3); and

WHEREAS, NFMC owns and operates a Mobile Dental Clinic in Gadsden County, the purpose of which is to provide preventive dental care which includes exams, cleanings, fluoride treatments and sealants for school-aged children in grades that may include pre-K-5th that attend Gadsden County elementary schools at no cost to parents, guardians or the school board; and

WHEREAS, NFMC desires to coordinate with the School Board for the purpose of providing said dental services to the children attending the Gadsden County School system, whose parents consent to the delivery of said services to their children.

NOW, THEREFORE, in consideration of the mutual covenants herein contained and other good and valuable consideration, receipt of which is hereby acknowledged, it is mutually agreed as follows:

AGREEMENT

(1) This Agreement shall commence on August 1, 2023 and shall terminate on July 31, 2024. Either party may terminate this Agreement, for any reason, upon thirty (30) days written notice to the other party.

(2) The School Board agrees that NFMC shall be permitted to use Mobile Dental Equipment to set up a dental Clinic within Gadsden County elementary schools. The equipment is owned by NFMC and on school property for the purpose of NFMC providing preventive dental care, which includes exams, cleanings, fluoride treatments, and sealants for school-aged children in grades that may include K-5th grade, whose parents have consented in writing to the delivery of said dental services to their children by NFMC at no cost to parents, guardians or the school board.

(3) NFMC represents that it has in effect and agrees that it shall maintain at all times, while this Agreement remains in effect, liability insurance with a minimum limit of no less than \$1,000,000.00. The School Board shall be added as a named insured under such coverage. NFMC will supply a copy of said policy upon a request from the School Board.

(4) NFMC hereby agrees to indemnify, hold harmless, release, acquit, discharge and defend at its sole cost and expense the School Board, its Superintendent, Board Members, employees and agents, or any other person associated with the School Board, their successors and assigns, from and against all claims, costs, losses, damages, obligations, judgements, attorneys' fees and attachments caused by, arising from, or resulting from the operation of NFMC or its employees, contractors, agents or any other individuals acting on behalf of NFMC of the dental equipment and the delivery of dental services to students while on property owned by the School Board, caused by NFMC's negligence.

(5) Pursuant to Florida Statutes Section 1012.465, commonly known as "The Jessica Lunsford Act," any officers, directors, employees, volunteers, providers or agents of NFMC, or any other individuals acting on behalf of NFMC, who are permitted access on school grounds when students are present or who have direct contact with students of Gadsden County schools shall comply with the Jessica Lunsford Act. NFMC will provide the School Board fingerprinting records for all individuals noted above.

(6) The school principal shall have the final decision regarding the scheduling of dental services at the school.

ASSIGNMENT and AMENDMENTS

Neither this Agreement nor any right created hereby shall be assignable by either party without the prior written consent of the other. Nothing in this Agreement, expressed or implied, is intended to confer upon any person, other than the parties hereto and their successors, any rights or remedies under or by reason of this Agreement. This Agreement may be amended or modified at any time and in all respects by written mutual agreement by the parties.

NOTICES

Any notice, communication, request, reply, or advice (hereinafter severally and collectively called "notice") in this Agreement provided or permitted to be given, made, or accepted by either party to the other must be in writing and may be given or be served by depositing the same in the United States mail, addressed to the party to be notified, postage prepaid and registered or certified with return receipt requested or by delivering the same in person to such party. Notice deposited in the mail in the manner hereinabove described shall be effective only if and when received by the parties to be notified at the addresses indicated on the signature page.

PARTIES IN INTEREST

All the terms and provisions of this Agreement shall be binding upon and inure to the benefit of and be enforceable by the parties, their successors and assigns.

INTEGRATED AGREEMENT

This Agreement constitutes the entire agreement between the parties hereto, and there are no agreements, understandings, restrictions, warranties, or representations between the parties other than those set forth herein or herein provided for.

CHOICE OF LAW

It is the intention of the parties that the laws of the State of Florida should govern the validity of this Agreement, the construction of its terms, and the interpretation of the rights and duties of the parties. The parties consent and agree that venue for any legal proceedings arising from the Agreement shall be Leon County, Florida.

ATTORNEYS FEES

The prevailing party to a dispute between or litigation among, any of the parties, if said dispute or litigation relates to this agreement, shall be entitled to reimbursement from the non-prevailing party or parties for such prevailing parties' reasonable costs and expenses, including reasonable attorneys' fees. For purposes of this agreement, the prevailing party shall be deemed to be that party who obtains substantially the results sought, whether by settlement, mediation, arbitration, dismissal or judgment. For purposes of this agreement, the terms reasonable attorneys' fees shall include without limitation the actual attorneys' fees incurred in retaining counsel for advice, negotiations, suit, appeal, or any other legal proceedings, including mediation and arbitration

RECORDS

To the extent that NFMC meets the definition of "contractor" under Section 119.0701, Florida Statutes, in addition to other contract requirements provided by law, Provider must comply with public record laws, including the following provisions of Section 119.0701, Florida Statutes:


1. Keep and maintain public records required by the School Board to perform service.
2. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, F.S., or as otherwise provided by law.
3. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law.
4. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of NFMC or keep and maintain public records required by the School Board to perform the service. If NFMC, transfers all public records to the School Board upon completion of the contract, NFMC, shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If NFMC, keeps and maintains public records upon completion of the contract, NFMC shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

ENTIRE AGREEMENT

The foregoing constitutes the entire agreement and understanding of the parties on the subject hereof and supersedes all prior agreements and understandings relating to the subject matter hereof.

This agreement is executed on _____, 2023.

Signed and executed by:

 Lane M. Lunn President / CEO North Florida Medical Centers, Inc.	ATTEST: The School Board of Gadsden County, FL By: Printed Name: Leroy McMillan Title: Board Chair
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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: June 27, 2023

TITLE OF AGENDA ITEM: Purchase Order Request for Brooks Building Solutions, Inc.

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: Request for School Board approval of a purchase order issued to Brooks Building Solutions in the amount of \$204,956.00 for FY 23-24. Attached is a comprehensive mechanical maintenance agreement for services that would be provided to both Gadsden County High and West Gadsden Middle.

FUND SOURCE: Capital Outlay

AMOUNT: \$204,956.00

PREPARED BY: Johnny Riley

POSITION: Interim Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered N/A

CHAIRMAN'S SIGNATURE: page(s) numbered 10 of the Agreement

REVIEWED BY:  _____

Brooks Building Solutions

Gadsden County Schools

OMNIA
PARTNERS

Certified Proposal Number: R200401-FL-261246

School Board of Gadsden County OMNIA #: 942540

Mechanical Investment Service Proposal

Date:
May 11, 2023

Prepared for:
Gadsden County High School
West Gadsden Middle School

Prepared by:
Dustin Morgan
Sales Engineer

Dear Gadsden County School District,

Thank you for taking the time to meet with Brooks Building Solutions and giving us the opportunity to provide this proposal for mechanical systems services.

Our vision and mission are to be the professional provider of comprehensive solutions and services for facilities. We are committed to finding innovative solutions to meet the specific needs of every customer.

Each proposal is designed to match your specific needs with our capabilities and provide you with reduced overall costs, improved equipment efficiency, better comfort, extended equipment life and general peace of mind, related to the HVAC systems.

After careful survey of your mechanical systems, discussions with your staff, and evaluation of financial information, we present the following recommendations for system improvements and planned preventive maintenance.

Thank you again for your time, we look forward to working with you!

Respectfully,

Brooks Building Solutions

Dustin Morgan

Solutions Consultant

Introduction

Service Makes Sense

The value of professional service cannot be underestimated. After all, the protection of your building's assets is critical to the operation of your business and the well-being of your employees.

A professional maintenance program keeps your building healthy and running at peak efficiency. Think of it as a "physical" for your facility. Regularly scheduled maintenance ensures environmental consistency. It makes work areas more comfortable and extends the life of your heating and cooling systems. A service agreement tailored to your specific facility also allows you to identify and address minor performance issues before they lead to catastrophic repairs and/or replacement.

Brooks Building Solutions approach to service includes transparency. You will receive a technical "menu" of the prescribed services and associated costs, along with a maintenance schedule tailored to your facility. We will also provide a detailed explanation of the service performed.

More than 80% of the overall owning and operating costs of your facility will occur AFTER construction, which is why a professionally administered maintenance program is imperative to the ongoing performance of your building. The financial and technical risks of not performing regular service are many, so why chance it?

Brooks Building Solutions provides customized, professional maintenance programs that take the guesswork out of protecting your valuable assets.

YOU focus on the destination. Let us help you along the journey.

Program Overview

There are numerous benefits to ensuring the overall health of your mechanical systems with a well-planned preventative maintenance program. Not only are routine maintenance activities required by equipment manufacturers to keep warranties in effect, but they also protect capital investments in expensive mechanical equipment, reduce system downtime, and ensure that equipment is running efficiently, thereby helping to control energy costs and management to adhere to operational budgets.

Program Administration



This program is professionally developed based upon your management objectives and the requirements of your mechanical equipment, design, age, use, components, and its effect on your business budgets, and personnel. The specific scope is based upon manufacturers' recommendations, and our industry experience.

The proactive and reactive service of this program will be professionally managed under the direction of our professional staff. Upon completion of the service, you will receive a detailed service report outlining performed and recommended services. You stay informed, without staying involved.

Maintenance Tasking System



Preventive Maintenance Services may be scheduled using our proprietary Maintenance Tasking System. An important feature of this system is our customized service checklist, tailored to the specific systems at your facility and detailing the exact services and procedures we will perform to help keep your systems operating efficiently.

Maintenance frequency is determined by an analysis of your systems, which considers variables such as your equipment's operating hours, application, environment, and manufacturer's recommendations. Based on this analysis, we will develop a maintenance frequency for your equipment. All completed service calls will be documented with a detailed customer service report, and this report will be reviewed with you or your representative after each service call.

Customer Service Review (C.S.R.)



The Customer Service Review (C.S.R.) program is designed to ensure that the services being provided continue to meet your changing business objectives and meet or exceed the level of services purchased. The C.S.R. program means that we must continue to earn your business. The program includes regularly scheduled communication to evaluate our service based upon your feedback and direction. It is our goal to exceed the expectations of the customer by providing quality services and on-going communication.

Operational Testing and Inspection Service



This program includes the professional operational inspection and testing of all listed equipment by a fully trained service technician. This service will ensure that equipment is operating according to manufacturers' recommendations, seasonal requirements, and your business needs. Testing will be performed to ensure proper sequencing and operation. Our highly qualified service technician will provide you with recommendations for additional maintenance, as well as identify any worn, doubtful, or broken parts.

Professional Preventive Maintenance



This program includes the highest level of professional preventive maintenance. Preventive maintenance services will be determined based upon your business objectives, risk tolerance, manufacturer's recommendations, and our industry experience. This level of professional preventive maintenance is designed to keep your mechanical assets operating at peak performance to maximize equipment life while reducing operating cost and energy consumption.

Maintenance Supplies



This program includes all required maintenance supplies to effectively implement our Professional Maintenance Program. Maintenance Supplies include a variety of materials that is required to ensure all the serviced equipment and system are proactively services based on manufactures recommendations, specifications, and our experience.

Emergency Service Labor



This program includes emergency service labor to respond to any emergency 24/7/365! All travel and living expenses incurred while performing this service are also included. You will receive “prioritized customer response”! This program is designed to minimize such emergency situations, but should you need us, we will be there!

Repair and Replacement Labor



This program includes the labor to repair or replace worn, failed or doubtful components and parts by highly skilled and trained technicians. Also included are any supervisory personnel and helpers necessary to perform the scope of work.

Maintainable Components and Parts Replacement



This program includes the replacement of worn, faded or doubtful maintainable components and parts. This program includes the cost of maintainable components, parts, and supplies. Typical maintainable components and parts include compressors, motors, contactors, motor actuators, sensors, etc.

Air Filter Service



Dirty filters and coils can increase your energy bills by 10-15%, according to the U.S. Department of Energy. Inefficient system operation caused by dirty filters can result in having to repair equipment more often or replace it sooner than its usual life expectancy. In some cases, dirty filters can even reduce employee productivity by aggravating employee health problems.

This program includes the labor and material to inspect, clean as required and change air filters on a regularly scheduled basis.

Belt Service

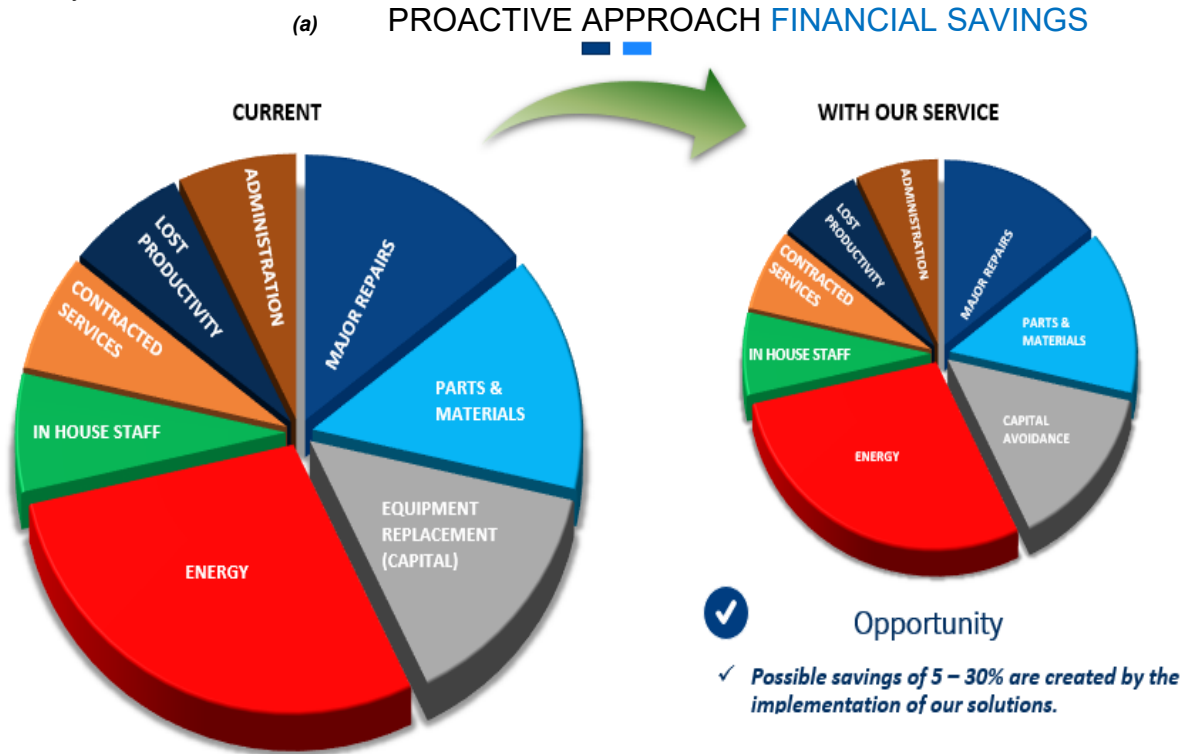


Belt inspection is particularly important to the operation because of the size of the power losses. Estimates of the energy losses due to under-tensioned drive belts can be as much as 20%. Proper belt tension is critical not only to belt life, but also to optimal drive function.

This program includes the labor and material to inspect, adjust as required and change belts on a regularly scheduled basis.

MAINTENANCE IMPACT

Brooks Building Solutions preventive maintenance program is the key to extending the life of your equipment. Our program provides the necessary labor, materials, and test equipment to perform inspection, adjustment, calibration, and testing of the system's operation. By implementing our Maintenance Program, you can ensure your system operates at optimal efficiency.



With Brooks Building Solutions you can expect:

- Expert operations and sales staff
- The highest standards and integrity in the industry
- Guaranteed performance
- Fast 24/7/365 emergency service
- Certified service professionals
- America's Best Service Experience
- Results oriented



According to the U.S. Department of Energy and the Building Owners and Managers Association (BOMA) energy savings of 5 to 30% can be realized through **improved operations and maintenance of building systems.**

Your Benefits

- Reduces energy consumption
- Extends equipment life
- Eliminates comfort problems
- Reduces costs
- Protects the value of your system
- Improves system performance
- Reduces down time

Full Coverage Program

This agreement provides the Customer with an ongoing, comprehensive maintenance agreement for the lifetime of the contract and all renewals thereof. This agreement will be initiated, scheduled, administered, monitored, and updated by the Service Provider. The service activities will be directed and scheduled, on a regular basis, by our comprehensive equipment maintenance scheduling system based on manufacturers' recommendations, equipment location, application, type, run time, and Service Provider's own experience. The Customer is informed of the agreement's progress and results on a continuing basis via a detailed Service Report, presented after each service call for Customer's review, approval signature and record.

WE WILL PROVIDE THE FOLLOWING PROFESSIONAL MAINTENANCE SERVICES FOR THE BUILDING ENVIRONMENTAL MECHANICAL SYSTEM(S) COMPRISED OF THE EQUIPMENT LISTED ON EXHIBIT A (EQUIPMENT LIST):

TEST AND INSPECT: On-Site labor, travel labor and travel and living expenses required to visually INSPECT and TEST equipment to determine its operating condition and efficiency. Typical activities include:

*TESTING for excessive vibration; motor winding resistance; refrigerant charge; fan RPM; refrigerant oil (acid); water condition; flue gas analysis; safety controls, combustion, and draft; crankcase heaters, control system(s), etc.

*INSPECTING for worn, failed or doubtful parts; mountings, drive couplings; oil level; rotation; soot; flame composition and shape; pilot and igniter; steam, water, oil and/or refrigerant leaks, etc.

PREVENTIVE MAINTENANCE: On-Site labor, travel labor and travel and living expenses required to clean, align, calibrate, tighten, adjust, and lubricate equipment. These activities are intended to extend equipment life and assure proper operating condition and efficiency. Typical activities include:

*CLEANING coil surfaces; fan impellers and blades; electrical contacts; burner orifices; passages and nozzles; pilot and igniter; cooling tower baffles, basin, sump, and float; chiller, condenser, and boiler tubes, etc.

*ALIGNING belt drives; drive couplings; coil fins, etc.

*CALIBRATING safety controls; temperature and pressure controls, etc.

*TIGHTENING electrical connections; mounting bolts; pipe clamps; refrigerant piping fittings; damper sections, etc.

*ADJUSTING belt tension; refrigerant charge; super heat; fan RPM; water chemical feed and feed rate; burner fuel/air ratios; gas pressure; set point of controls and limits; compressor cylinder unloaders; damper close-off; sump floats, etc.

*LUBRICATING motors; fan and damper bearings; valve stems; damper linkages; fan vane linkages, etc. **REPAIR AND REPLACE:** On-Site labor, travel labor, parts procurement labor (locating, ordering, expediting, and transporting) and travel and living expenses required to REPAIR or REMOVE AND REPLACE broken, worn and/or doubtful components and/or parts. This applies only to maintainable/Moving portions of the system.

EMERGENCY SERVICE CALL: Normal Business hours on-Site labor and travel labor, plus travel and living expenses required for unscheduled work resulting from an abnormal condition. For Emergency Service call outside of normal business hours refer to After Hours Service for billing rate.

REPAIR AND REPLACE: On-Site labor, travel labor, parts procurement labor (locating, ordering, expediting, and transporting) and travel and living expenses required to REPAIR or REMOVE AND REPLACE broken, worn and/or doubtful components and/or parts. This applies only to maintainable/moving components of the system.

COMPONENTS, PARTS, AND SUPPLIES: The cost of COMPONENTS, PARTS AND SUPPLIES required to keep the equipment operating properly and efficiently. (Refrigerant is only covered when a compressor is repaired/replaced. Any leak in the system is not covered unless stated in the agreement.)

EXCLUSIONS: The following services are not included as part of this Agreement:

*Water Treatment for chilled or heating water system

*No Overtime or Weekend Work

*Refrigerant of any kind

AFTER HOURS SERVICE: Brooks Building Solutions will perform all services during its normal business hours (Monday thru Friday, 7:30 am to 4:00 pm) unless otherwise specified. Any services requested or agreed to by the customer that are outside of regular working hours will be performed by Brooks Building Solutions at an additional cost. Brooks Building Solutions will invoice such services at a special service and repair billing rate at the difference between the company's published contract labor rate and the company's published contract overtime (after hours, Saturday, Sunday) and Holiday rates.

Mechanical Service:

- Overtime Rate (\$172.50) – Regular Rate (\$115.00) = Special Overtime Service and Repair Billing Rate (\$57.50)
- Holiday Rate (\$230.00) – Regular Rate (\$115.00) = Special Holiday Service and Repair Billing Rate (\$115.00)

**FULL COMPREHENSIVE MAINTENANCE SERVICE AGREEMENT
BETWEEN
GADSDEN COUNTY SCHOOLS (“CUSTOMER”)
AND
BROOKS BUILDING SOLUTIONS, INC. (“BBS”)
EFFECTIVE DATE: JULY 1, 2023**

THIS PREVENTATIVE MAINTENANCE SERVICES AGREEMENT (this “Agreement”) entered into by and between Customer and BBS applies solely to the equipment listed on Exhibit A attached hereto (the “Equipment”). The parties hereto agree as follows:

FULL COMPREHENSIVE MAINTENANCE SERVICES

BBS will provide full comprehensive maintenance services on the Equipment. Services will also include (3) quarterly and (1) annual inspection(s) on the Equipment at Customer’s Office located at Gadsden County High School and West Gadsden Middle School. The specific tasks to be performed are detailed on Exhibit B attached hereto (collectively, the “Services”).

TERM

This Agreement shall be (3) years beginning 07/01/2023 and expiring 06/30/2026.

CONTRACT PRICE AND PAYMENT

BBS, Inc. will provide the Services for Customer in exchange for the following compensation (the “Contract Price”)

Year 1 Price:

Two Hundred Four Thousand Nine Hundred Fifty-Six Dollars and 00/100 **\$204,956.00**

Customer shall pay BBS Semi-annually, in advance, in the amount of \$102,478.00.

Year 2 Price:

Two Hundred Four Thousand Nine Hundred Fifty-Six Dollars and 00/100 **\$204,956.00**

Customer shall pay BBS Semi-annually, in advance, in the amount of \$102,478.00.

Year 3 Price:

Two Hundred Four Thousand Nine Hundred Fifty-Six Dollars and 00/100 **\$204,956.00**

Customer shall pay BBS Semi-annually, in advance, in the amount of \$102,478.00.

PERSONNEL

BBS will perform the Services using factory-trained technicians who specialize in HVAC, refrigeration and electronic system maintenance and repair service.

PROPOSAL EXPIRATION DATE:

Upon submission to Customer by BBS, this proposal shall be valid for thirty (30) days from date first stated above. Upon execution by Customer, this Agreement shall constitute a valid, binding contract by and between the parties hereto.

TERMS AND CONDITIONS

This agreement is subject to the additional Terms and Conditions attached hereto as Exhibit C. In the event of a conflict between the terms set forth herein and the Terms and Conditions, the terms set forth herein shall control.

IN WITNESS WHEREOF, this Preventative Maintenance Service Agreement is executed by the parties hereto as of the date set forth below.

BROOKS BUILDING SOLUTIONS, INC.

GADSDEN COUNTY SCHOOLS

Signature

Signature

Dustin Morgan

Name

Name

Sales Engineer

Title

Title

Date

Date

**EXHIBIT A
EQUIPMENT LIST**

GADSDEN COUNTY HIGH SCHOOL

Qty	Equipment	Manufacturer	Model	Serial#	Rating	Location	Area Served
1	AHU 1	Daikin			10 HP		
1	AHU 2	Daikin	CAH025SFDAC	FBOU020400208	10 HP		
1	AHU 3A-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3B-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3B-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3B-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3B-4		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3D-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3D-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3D-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3K-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3K-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3K-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3K-4		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3K-5		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3K-6		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3K-7		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3L-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3L-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3M-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3M-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3N-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3N-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3N-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3N-4		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3P-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3P-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3P-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 3R-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4A-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4A-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4B-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4B-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4B-3		HH-ARR-3	AHU020228-05	2 HP		

Qty	Equipment	Manufacturer	Model	Serial#	Rating	Location	Area Served
1	AHU 4C-1		HH-AAR-3	AHU020228-05	2 HP		
1	AHU 4D-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4D-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4D-3				2 HP		
1	AHU 4F-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4F-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4F-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4J-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4K-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4K-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4K-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4K-4		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4K-5		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4K-6		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4K-7		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4K-8		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4L-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4L-2				10 HP		
1	AHU 4L-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4L-4		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4L-5		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4L-6		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4L-7		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4L-8		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4M-1				2 HP		
1	AHU 4M-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4M-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4M-4		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4N-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4N-2				2 HP		
1	AHU 4P-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 4Q-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 6-1A				15 HP	Building 600 Gym	
1	AHU 6-1B				15 HP	Building 600 Gym	
1	AHU 7-1				15 HP	Building 700	
1	AHU 8A-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8C-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8G-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8G-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8J-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8M-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8N-1		HH-ARR-3	AHU020228-05	2 HP		

Qty	Equipment	Manufacturer	Model	Serial#	Rating	Location	Area Served
1	AHU 8N-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8N-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8Q-3		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8T-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8U-1		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8U-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 8V-1				2 HP		
1	AHU 8V-2		HH-ARR-3	AHU020228-05	2 HP		
1	AHU 9-1		CAH017FDAE	FBOU020400221	15 HP	Building 900	
1	BLR 001	Raypak	H3-3500	111189434	100 HP		
1	BLR 002	Raypak	H3-3500	111189433	100 HP		
1	CHLR 001	McQuay	AGZ211ETSEM N00	STNU171100141	210 Ton		
1	CHLR 002	McQuay	ALS218C27-ERN	STNU020600198	210 Ton		
1	CHLR 003	McQuay	ALS218C27-ERN		210 Ton		
1	CWP 1 - Primary		EJMM3311T		15 HP		
1	CWP 1 - Secondary		42HQ54W387D1		15 HP		
1	CWP 2 - Primary		EJMM3311T		15 HP		
1	CWP 2 - Secondary		42HQ54W387G1		15 HP		
1	CWP 3 - Primary		EJMM3311T		15 HP		
1	HWP 1 - Primary		39K062W91562		15 HP		
1	HWP 1 - Secondary		EJMM32181		15 HP		
1	HWP 2 - Secondary		EJMM3218T		15 HP		
1	HWP 2- Primary		39K062W915G3		15 HP		
1	MAU 3-1				15 HP	Building 300	
1	MAU 3-2				15 HP	Building 300	
1	MAU 4-1				15 HP	Building 400	
1	MAU 4-2				15 HP	Building 400	
1	MAU 5-1				15 HP	Building 500	
1	MAU 5-2				15 HP	Building 500	
1	MAU 6-2				15 HP	Building 600 Gym	
1	Split System 1		DX118A1204AA	1507223485	15 Ton	Building 10	
1	VFD 001				10 HP		
1	VFD 002				10 HP		
1	VFD 003				10 HP		
1	VFD 004				10 HP		
1	VFD 005				10 HP		
1	VFD 006				10 HP		
1	VFD 007				10 HP		
1	VFD 008				10 HP		
1	VFD 009				10 HP		

WEST GADSDEN MIDDLE SCHOOL

Qty	Equipment	Manufacturer	Model	Serial#	Rating	Location	Area Served
1	AHU 1-1	Daikin	CAH012GDAC	FBOU060800175	5 HP	WGHS Admin Bldg	
1	AHU 2-1	Daikin	CAH014GDAC	FBOU060800170	5 HP	WGHS Bldg 200 Media	
1	AHU 4-1	Daikin	CAH035GDAC	FBOU060800173	10 HP	WGHS Bldg 400	
1	AHU 4-2	Daikin	CAH021GDAC	FBOU060800174	10 HP	WGHS Bldg 300	
1	AHU 5-1	Daikin	CAH040GDAC	FBOU060800032	10 HP	WGHS Bldg 500 Gym	
1	AHU 5-2	Daikin	CAH008GDAC	FBOU060800115	10 HP	WGHS Bldg 500	
1	AHU 6-1	Daikin	CAH017GDAC	FBOU060800120	5 HP	WGHS	
1	AHU 7-1	Daikin	CAH025GDAC	FBOU060800121	10 HP	WGHS Dining Room	
1	AHU 7-2	Daikin	CAH012GDAC	FBOU060800122	5 HP	WGHS Kitchen	
1	AHU 8-1	Daikin	CAH030GDAC	FBOU060800123	10 HP	WGHS Bldg 800	
1	AHU 9-1	Daikin	CAH021GDAC	FBOU060800171	10 HP	WGHS Bldg 900	
1	Chiller 7-1	Daikin	AGS170CH27-ER10	STNU060700220	170 Ton	WGHS	
1	Chiller 7-2	Daikin	AGS170CH27-ER10	STNU060700207	170 Ton	WGHS	
1	CHWP 7-3				15 HP		
1	CHWP 7-3 VFD	ABB	ACH550VA-023A		15 HP	WGHS Bldg 700	
1	DH 2-1	Neptronic	DFCI004		1	WGHS Bldg 200 AHU 2-1 Heater	
1	DH 4-1	Neptronic	DFCI004		1	WGHS Bldg 400 AHU 4-1 Heater	
1	DH 6-1	Neptronic	DFCI004		1	WGHS AHU 6-1 Heater	
1	Primary CHW Pump 7-1				15 HP	WGHS	
1	Primary CHW Pump 7-2				15 HP	WGHS	
1	Secondary CHW Pump 7-4				15 HP	WGHS	
1	VFD 002		ACH550-VD-08A8-4		5 HP		
1	VFD 003		ACH550-VD-08A8-4		5 HP		
1	VFD 004		ACH550-VD-08A8-4		5 HP		
1	VFD 005		ACH550-VD-08A8-4		5 HP		
1	VFD 006		ACH550-VD-08A8-4		5 HP		
1	VFD 007		ACH550-VD-08A8-4		5 HP		
1	VFD 008		ACH550-VD-08A8-4		5 HP		
1	VFD 009		ACH550-VD-08A8-4		5 HP		
1	VFD 010		ACH550-VD-08A8-4		5 HP		
1	VFD 011		ACH550-VD-08A8-4		5 HP		
1	VFD 1		ACH550-VD-08A8-4		5 HP		

Asset Maintenance Schedule

GADSDEN COUNTY HIGH SCHOOL

Unit #	Type	Spring	Summer	Fall	Winter	Annual Coil Cleanings	Annual Belt Changes
AHU 1	AHU-WT-HC	1	1	1	1	1	0
AHU 2	AHU-WT-HC	1	1	1	1	1	0
AHU 3A-1	AHU-WT-HC	1	1	1	1	1	1
AHU 3B-1	AHU-WT-HC	1	1	1	1	1	1
AHU 3B-2	AHU-WT-HC	1	1	1	1	1	1
AHU 3B-3	AHU-WT-HC	1	1	1	1	1	1
AHU 3B-4	AHU-WT-HC	1	1	1	1	1	1
AHU 3D-1	AHU-WT-HC	1	1	1	1	1	1
AHU 3D-2	AHU-WT-HC	1	1	1	1	1	1
AHU 3D-3	AHU-WT-HC	1	1	1	1	1	1
AHU 3K-1	AHU-WT-HC	1	1	1	1	1	1
AHU 3K-2	AHU-WT-HC	1	1	1	1	1	1
AHU 3K-3	AHU-WT-HC	1	1	1	1	1	1
AHU 3K-4	AHU-WT-HC	1	1	1	1	1	1
AHU 3K-5	AHU-WT-HC	1	1	1	1	1	1
AHU 3K-6	AHU-WT-HC	1	1	1	1	1	1
AHU 3K-7	AHU-WT-HC	1	1	1	1	1	1
AHU 3L-1	AHU-WT-HC	1	1	1	1	1	1
AHU 3L-2	AHU-WT-HC	1	1	1	1	1	1
AHU 3M-1	AHU-WT-HC	1	1	1	1	1	1
AHU 3M-2	AHU-WT-HC	1	1	1	1	1	1
AHU 3N-1	AHU-WT-HC	1	1	1	1	1	1
AHU 3N-2	AHU-WT-HC	1	1	1	1	1	1
AHU 3N-3	AHU-WT-HC	1	1	1	1	1	1
AHU 3N-4	AHU-WT-HC	1	1	1	1	1	1
AHU 3P-1	AHU-WT-HC	1	1	1	1	1	1
AHU 3P-2	AHU-WT-HC	1	1	1	1	1	1
AHU 3P-3	AHU-WT-HC	1	1	1	1	1	1
AHU 3R-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4A-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4A-3	AHU-WT-HC	1	1	1	1	1	1
AHU 4B-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4B-2	AHU-WT-HC	1	1	1	1	1	1

Unit #	Type	Spring	Summer	Fall	Winter	Annual Coil Cleanings	Annual Belt Changes
AHU 4B-3	AHU-WT-HC	1	1	1	1	1	1
AHU 4C-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4D-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4D-2	AHU-WT-HC	1	1	1	1	1	1
AHU 4D-3	AHU-WT-HC	1	1	1	1	1	1
AHU 4F-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4F-2	AHU-WT-HC	1	1	1	1	1	1
AHU 4F-3	AHU-WT-HC	1	1	1	1	1	1
AHU 4J-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4K-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4K-2	AHU-WT-HC	1	1	1	1	1	1
AHU 4K-3	AHU-WT-HC	1	1	1	1	1	1
AHU 4K-4	AHU-WT-HC	1	1	1	1	1	1
AHU 4K-5	AHU-WT-HC	1	1	1	1	1	1
AHU 4K-6	AHU-WT-HC	1	1	1	1	1	1
AHU 4K-7	AHU-WT-HC	1	1	1	1	1	1
AHU 4K-8	AHU-WT-HC	1	1	1	1	1	1
AHU 4L-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4L-2	AHU-WT-HC	1	1	1	1	1	1
AHU 4L-3	AHU-WT-HC	1	1	1	1	1	1
AHU 4L-4	AHU-WT-HC	1	1	1	1	1	1
AHU 4L-5	AHU-WT-HC	1	1	1	1	1	1
AHU 4L-6	AHU-WT-HC	1	1	1	1	1	1
AHU 4L-7	AHU-WT-HC	1	1	1	1	1	1
AHU 4L-8	AHU-WT-HC	1	1	1	1	1	1
AHU 4M-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4M-2	AHU-WT-HC	1	1	1	1	1	1
AHU 4M-3	AHU-WT-HC	1	1	1	1	1	1
AHU 4M-4	AHU-WT-HC	1	1	1	1	1	1
AHU 4N-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4N-2	AHU-WT-HC	1	1	1	1	1	1
AHU 4P-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4Q-1	AHU-WT-HC	1	1	1	1	1	1
AHU 6-1A	AHU-WT-HC	1	1	1	1	1	1
AHU 6-1B	AHU-WT-HC	1	1	1	1	1	1
AHU 7-1	AHU-WT-HC	1	1	1	1	1	1
AHU 8A-1	AHU-WT-HC	1	1	1	1	1	1
AHU 8C-1	AHU-WT-HC	1	1	1	1	1	1
AHU 8G-1	AHU-WT-HC	1	1	1	1	1	1
AHU 8G-2	AHU-WT-HC	1	1	1	1	1	1
AHU 8J-1	AHU-WT-HC	1	1	1	1	1	1
AHU 8M-1	AHU-WT-HC	1	1	1	1	1	1

Unit #	Type	Spring	Summer	Fall	Winter	Annual Coil Cleanings	Annual Belt Changes
AHU 8N-1	AHU-WT-HC	1	1	1	1	1	1
AHU 8N-2	AHU-WT-HC	1	1	1	1	1	1
AHU 8N-3	AHU-WT-HC	1	1	1	1	1	1
AHU 8Q-3	AHU-WT-HC	1	1	1	1	1	1
AHU 8T-1	AHU-WT-HC	1	1	1	1	1	1
AHU 8U-1	AHU-WT-HC	1	1	1	1	1	1
AHU 8U-2	AHU-WT-HC	1	1	1	1	1	1
AHU 8V-1	AHU-WT-HC	1	1	1	1	1	1
AHU 8V-2	AHU-WT-HC	1	1	1	1	1	1
AHU 9-1	AHU-WT-HC	1	1	1	1	1	1
BLR 001	BLR-GAS-HW	1	1	1	1	0	0
BLR 002	BLR-GAS-HW	1	1	1	1	0	0
CHLR 001	CHLR-SCRW-AC	1	1	1	1	1	0
CHLR 002	CHLR-SCRW-AC	1	1	1	1	1	0
CHLR 003	CHLR-SCRW-AC	1	1	1	1	1	0
CWP 1 - Primary	PMP-WTR-CND	1	1	1	1	0	0
CWP 1 - Secondary	PMP-WTR-CND	1	1	1	1	0	0
CWP 2 - Primary	PMP-WTR-CND	1	1	1	1	0	0
CWP 2 - Secondary	PMP-WTR-CND	1	1	1	1	0	0
CWP 3 - Primary	PMP-WTR-CND	1	1	1	1	0	0
HWP 1 - Primary	PMP-WTR-HW	1	1	1	1	0	0
HWP 1 - Secondary	PMP-WTR-HW	1	1	1	1	0	0
HWP 2 - Secondary	PMP-WTR-HW	1	1	1	1	0	0
HWP 2- Primary	PMP-WTR-HW	1	1	1	1	0	0
MAU 3-1	AHU-WT-HC	1	1	1	1	1	1
MAU 3-2	AHU-WT-HC	1	1	1	1	1	1
MAU 4-1	AHU-WT-HC	1	1	1	1	1	1
MAU 4-2	AHU-WT-HC	1	1	1	1	1	1
MAU 5-1	AHU-WT-HC	1	1	1	1	1	1
MAU 5-2	AHU-WT-HC	1	1	1	1	1	1
MAU 6-2	AHU-WT-HC	1	1	1	1	1	1
Split System 1	SPLT-DX-HC	1	1	1	1	1	1
VFD 001	MIS-VFD	1	1	1	1	0	0
VFD 002	MIS-VFD	1	1	1	1	0	0
VFD 003	MIS-VFD	1	1	1	1	0	0
VFD 004	MIS-VFD	1	1	1	1	0	0
VFD 005	MIS-VFD	1	1	1	1	0	0

Unit #	Type	Spring	Summer	Fall	Winter	Annual Coil Cleanings	Annual Belt Changes
VFD 006	MIS-VFD	1	1	1	1	0	0
VFD 007	MIS-VFD	1	1	1	1	0	0
VFD 008	MIS-VFD	1	1	1	1	0	0
VFD 009	MIS-VFD	1	1	1	1	0	0

WEST GADSDEN MIDDLE SCHOOL

Unit #	Type	Spring	Summer	Fall	Winter	Annual Coil Cleanings	Annual Belt Changes
AHU 1-1	AHU-WT-HC	1	1	1	1	1	1
AHU 2-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4-1	AHU-WT-HC	1	1	1	1	1	1
AHU 4-2	AHU-WT-HC	1	1	1	1	1	1
AHU 5-1	AHU-WT-HC	1	1	1	1	1	1
AHU 5-2	AHU-WT-HC	1	1	1	1	1	1
AHU 6-1	AHU-WT-HC	1	1	1	1	1	1
AHU 7-1	AHU-WT-HC	1	1	1	1	1	1
AHU 7-2	AHU-WT-HC	1	1	1	1	1	1
AHU 8-1	AHU-WT-HC	1	1	1	1	1	1
AHU 9-1	AHU-WT-HC	1	1	1	1	1	1
Chiller 7-1	CHLR-SCRW-WC	1	1	1	1	1	0
Chiller 7-2	CHLR-SCRW-WC	1	1	1	1	1	0
CHWP 7-3	PMP-WTR-CHIL	1	1	1	1	0	0
CHWP 7-3 VFD	MIS-VFD	1	1	1	1	0	0
DH 2-1	MIS-UHTR-ELC-R	1	1	1	1	0	0
DH 4-1	MIS-UHTR-ELC-R	1	1	1	1	0	0
DH 6-1	MIS-UHTR-ELC-R	1	1	1	1	0	0
Primary CHW Pump 7-1	PMP-WTR-CHIL	1	1	1	1	0	0
Primary CHW Pump 7-2	PMP-WTR-CHIL	1	1	1	1	0	0
Secondary CHW Pump 7-4	PMP-WTR-CHIL	1	1	1	1	0	0
VFD 002	MIS-VFD	1	1	1	1	0	0
VFD 003	MIS-VFD	1	1	1	1	0	0
VFD 004	MIS-VFD	1	1	1	1	0	0
VFD 005	MIS-VFD	1	1	1	1	0	0
VFD 006	MIS-VFD	1	1	1	1	0	0
VFD 007	MIS-VFD	1	1	1	1	0	0
VFD 008	MIS-VFD	1	1	1	1	0	0
VFD 009	MIS-VFD	1	1	1	1	0	0

Unit #	Type	Spring	Summer	Fall	Winter	Annual Coil Cleanings	Annual Belt Changes
VFD 010	MIS-VFD	1	1	1	1	0	0
VFD 011	MIS-VFD	1	1	1	1	0	0
VFD 1	MIS-VFD	1	1	1	1	0	0

Air Filter Service Gadsden County High School

Unit	Qty	Changes/Year	Size	Type
AHU 1	12	4	20 x 24 x 2	Pleated
AHU 2	3	4	24 x 24 x 2	Pleated
AHU 2	9	4	20 x 24 x 2	Pleated
AHU 3A-1	1	4	16 x 20 x 2	Pleated
AHU 3B-1	1	4	16 x 20 x 2	Pleated
AHU 3B-2	2	4	16 x 20 x 2	Pleated
AHU 3B-3	1	4	16 x 20 x 2	Pleated
AHU 3B-4	1	4	16 x 20 x 2	Pleated
AHU 3D-1	1	4	16 x 20 x 2	Pleated
AHU 3D-2	1	4	16 x 20 x 2	Pleated
AHU 3D-3	1	4	16 x 20 x 2	Pleated
AHU 3K-1	2	4	16 x 20 x 2	Pleated
AHU 3K-2	2	4	16 x 20 x 2	Pleated
AHU 3K-3	2	4	16 x 20 x 2	Pleated
AHU 3K-4	2	4	16 x 20 x 2	Pleated
AHU 3K-5	2	4	16 x 20 x 2	Pleated
AHU 3K-6	2	4	16 x 20 x 2	Pleated
AHU 3K-7	2	4	16 x 20 x 2	Pleated
AHU 3L-1	1	4	16 x 25 x 2	Pleated
AHU 3L-1	1	4	16 x 20 x 2	Pleated
AHU 3L-3	1	4	16 x 25 x 2	Pleated
AHU 3L-3	1	4	16 x 20 x 2	Pleated
AHU 3M-1	1	4	16 x 25 x 2	Pleated
AHU 3M-1	1	4	16 x 20 x 2	Pleated
AHU 3M-2	1	4	16 x 25 x 2	Pleated
AHU 3M-2	1	4	16 x 20 x 2	Pleated
AHU 3N-1	1	4	16 x 25 x 2	Pleated
AHU 3N-1	1	4	16 x 20 x 2	Pleated
AHU 3N-2	1	4	16 x 25 x 2	Pleated
AHU 3N-2	1	4	16 x 20 x 2	Pleated
AHU 3N-3	1	4	16 x 25 x 2	Pleated
AHU 3N-3	1	4	16 x 20 x 2	Pleated
AHU 3N-4	1	4	16 x 25 x 2	Pleated
AHU 3N-4	1	4	16 x 20 x 2	Pleated

Unit	Qty	Changes/Year	Size	Type
AHU 3P-1	1	4	16 x 25 x 2	Pleated
AHU 3P-1	1	4	16 x 20 x 2	Pleated
AHU 3P-2	1	4	16 x 20 x 2	Pleated
AHU 3P-2	1	4	16 x 25 x 2	Pleated
AHU 3P-3	1	4	16 x 20 x 2	Pleated
AHU 3P-3	1	4	16 x 25 x 2	Pleated
AHU 3R-1	1	4	16 x 25 x 2	Pleated
AHU 3R-1	1	4	16 x 20 x 2	Pleated
AHU 4A-1	1	4	16 x 20 x 2	Pleated
AHU 4A-2	1	4	16 x 20 x 2	Pleated
AHU 4A-3	1	4	16 x 20 x 2	Pleated
AHU 4B-1	1	4	16 x 20 x 2	Pleated
AHU 4B-2	1	4	16 x 20 x 2	Pleated
AHU 4B-3	1	4	16 x 20 x 2	Pleated
AHU 4C-1	1	4	16 x 20 x 2	Pleated
AHU 4D-1	1	4	16 x 20 x 2	Pleated
AHU 4D-2	1	4	16 x 20 x 2	Pleated
AHU 4D-3	1	4	16 x 20 x 2	Pleated
AHU 4F-1	1	4	16 x 25 x 2	Pleated
AHU 4F-2	1	4	16 x 25 x 2	Pleated
AHU 4F-3	1	4	16 x 25 x 2	Pleated
AHU 4J-1	1	4	16 x 25 x 2	Pleated
AHU 4K-1	2	4	16 x 20 x 2	Pleated
AHU 4K-2	2	4	16 x 20 x 2	Pleated
AHU 4K-3	2	4	16 x 20 x 2	Pleated
AHU 4K-4	2	4	16 x 20 x 2	Pleated
AHU 4K-5	2	4	16 x 20 x 2	Pleated
AHU 4K-6	2	4	16 x 20 x 2	Pleated
AHU 4K-7	2	4	16 x 20 x 2	Pleated
AHU 4K-8	2	4	16 x 20 x 2	Pleated
AHU 4L-1	1	4	16 x 20 x 2	Pleated
AHU 4L-1	1	4	16 x 25 x 2	Pleated
AHU 4L-2	1	4	16 x 20 x 2	Pleated
AHU 4L-2	1	4	16 x 25 x 2	Pleated
AHU 4L-3	1	4	16 x 20 x 2	Pleated
AHU 4L-3	1	4	16 x 25 x 2	Pleated
AHU 4L-4	1	4	16 x 20 x 2	Pleated
AHU 4L-4	1	4	16 x 25 x 2	Pleated
AHU 4L-5	1	4	16 x 20 x 2	Pleated
AHU 4L-5	1	4	16 x 25 x 2	Pleated
AHU 4L-6	1	4	16 x 20 x 2	Pleated
AHU 4L-6	1	4	16 x 25 x 2	Pleated
AHU 4L-7	1	4	16 x 20 x 2	Pleated

Unit	Qty	Changes/Year	Size	Type
AHU 4L-7	1	4	16 x 25 x 2	Pleated
AHU 4L-8	1	4	16 x 20 x 2	Pleated
AHU 4L-8	1	4	16 x 25 x 2	Pleated
AHU 4M-1	1	4	16 x 20 x 2	Pleated MERV 8
AHU 4M-1	1	4	16 x 25 x 2	Pleated MERV 8
AHU 4M-2	1	4	16 x 20 x 2	Pleated MERV 8
AHU 4M-2	1	4	16 x 25 x 2	Pleated MERV 8
AHU 4M-3	1	4	16 x 20 x 2	Pleated MERV 8
AHU 4M-3	1	4	16 x 25 x 2	Pleated MERV 8
AHU 4M-4	1	4	16 x 20 x 2	Pleated MERV 8
AHU 4M-4	1	4	16 x 25 x 2	Pleated MERV 8
AHU 4N-1	1	4	16 x 20 x 2	Pleated MERV 8
AHU 4N-1	1	4	16 x 25 x 2	Pleated MERV 8
AHU 4N-2	1	4	16 x 20 x 2	Pleated MERV 8
AHU 4N-2	1	4	16 x 25 x 2	Pleated MERV 8
AHU 4P-1	1	4	16 x 25 x 2	Pleated MERV 8
AHU 4P-1	1	4	16 x 20 x 2	Pleated MERV 8
AHU 4Q-1	2	4	20 x 25 x 2	Pleated MERV 8
AHU 5-1	12	4	24 x 24 x 2	Pleated MERV 8
AHU 5-2	12	4	24 x 24 x 2	Pleated MERV 8
AHU 6-1A	4	4	24 x 24 x 2	Pleated MERV 8
AHU 6-1A	4	4	12 x 24 x 2	Pleated MERV 8
AHU 6-1A	16	4	20 x 24 x 2	Pleated MERV 8
AHU 6-1B	4	4	24 x 24 x 2	Pleated MERV 8
AHU 6-1B	16	4	20 x 24 x 2	Pleated MERV 8
AHU 6-1B	4	4	12 x 24 x 2	Pleated MERV 8
AHU 7-1	6	4	20 x 24 x 2	Pleated MERV 8
AHU 7-1	3	4	12 x 24 x 2	Pleated MERV 8
AHU 7-1	3	4	24 x 24 x 2	Pleated MERV 8
AHU 8A-1	1	4	16 x 20 x 2	Pleated MERV 8
AHU 8B-1	1	4	20 x 25 x 2	Pleated MERV 8
AHU 8B-1	2	4	16 x 25 x 2	Pleated MERV 8
AHU 8C-1	1	4	16 x 20 x 2	Pleated MERV 8
AHU 8G-1	1	4	16 x 25 x 2	Pleated MERV 8
AHU 8G-2	1	4	16 x 25 x 2	Pleated MERV 8
AHU 8J-1	1	4	16 x 25 x 2	Pleated MERV 8
AHU 8M-1	1	4	16 x 25 x 2	Pleated MERV 8
AHU 8M-1	1	4	16 x 20 x 2	Pleated MERV 8
AHU 8N-1	1	4	16 x 25 x 2	Pleated MERV 8
AHU 8N-1	1	4	16 x 20 x 2	Pleated MERV 8
AHU 8N-2	1	4	16 x 20 x 2	Pleated MERV 8
AHU 8N-2	1	4	16 x 25 x 2	Pleated MERV 8
AHU 8N-3	1	4	16 x 20 x 2	Pleated MERV 8

Unit	Qty	Changes/Year	Size	Type
AHU 8N-3	1	4	16 x 25 x 2	Pleated MERV 8
AHU 8Q-3	2	4	20 x 25 x 2	Pleated MERV 8
AHU 8T-1	1	4	16 x 20 x 2	Pleated MERV 8
AHU 8T-1	1	4	16 x 25 x 2	Pleated MERV 8
AHU 8U-1	2	4	20 x 25 x 2	Pleated MERV 8
AHU 8V-1	2	4	20 x 25 x 2	Pleated MERV 8
AHU 8V-2	2	4	16 x 25 x 2	Pleated MERV 8
AHU 8V-2	1	4	20 x 25 x 2	Pleated MERV 8
AHU 9-1	3	4	12 x 24 x 2	Pleated MERV 8
AHU 9-1	3	4	24 x 24 x 2	Pleated MERV 8
AHU 9-1	6	4	20 x 24 x 2	Pleated MERV 8
MAU 3-1	6	4	20 x 24 x 2	Pleated MERV 8
MAU 4-1	6	4	20 x 24 x 2	Pleated MERV 8
MAU 4-1	3	4	12 x 24 x 2	Pleated MERV 8
MAU 4-1	3	4	24 x 24 x 2	Pleated MERV 8
MAU 4-2	2	4	24 x 24 x 2	Pleated MERV 8
MAU 4-2	2	4	12 x 24 x 2	Pleated MERV 8
MAU 4-2	2	4	20 x 24 x 2	Pleated MERV 8
MAU 8-1	2	4	24 x 24 x 2	Pleated MERV 8
MAU 8-1	4	4	20 x 24 x 2	Pleated MERV 8

West Gadsden Middle School

Unit	Qty	Changes/Year	Size	Type
AHU 1-1	2	4	24 x 24 x 2	Pleated MERV 8
AHU 1-1	4	4	20 x 24 x 2	Pleated MERV 8
AHU 2-1	6	4	24 x 24 x 2	Pleated MERV 8
AHU 4-1	20	4	20 x 24 x 2	Pleated MERV 8
AHU 4-2	20	4	20 x 24 x 2	Pleated MERV 8
AHU 5-1	4	4	24 x 24 x 2	Pleated MERV 8
AHU 5-1	16	4	20 x 24 x 2	Pleated MERV 8
AHU 5-1	4	4	12 x 24 x 2	Pleated MERV 8
AHU 5-2	2	4	20 x 24 x 2	Pleated MERV 8
AHU 5-2	2	4	24 x 24 x 2	Pleated MERV 8
AHU 5-2	2	4	12 x 24 x 2	Pleated MERV 8
AHU 6-1	6	4	20 x 24 x 2	Pleated MERV 8
AHU 6-1	3	4	12 x 24 x 2	Pleated MERV 8
AHU 6-1	3	4	24 x 24 x 2	Pleated MERV 8
AHU 7-1	3	4	24 x 24 x 2	Pleated MERV 8
AHU 7-1	9	4	20 x 24 x 2	Pleated MERV 8
AHU 7-2	2	4	24 x 24 x 2	Pleated MERV 8
AHU 7-2	4	4	20 x 24 x 2	Pleated MERV 8
AHU 8-1	3	4	24 x 24 x 2	Pleated MERV 8
AHU 8-1	9	4	20 x 24 x 2	Pleated MERV 8
AHU 8-1	3	4	12 x 24 x 2	Pleated MERV 8
AHU 9-1	12	4	20 x 24 x 2	Pleated MERV 8

EXHIBIT B **SERVICES**

Scheduled maintenance inspections are performed at various times throughout the year. Tasking Sheets provide an overview of the maintenance to be performed. Below is the tasking that will be performed by Brooks Building Solutions during our preventative maintenance scheduled visits.

Split System DX Heat/ Cool

Cooling Annual Inspection

- Check volt/ amps of compressor (s)
- Check volt/ amps of condenser fan motor (s)
- Check volt/ amps of evaporator fan motor
- Check and tighten all electrical connections
- Check all starters/ contactors for wear
- Check all operating/ safety controls
- Check refrigerant pressures
- Check compressor oil levels if applicable
- Check for refrigerant/oil leaks
- Check and clean condensate drain pan and lines
- Check condenser coil/ clean per contract
- Check evaporator coil/ clean per contract
- Check economizer operation
- Check belt(s) and replace annually
- Replace air filters quarterly
- Check blower wheels/ clean surface
- Check sheaves wear/ alignment
- Check and lubricate motor bearings
- Check and lubricate blower bearings
- Check overall condition of unit

Heating Annual Inspection

- Check volts/ amps of evaporator fan motor
- Check volts/ amps of inducer fan motor if applicable
- Check and tighten all electrical connections
- Check all starters/ contactors for wear
- Check all operating/ safety controls
- Check heat exchanger for cracks/ corrosion if applicable
- Check and clean burner assembly if applicable
- Check ignition sequence of operation if applicable
- Check burner sequence of operation if applicable

- Check and clean inducer fan wheel if applicable
- Check electric heat strips and record volts/amps if applicable
- Check blower wheels
- Check and lubricate motor bearings
- Check and lubricate blower bearings
- Check overall condition of unit

Cooling Operational Inspection

- Check compressors operation if applicable
- Check condenser fan motors operation
- Check evaporator fan motors operation
- Check for visible refrigerant/ oil leaks
- Check belt(s)
- Replace air filters quarterly
- Check and lubricate motor bearings
- Check and lubricate blower bearings
- Check overall condition of unit

Heating Operational Inspection

- Check evaporator fan motors operation
- Check heating system
- Check belt(s)
- Replace air filters quarterly
- Check and lubricate motor bearings
- Check and lubricate blower bearings
- Check overall condition of unit

AHU Water Cooled Heat/Cool

Annual Inspection

- Shut down unit and perform safe LOTO
- Check and tighten all electrical connections
- Check condition of control contacts for wear, pitting and erosion
- Check all operating/ safety controls
- Check and clean condensate drain pan and lines
- Check condensate pump if applicable
- Check hot water coil/ clean surface per contract where applicable
- Check chilled water coil/ clean surface per contract where applicable
- Check Valves/ Actuators where applicable
- Check Steam Traps/ Strainers where applicable
- Check dampers/ linkages
- Check damper actuators

- Check economizer operation
- Check belt(s) and replace annually
- Replace air filters quarterly
- Check blower wheels/ clean surface
- Check sheaves wear/alignment
- Check and lubricate vanes, linkages, bearings, etc.
- Check and verify volts/ amps of blower motor
- Check for any unusual noises/vibrations
- Check and verify cabinetry hardware conditions
- Check overall condition of unit

Operational Inspection

- Check blower motors operation
- Check belt(s)
- Replace air filters quarterly
- Check and lubricate vanes, linkages, bearings, etc.
- Check and clean condensate drain pan and lines
- Check and clean condensate pumps where applicable
- Check and clean outside air intakes
- Check for any unusual noises/vibrations
- Check and verify cabinetry hardware conditions
- Check overall condition of unit

Chillers Screw Air Cooled

Annual Inspection

- Record and report abnormal conditions, measurements taken, etc
- Review customer logs with the customer for operational problems and trends
- Inspect for leaks and report leak check result
- Check the condenser fans for clearances and free operation
- Check tightness of condenser fan motor mounting brackets
- Check the set screws on the fan shafts
- Visually inspect the condenser coil for cleanliness
- Verify the performance of the fan control inverter VFD, if applicable
- Grease bearings as required
- Inspect the control panel for cleanliness
- Inspect wiring and connections for tightness and signs of overheating and discoloration
- Verify the working condition of all indicator/alarm lights and LED/LCD displays
- Test oil pressure safety device (as required)
- Test the operation of the chilled water pump starter auxiliary contacts
- Test oil for acid content and discoloration
- Make recommendations to the customer based on the results of the test
- Verify the operation of the oil heaters.

- Clean the starter cabinet and starter components
- Check the condition of the contacts for wear and pitting
- Check contactors for free and smooth operation
- Verify tightness of the motor terminal connections
- Verify the operation of the electrical interlocks
- Measure voltage and record
- Record all operating parameters
- Clean air-cooled condenser per contract

Operational Inspection

- Check the general operation of the unit
- Log the operating temperatures, pressures, voltages, and amperages
- Check the operation of the control circuit
- Check the operation of the lubrication system
- Check the operation of the motor and starter
- Analyze the recorded data. Compare the data to the original design conditions
- Review operating procedures with operating personnel
- Record all operating parameters

Boilers Gas-Fired Hot Water

Annual Inspection

- Shut down unit and perform safe LOTO
- Check and verify burner operation
- Check and verify burner control system
- Check and verify gas regulator and gas pressure
- Check and verify burner linkages
- Check and verify for gas leaks
- Check and verify gas safety switch
- Check and verify gas valve/operation
- Check and verify draft fan
- Perform combustion analysis test/list on work order
- Check and verify water cutoff where applicable
- Check and verify water feeder where applicable
- Check and verify shut off valves where applicable
- Check and verify temperature controls where applicable
- Check and verify safety switches where applicable
- Check and verify pressure controls where applicable
- Blow down feeder cutoff control where applicable
- Check and verify safety relief valve
- Check and verify combustion controls where applicable
- Check and verify piping connections
- Check and verify all associated valves

- Check and verify water level gauge glass
- Check and verify water level controls
- Disassemble low water cutoff and clean, where applicable
- Check condition of control contacts for wear, pitting and erosion
- Check and verify mercury bulbs
- Check and verify wiring
- Clean burner assembly, per contract where applicable
- Clean make up water components
- Clean hi water components
- Inspect refractory where applicable
- Blow down boiler
- Blow down gauge glass
- Clean external surfaces
- Check for any unusual noises/vibrations
- Check and verify cabinetry hardware conditions
- Check overall condition of unit

Operational Inspection

- Check operation of boiler
- Check all operating parameters
- Check and verify gas regulator and gas pressure
- Check and verify burner linkages
- Check and verify for gas leaks
- Check and verify draft fan
- Check and verify water cutoff where applicable
- Check and verify water feeder where applicable
- Check and verify temperature controls where applicable
- Blow down feeder cut off control where applicable
- Check and verify safety relief valve
- Check and verify combustion controls where applicable
- Check and verify piping connections
- Check and verify all associated valves
- Check and verify water level gauge glass
- Check and verify water level controls
- Blow down boiler
- Blow down gauge glass
- Check for any unusual noises/vibrations
- Check and verify cabinetry hardware conditions
- Check overall condition of unit

Chilled Water / Heating Water Pumps

Annual Inspection

- Check volts/ amps motor
- Check/ tighten all electrical connections
- Check all starters/ contactors for wear where applicable
- Check all operating/ safety controls
- Check/ lubricate motor bearings per manufacturers recommendation
- Check/ lubricate pump bearings per manufacturers recommendation
- Check pump/motor alignment
- Check coupling
- Check mechanical seals/packing
- Check strainers, pull and clean per contract
- Check hand valves
- Check gauges for accuracy
- Check suction/discharge pressures
- Check mounts/vibration pads
- Check overall condition of unit

Operating Inspection

- Check volts/amps motor
- Check electrical connections
- Check starter operation
- Check/ lubricate motor bearings
- Check/ lubricate pump bearings
- Check coupling
- Check mechanical seals/packing
- Check hand valves
- Check gauges for accuracy
- Check suction/discharge pressures
- Check mounts/vibration pads
- Check overall condition of unit

VFD- Variable Frequency Drive

- Check variable frequency drives - proper operation, adjust if necessary
- Check control box-clean - clean debris and tighten connections
- Check all starters/ contactors for wear
- Check voltage
- Check ventilation fans & housing - clean and check integrity

EXHIBIT C

Full Coverage Terms and Conditions

1. Customer shall permit Service Provider free and timely access to areas and equipment and allow Service Provider to start and stop the equipment as necessary to perform required services. All planned work under this Agreement will be performed during the Service Provider's normal working hours.
2. In case of any failure to perform its obligations under this Agreement, Service Provider's liability is limited to repair or replacement at its option and such repair or replacement shall be Customer's sole remedy. This warranty is conditioned upon proper operation and maintenance by Customer and shall not apply if the failure is caused or contributed to by accident, alteration, abuse, or misuse, and shall not extend beyond the term of this Agreement.
3. The annual Agreement price is conditioned upon the system(s) covered being in a maintainable condition. If the initial inspection or initial seasonal start-up indicates repairs are required, a firm quotation will be submitted for Customer's approval. Should Customer not authorize the repairs, Service Provider may either remove the unacceptable system(s) component(s) or part(s) from its scope of responsibility and adjust the annual Agreement price accordingly or cancel this Agreement.
4. The annual Agreement price, unless otherwise indicated, is subject to adjustment on each commencement anniversary to reflect increases in labor, material, and other costs.
5. Customer shall be responsible for all taxes applicable to the services and/or materials hereunder.
6. Customer will promptly pay invoices within thirty (30) days of receipt. Should a payment become more than thirty (30) days delinquent, Service Provider may stop all work under this Agreement without notice and/or cancel this Agreement, and the entire Agreement amount shall become due and payable immediately upon demand.
7. This Agreement applies only to the maintainable/moving components of the system(s). Repair or replacement of non-maintainable/non-moving parts such as duct work, boiler shell and tubes, cabinets, boiler refractory material, heat exchangers, evaporator or condenser coils, refrigerant (piping and leaks), main power service and electrical wiring, electrical boards, gas valves, structural supports, tube bundles, oil storage tanks, and other similar items are excluded from labor and parts coverage.
8. Any alteration to, or deviation from, this Agreement involving additional work, cost of materials or labor will become an additional charge (fixed price amount to be negotiated or on a time-and-material basis) over the sum stated in this Agreement.
9. Service Provider will not be required to move, replace, or alter any part of the building structure in the performance of this Agreement.
10. This Agreement does not include responsibility for the design of the system, obsolescence, safety test, removal and reinstallation of valve bodies and dampers, repair or replacement necessitated by freezing weather, electrical power failure, low voltage, burned-out main or branch fuses, low water pressure, vandalism, misuse or abuse of the system(s), negligence of others (including Customer), failure of Customer to properly operate the system(s), requirements of governmental, regulatory or insurance agencies, or other causes beyond control of Service Provider.
11. If a trouble call is made at Customer's request and inspection indicates a condition which is not covered under this Agreement, Service Provider may charge Customer at the rate then in effect for such services.

12. Customer shall permit only Service Provider's personnel or agent to perform the work included in the scope of this Agreement. Should anyone other than Service Provider's personnel perform such work, Service Provider may, at its option, cancel this Agreement or eliminate the involved item of equipment from inclusion in this Agreement.
13. In the event Service Provider must commence legal action in order to recover any amount payable under this Agreement, Customer shall pay Service Provider all court costs and attorneys' fees incurred by Service Provider.
14. Any legal action against the Service Provider relating to this Agreement, or the breach thereof, shall be commenced within one (1) year from the date of the work.
15. Service Provider shall not be liable for any delay, loss, damage, or detention caused by unavailability of machinery, equipment or materials, delay of carriers, strikes, including those by Service Provider's employees, lockouts, civil or military authority, priority regulations, insurrection or riot, action of the elements, forces of nature, or by any cause beyond its control.
16. To the fullest extent permitted by law, Customer shall indemnify and hold harmless Service Provider, its agent and employees from and against all claims, damages, losses and expenses (including but not limited to attorneys' fees) arising out of or resulting from the performance of work hereunder, provided that such claim, damage, loss or expense is caused in whole or in part by an active or passive act or omission of Customer, anyone directly or indirectly employed by Customer, or anyone for whose acts Customer may be liable, regardless of whether it is caused in part by the negligence of Service Provider . Further and notwithstanding the preceding sentence, Service Provider shall be held harmless and shall not be liable to Customer for any claims, liabilities, damages, losses, and expenses related to mold or the creation of mold at Customer's location(s) and shall have no obligation to treat, identify or remove such mold.
17. Customer shall make available to Service Provider's personnel all pertinent Material Safety Data Sheets (MSDS) pursuant to OSHA'S Hazard Communication Standard Regulations.
18. Service Provider expressly disclaims any and all responsibility and liability for the indoor air quality of the customer's facility, including without limitation injury or illness to occupants of the facility or third parties, arising out of or in connection with the Service Provider's work under this agreement.
19. Service Provider's obligation under this proposal and any subsequent contract does not include the identification, abatement, or removal of asbestos or any other toxic or hazardous substances, hazardous wastes or hazardous materials. In the event such substances, wastes and materials are encountered, Service Provider's sole obligation will be to notify the Owner of their existence. Service Provider shall have the right thereafter to suspend its work until such substances; wastes or materials and the resultant hazards are removed. The time for completion of the work shall be extended to the extent caused by the suspension and the contract price equitably adjusted.
20. UNDER NO CIRCUMSTANCES, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), EQUITY OR OTHERWISE, WILL SERVICE PROVIDER BE RESPONSIBLE FOR LOSS OF USE, LOSS OF PROFIT, INCREASED OPERATING OR MAINTENANCE EXPENSES, CLAIMS OF CUSTOMER'S TENANTS OR CLIENTS, OR ANY SPECIAL, INDIRECT OR CONSEQUENTIAL DAMAGES.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: June 27, 2023

TITLE OF AGENDA ITEM: Purchase Order Request for Heritage Floors

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: Request for School Board approval of a purchase order issued to Heritage Floors in the amount of \$36,300.00 for FY 23-24. Attached are quotes for the proposed services to be completed on the gym floors at Gadsden County High, Havana Magnet and West Gadsden Middle.

FUND SOURCE:

AMOUNT: \$36,300.00

PREPARED BY: Johnny Riley

POSITION: Interim Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

N/A Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered N/A

CHAIRMAN'S SIGNATURE: page(s) numbered N/A

REVIEWED BY: 

**Heritage Floors
9368 Conestoga Ave
Tallahassee, Fl 32309
FIN # 90-0627722
Proposal**

**5/2/23
Gadsden County High School
Havana Fl**

We will provide the following service including labor and materials:

Screen and recoat 12,845 sq feet.

Abrade the surface of the gym floor.

Vacuum and tack surface of floor

Lay one coat of solvent based, 50% polyurethane finish

Let dry for 48 hours

Lay final coat of solvent based, 50% polyurethane finish

Sub Total:	\$5650	
Screen and recoat stage front 34'x7'	<u>\$1300</u>	
Total:	\$6950	—

Thank you

Marsy Miller

**Heritage Floors
9368 Conestoga Ave
Tallahassee, Fl 32309
FIN # 90-0627722
Proposal**

5/2/23

**Brad Arnold
Havana Magnet School
Havana Fl**

We will provide the following service including labor and materials:

Screen and recoat 9888 sq feet.

Abrade the surface of the gym floor.

Vacuum and tack surface of floor

Lay one coat of solvent based, 50% polyurethane finish

Let dry for 48 hours

Lay final coat of solvent based, 50% polyurethane finish

Total: \$4550

Thank you

Marsy Miller

**Heritage Floors
9368 Conestoga Ave
Tallahassee, Fl 32309
FIN # 90-0627722
Proposal**

5/2/23

Johnny Riley
West Gadsden Middle School
Quincy Fl

We will provide materials and labor for the following:
(Scope of Work) Sand Gym Floor

- Sand wood down to raw surface
- Vacuum and Clean with tacking process
- Buff and slick raw wood
- Vacuum and Clean with tacking process
- Lay (2) coats of Solvent Based polyurethane gym seal
-
- Apply game markings as follows:
-
- Main basketball court
- Main volleyball court
- Center Logo
- (2) PANTHERS lettering inside court
- Lay two coats of polyurethane gym finish

Total due upon completion: \$24,800

Thank you
Marsy Miller

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

DATE OF SCHOOL BOARD MEETING: June 27, 2023

TITLE OF AGENDA ITEM: Request for Qualifications (RFQ) – RFQ #2023- 24- 0001
CM – At Risk for New Quincy K-8 School

DIVISION: Administration

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

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

Approval of the Request for Qualifications (RFQ) – CM – At Risk for the New Quincy K-8 School.

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 _____



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

Request for Qualifications (RFQ)

RFQ #2023-24-0001

Release Date: June 28, 2023

CM – At Risk for New Quincy K-8.

Notice is hereby given that the Gadsden County School District intends to select a Construction Management firm to build a new PK-8 School in Quincy, Florida.

The individual project assigned under this contract will have an estimated construction cost of approximately \$70,966,172.

A Proposal in response to the RFQ must be submitted to Gadsden County School District, Purchasing's Office - **ATTN: Andrea Lawson**, 35ML King Jr. Blvd. Quincy, Florida 32351, no later than 2:00 PM (Eastern Daylight Time) on Tuesday, July 20, 2023.

RFQ #23/24-01 – The building of a New PK-8 School

The responsibility for submitting a response to this RFQ to the Gadsden County School District Purchasing's Office on or before the stipulated time and date will be solely and strictly the responsibility of the Proposer. Gadsden County School District will in no way be responsible for delays caused by the United States Postal Service or by any other delivery service or occurrence. Any proposals received after the stipulated time and date will not be accepted and/or opened, and will be returned to the Proposer.

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SECTION 4 – SELECTION PROCESS..... 12

SECTION 1 – REQUEST FOR QUALIFICATIONS (RFQ)

Firms interested in providing CONSTRUCTION MANAGEMENT SERVICES to the Gadsden County School District are hereby notified that a sealed Proposal for providing the requested services in response to the RFQ will be accepted until the time and date listed within the schedule in Section 2 and must be received by mail or delivered by hand to the following location. Proposals received after this deadline will not be accepted.

**Gadsden County School District
Department of Fiscal Services
Attn: Andrea Lawson
35 ML King Jr. Blvd.
Quincy, FL 32351**

The Proposal is limited to 60 informational pages and shall be presented in a binder format. Four (4) copies, one (1) original (marked "original") and four (4) copies of the Proposal shall be signed by a person(s) legally authorized to bind the firm and submitted in a sealed package clearly labeled with the RFQ number and name of the submitting firm. In addition, one (1) flash drive shall accompany the Proposal submittal. All proposals must be sealed with the package labeled clearly "CM At – Risk for New Quincy K – 8 School and received by deadline outlined in the schedule.

The format of the Proposal shall be in strict conformance to stipulated criteria in Instructions to Submitting Firms (Section 3) and the Evaluation Criteria (Section 4).

SECTION 2 – SCOPE OF SERVICES

The scope of work is the construction of a new PK-8 School, located at 1400 W. King Street, Quincy, Florida, 32351. The facility will be designed for approximately 1400-1600 student stations. The project will be funded through the State of Florida Special Facility Construction Account pending approval. Construction.

The contract for construction management services will consist of two phases, limited pre-construction and construction. Pre-construction services will begin at the Advanced Schematic Design phase and may include production of cost studies and estimates, value engineering analysis of the design documents for constructability, coordination, detailing, materials and systems, development and maintenance of the construction schedule, production of detailed job site management plans, development of strategies for the procurement of trade contracts, and development of a Guaranteed Maximum Price (GMP) proposal based on 100% Construction Documents. If the GMP proposal is accepted and executed, the construction phase will be implemented. In this phase, the construction manager becomes the single point of responsibility for performance of the construction of the project and shall publicly bid trade contracts.

The CM-At-Risk selection process for this project will be a two-step qualification-based process. The first step will be the submittal of the written proposals as outlined below and the subsequent evaluation and ranking of the proposals by the selections committee. The second step of the selection process, if used, will be presentations to the selection committee by at least the top three ranked firms based on evaluation and ranking of the written proposals.

Schedule

The following dates and activities identify proposed project schedule milestones (subject to modification by Gadsden County School District).

Advertisement RFQ	June 27, 2023
Distribution of RFQ Material	June 28 – July 19, 2023
Cutoff for Questions	July 12, 2023
Deadline for Receipt of RFQ Material	July 20, 2023 - 2:00 PM EDT
Rating of Initial Proposals by Selection Committee	10:00am EDT, July 24, 2023
Notification to Selected Firms	July 25, 2023
Presentation by Selected Firms	August 15, 2023, 2:00 – 5:00 PM EDT Gadsden County School District Board Room
Ranking Submitted for Board Approval	August 22, 2023
Board Approval of Selected Firm	August 22, 2023
Competitive Negotiation Begin	August 23, 2023
Contract Submitted for Board Approval	September 12, 2023
Contract Awarded	September 12, 2023

SECTION 3 – INSTRUCTIONS TO SUBMITTING FIRMS

A. Purpose

The intent of this Request for Qualifications (RFQ) is to retain a Construction Management firm to build a PK – 8 School for the Gadsden County School District.

B. Questions

Any questions and requests for clarifications or interpretations regarding the RFQ during the submittal preparation period (or reporting errors, inconsistencies, or ambiguities) must be submitted in writing to Interim Director of Facilities Johnny Riley at rileyj@gcpsmail.com, Jack Baker or Stuart Wiggins of DAG Architects via email to jbaker@dagarchitects.com or swiggins@dagarchitects.com no later than the date and time listed in Section 2. No questions or clarifications will be considered after that date and time. Questions must be typed or printed. Responses will be posted as an addendum and made available on the Business and Finance page on the GCSD website (www.gadssdenschools.org).

C. Required Submittal Format

Proposers interested in being considered for these services shall submit a total of four (4) bound copies, including the one (1) bound response marked “Original”, and one (1) flash drive containing all original documents of the required response to the Request for Qualifications (RFQ) and shall be signed by a person(s) legally authorized to bind the firm.

To facilitate analysis of its submittal, the firm must prepare its Proposal in accordance with the criteria outlined in Section 4. **Proposals shall respond to each of the Criteria in the same order listed and use tabs to identify each section.** The Proposal is **limited to 60 informational single pages or 30 front and back** and shall be presented in a binder format. Proposals shall be submitted in a sealed package clearly labeled with the RFQ number and the name of the submitting firm.

Gadsden County School District emphasizes that the Proposer should concentrate on accuracy, completeness, and clarity of content. The Proposer must use sections and tabs which are clearly identified and also must number and label all parts, pages, figures, and tables in its Proposal.

If a firm’s Proposal deviates from these instructions, such Proposal may, in Gadsden County School District’s sole discretion, be rejected.

D. General Conditions for Submissions

1. Issuance of the RFQ does not constitute a commitment by Gadsden County School District to award a contract. Gadsden County School District reserves the right to reject any or all submissions received in the response to the RFQ, cancel the RFQ, or waive any technicalities or formalities when and if it is deemed in the best interest of Gadsden County School District to do so.
2. The award of any contract hereunder is subject to the provisions of Chapter 112, Florida Statutes (including Section 112.313, F.S.). Proposers must disclose with their Proposal the name of any officer, director, partner, proprietor, associate or agent who is also an officer or employee of Gadsden County School District. Further, all Proposers must disclose the name of any officer or employee of Gadsden County School District who owns, directly or indirectly, any interest in the Proposer’s firm or any of its branches or affiliate companies.
3. A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a proposal on a contract to provide any goods or services to a public entity, may not submit a proposal on a contract with a public entity for the construction or repair of a public building or public work, may not submit proposals on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier,

subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in Section 287.017, F.S. for CATEGORY TWO for a period of 36 months from the date of being placed on the convicted vendor list as defined by Section 287.133, F.S. By submitting a proposal, the Proposer represents that restrictions related to public entity crimes stated in Section 287.133(2)(a), F.S. do not apply to either his/her own company, or that of his/her subcontractors or suppliers.

4. Gadsden County School District reserves the right to request clarification of information submitted and to request additional information from one or more firms.
5. All Proposals become the property of the Gadsden County School District upon receipt and will not be returned to the Proposer.
6. Gadsden County School District operates under the public disclosure laws required of governmental agencies. Proprietary firm information must be identified and will be protected to the greatest extent possible, but must be disclosed by Gadsden County School District upon receipt of a Public Records Request.
7. By making a submission, the Proposer agrees to comply with all applicable federal, state and local statutes and regulations.
8. Gadsden County School District accepts no responsibility for any expenses incurred by those Proposers offering their services in the preparation of a response to either this RFQ or subsequent requests. All submitting expenses shall be borne by the offering Proposer exclusively.
9. The successful Proposer shall obtain approval from Gadsden County School District prior to reassigning any key staff involved in the performance of this service as shown in the submission.
10. The successful Proposer will also obtain approval from Gadsden County School District prior to assigning any new personnel to their key staff positions. Such approval will not be unreasonably withheld. Gadsden County School District may, with prior written substantiation, require removal of any employee(s) of the successful Proposer whom Gadsden County School District reasonably deems incompetent, careless, insubordinate, unsuitable, or otherwise unacceptable, or whose continued employment on the contract it deems contrary to public interest or not in the best interest of Gadsden County School District.
11. News releases pertaining to this procurement or contract shall not be made without prior written approval from Gadsden County School District.
12. Gadsden County School District reserves the right to proceed to interview without further discussion of submissions received, in accordance with the Consultant's Competitive Negotiation Act (CCNA).
13. As a condition of the award, the successful Proposer shall, at its expense, ensure that all of the Contractor's employees and the employees of the Contractor's subcontractors who will be permitted access on School grounds when students are present meet the background screening requirements of Sections 1012.465, 1012.467, and 1012.468, F.S. (the Jessica Lunsford Act). Contractor's failure to comply with this requirement will constitute a material breach of the contract. Information regarding the compliance procedure is available by calling the Human Resources Office of Gadsden County School District at (850) 627-9651. All costs to comply with this requirement will be borne by the Contractor.
14. Respondents to this solicitation or persons acting on their behalf may not contact, between the release of the solicitation and the end of the 72-hour period following Gadsden County School District posting the notice of intended award, excluding Saturdays, Sundays, and state holidays, any employee or officer of Gadsden County School District concerning any aspect of this solicitation, except in writing to the authorized Gadsden County School District representative identified in Section 3(b). Violation of this provision may be grounds for rejecting a response.
15. Subsequent to the execution of an Agreement, no reports, information or data given to or prepared by the successful Proposer shall be made available to any individual or organization by the successful Proposer without the prior written approval of the Director.

16. Any contract resulting from this RFQ shall be governed by the laws of Florida, without giving effect to the choice of laws principles thereof, and is deemed to have been executed, entered into and performed within Florida. The parties hereby irrevocably submit to jurisdiction in Florida and venue shall lie in the Gadsden County Courts. The parties hereby waive any objection to such jurisdiction and venue.
17. If attempts for contract negotiations fail with the selected firm, then negotiations will begin with the next highest ranked firm until a successful contract is awarded and so on, as outlined in Section 287.017(5), F.S.
18. As a condition of the award, the successful Proposer affirmatively states that it is registered with and uses the E-Verify system, as defined in Section 448.095, F.S., to verify the work authorization status of all newly hired employees, contractors, and subcontractors.
19. When considering final contract negotiations, the master agreement will include applicable provisions regarding public access to all records concerning this Contract according to applicable Florida laws including Chapter 119, F.S.

E. Construction Management at Risk Services

Firms submitting a response to this RFQ must be licensed as a general contractor in the State of Florida at the time of application. Further, if the applicant is a corporation, then the applicant must be registered in the State of Florida by the Department of the State, Division of Corporations, at the time of finalists' selection by the Selection Team. **No Joint Ventures applications will be accepted.**

Insurance Requirements

Vendors shall furnish a Certificate of Insurance that complies with the insurance requirements listed below. The Certificate of Insurance shall list the deductible to include any self-insured retention (SIR) as well as the type of policy purchased (i.e., claims made or per occurrence) for each of the policies listed below. The following liability coverage limits must not be less than the limits specified. A thirty (30) day advance notice of cancellation is required. The policies must be specifically endorsed to grant Gadsden County School District the same notification rights that it provides to the first named insured as respects cancellation and non-renewal. This endorsement must be attached to the certificate of insurance. Gadsden County School District by and through its Risk Management Department and, in cooperation with the Purchasing Department, reserves the right to review, modify, reject or accept any required policies of insurance, including limits, coverages or endorsements, herein from time to time throughout the term of this contract.

Only insurance companies authorized to do business in the State of Florida with a Best Rating of "B+" or better and a financial size category of "IX" or better according to the latest edition of Best's Key Rating Guide, published by the A.M. Best Company, shall be deemed acceptable.

1. General Liability

COMMERCIAL GENERAL LIABILITY INSURANCE, INCLUDING CONTRACTUAL LIABILITY, TO COVER THE HOLD HARMLESS AGREEMENT SET FORTH HEREIN, WITH LIMITS OF NOT LESS THAN:

EACH OCCURRENCE	\$1,000,000
PERSONAL/ADVERTISING INJURY	\$1,000,000
PRODUCTS/COMPLETED OPERATIONS AGGREGATE	\$2,000,000
GENERAL AGGREGATE	\$2,000,000
FIRE DAMAGE	\$1,000,000 ANY 1 FIRE
MEDICAL EXPENSE	\$5,000-\$10,000 ANY 1 PERSON

AN ADDITIONAL INSURED ENDORSEMENT MUST BE ATTACHED TO THE CERTIFICATE OF INSURANCE. COVERAGE IS TO BE WRITTEN ON AN OCCURRENCE FORM BASIS. THIS INSURANCE SHALL APPLY AS PRIMARY INSURANCE/NON-CONTRIBUTORY WITH RESPECT TO ANY OTHER INSURANCE OR SELF-INSURANCE PROGRAMS AVAILABLE TO GADSDEN COUNTY SCHOOL DISTRICT. A PER PROJECT AGGREGATE LIMIT ENDORSEMENT SHOULD BE ATTACHED. DEFENSE COSTS ARE TO BE IN ADDITION TO THE LIMIT OF LIABILITY. A WAIVER OF SUBROGATION IS TO BE PROVIDED IN FAVOR OF GADSDEN COUNTY SCHOOL DISTRICT. XCU COVERAGE IS TO BE INCLUDED WHEN INDICATED BY THE SCOPE OF SERVICE. COVERAGE SHOULD EXTEND TO INDEPENDENT CONTRACTORS AND FELLOW EMPLOYEES. COVERAGE IS TO INCLUDE A CROSS LIABILITY OR SEVERABILITY OF INTERESTS PROVISION AS PROVIDED UNDER THE STANDARD ISO FORM SEPARATION OF INSURED CLAUSE.

2. Automobile Liability

BUSINESS AUTOMOBILE LIABILITY FOR ANY AUTO (ALL OWNED, HIRED, AND NON-OWNED AUTOS) WITH LIMITS OF NOT LESS THAN \$1,000,000 PER ACCIDENT. IN THE EVENT VENDOR DOES NOT OWN ANY AUTOMOBILES, GADSDEN COUNTY SCHOOL DISTRICT WILL ACCEPT PROOF OF HIRED AND NON- OWNED AUTO LIABILITY ONLY. CERTIFICATE HOLDER MUST BE LISTED AS ADDITIONAL INSURED. A WAIVER OF SUBROGATION MUST BE PROVIDED. COVERAGE SHOULD APPLY ON PRIMARY BASIS.

3. Workers' Compensation

WORKERS' COMPENSATION INSURANCE WITH LIMITS EQUAL TO FLORIDA STATUTORY REQUIREMENTS. EMPLOYERS LIABILITY MUST INCLUDE LIMITS OF AT LEAST \$500,000 EACH DISEASE/EMPLOYEE, \$500,000 EACH DISEASE/MAXIMUM. A WAIVER OF SUBROGATION MUST BE PROVIDED. COVERAGE SHOULD APPLY ON A PRIMARY BASIS. SHOULD SCOPE OF WORK PERFORMED BY VENDOR QUALIFY ITS EMPLOYEE FOR BENEFITS UNDER FEDERAL WORKERS' COMPENSATION STATUTE (EXAMPLE, U.S. LONGSHORE AND HARBOR WORKERS ACT OR MERCHANT MARINE ACT), PROOF OF APPROPRIATE FEDERAL COVERAGE MUST BE PROVIDED.

WORKERS' COMPENSATION EXEMPTION FORMS WILL NOT BE ACCEPTED FOR THE PROJECT ARCHITECT, ENGINEER, GENERAL CONTRACTOR, OR SOLE PRACTITIONER THAT INTENDS TO SUB-CONTRACT THE WORK TO OTHER INDIVIDUALS OR COMPANIES. THESE ENTITIES OR INDIVIDUALS ARE REQUIRED TO PURCHASE A WORKERS' COMPENSATION INSURANCE POLICY.

If Worker's Compensation Insurance or Form DWC-250 Notice of Election to be Exempt is not provided, then Vendor must indicate the reason by signature from the following:

- 1) Vendor is an Independent Contractor

Signature_____

- 2) Vendor is an employee in the non-construction industry, who employs less than four part-time or full-time employees.

Signature_____

4. Professional Liability

WHEN INDICATED BY THE SCOPE OF SERVICE, VENDOR MUST MAINTAIN PROFESSIONAL LIABILITY OR EQUIVALENT ERRORS & OMISSIONS LIABILITY INSURANCE WITH A LIMIT OF NOT LESS THAN \$1,000,000 PER OCCURRENCE. FOR POLICIES WRITTEN ON A CLAIMS MADE BASIS, VENDOR SHALL MAINTAIN A RETROACTIVE DATE PRIOR TO OR EQUAL TO THE EFFECTIVE DATE OF THIS CONTRACT. IN THE EVENT THE POLICY IS CANCELED, NON-RENEWED, SWITCHED TO AN OCCURRENCE FORM OR THERE IS A CHANGE IN RETROACTIVE DATE, THEN VENDOR MUST PURCHASE AN EXTENDED REPORTING PERIOD RIDER DURING THE LIFE OF THIS CONTRACT OF NOT LESS THAN 3 YEARS. COVERAGE IS TO APPLY ON A PRIMARY BASIS.

5. Umbrella/Excess Coverage

UMBRELLA/EXCESS LIABILITY INSURANCE THAT PROVIDES COVERAGE FOR ALL UNDERLYING POLICIES WITH LIMITS OF NOT LESS THAN \$1,000,000.

F. Evaluation Criteria

The Selection Committee will evaluate the written Proposals to determine who to shortlist and interview based upon the Proposal Evaluation Criteria below. After this evaluation process, those firms presenting the most responsive statements will be shortlisted and asked to participate in a personal interview before the Committee.

Gadsden County School District reserves the right to accept or reject any Proposal in the best interest of the School District.

Gadsden County School District reserves the right to award the contract to the next most qualified firm if the successful firm does not begin the contractual services within fifteen (15) days of signing the contract and/or if an acceptable fee cannot be negotiated.

The following Criteria are intended to provide the Selection Committee with information regarding the qualifications of each proposing Construction Management firm. The submittal shall be organized, tabbed and shall respond to each of the Criteria in the same order listed below.

Written Proposal Format and Evaluation Criteria

1. TAB 1: LENGTH OF TIME IN BUSINESS (0-5 POINTS)

Rank the firm based on the number of years in business.

2. TAB 2: COMPANY LOCATION (0-5 POINTS)

Rank the firm based on the location of home and branch offices.

3. TAB 3: PREVIOUS EXPERIENCE WITH DAVIS-BACON ACT COMPLIANCE (0-5 POINTS)

Rank the firm based on their previous experience complying with the Davis-Bacon Act and/or the methodology the firm would use for compliance.

4. TAB 4: INSURANCE CARRIER, BONDING CAPACITY, LITIGATION AND SETTLEMENTS (0 TO 5 POINTS)

Rank the firm based on proof of insurance, bonding capacity, and applicable coverage for this project. In addition, disclose any pending litigation and any settlements in the past five (5) years.

5. TAB 5: AVAILABILITY TO START AND MEET SCHEDULE (0 TO 10 Points)

Rank the firm based on their current workload, availability, and ability to start and complete the project on time.

6. TAB 6: QUALIFICATIONS OF STAFF ASSIGNED TO PROJECT (0-15 Points)

Rank the firm based on the staff's experience and qualifications that are assigned to this project. .

7. TAB 7: PAST PERFORMANCE - FIVE (5) PREVIOUS K-12 CLIENTS (0-10 Points)

Rank the firm based on five of their previous K-12 clients. .

8. TAB 8: PREVIOUS EXPERIENCE IN BUILDING SCHOOLS TO SREF CRITERIA (0-15 Points)

Rank the firm based on their previous experience giving special attention to Florida K-12 schools meeting the School Requirements for Educational Facilities Criteria.

9. TAB 9: PREVIOUS EXPERIENCE WORKING ON AN OCCUPIED CAMPUS (0-15 Points)

Rank the firm based on their experience and provisions for the safety of students while building on a Campus that will house students during construction.

10. TAB 10: EXPERIENCE WITH SPECIAL FACILITIES CONSTRUCTION ACCOUNT PROJECTS AS WELL AS PHASED FUNDING (0 - 15 Points)

Rank the firm based on their previous experience building schools using the Special Facilities Construction Account program and phased funding.

Written Proposal Total Possible Points = 100 Points

Presentation/Interview Format and Evaluation Criteria

1. Tab 1: LOCATION OF COMPANY OFFICE THAT WILL STAFF THE PROJECT (0-5 Points)

Rank the firm based on the location of the company office that will staff the project.

2. Tab 2: LOCAL PARTICIPATION (0-15 Points)

Rank the firm based on their recruitment and utilization of local contractors, subcontractors, vendors, and labor.

3. Tab 3: STAFF ASSIGNED TO THE PROJECT (0-15 Points)

Rank the firm based on their recruitment and utilization of local contractors, subcontractors, vendors, and labor.

4. Tab 4: EXPERIENCE BUILDING COMPARABLE K-12 SCHOOLS (0-10 Points)

Rank the firm based on the staffs' experience and qualifications that are being assigned to this project.

5. Tab 5: EXPERIENCE WITH SPECIAL FACILITIES CONSTRUCTION ACCOUNT PROJECTS AS WELL AS PHASED FUNDING (0 - 10 Points)

Rank the firm based on their previous experience building schools using the Special Facilities Construction Account program and phased funding.

6. Tab 6: AVAILABILITY TO START AND MEET SCHEDULE (0 TO 10 Points)

Rank the firm based on their current workload, availability, and ability to start and complete the project on time.

7. Tab 7: UNDERSTANDING OF THE PROJECT (0 - 10 Points)

Rank the firm based on their understanding of the project including phasing and staging along with any foreseeable items that might impact the project.

8. Tab 8: PRE-CONSTRUCTION SERVICES (0 - 10 Points)

Rank the firm based on their bidding policies, materials pricing, and experience with owner direct purchasing.

9. Tab 9: ABILITY TO MEET BUDGET AND AUDIT PREPARATION (0 - 15 POINTS)

Rank the firm based on their previous experience building with phased funding that is common with building schools using the Special Construction Account.

Presentation/Interview Possible Points = 100 Points

SECTION 4 – SELECTION PROCESS

Short-List

The written Proposals received in response to this RFQ will be evaluated and ranked by a Selection Committee, composed of not less than four (4) voting members in accordance with the process and evaluation criteria and utilizing the attached Ranking Sheet. Various Professional Consultants and representatives from Gadsden County School District may also be present during this process as non-voting members of the Committee. A ranking shall be established by totaling the sum of the scores given to each Proposer by all voting members of the Selection Committee. The Committee has the option to select (short-list) and/or award a minimum of three (3) Proposers who may give a presentation at a later date to the Selection Committee.

No information will be released by Gadsden County School District after the due date for submission of the Proposals until the selection of the short-listed firms has been made. All submitting firms will receive notification of the Proposers selected. The ranking established for short-listing will not carry forward to the next portion of the process. In accordance with the CCNA, Gadsden County School District reserves the right to conduct or not conduct interviews, at its sole discretion.

Presentation/Interview

Presentations are tentatively scheduled for the date range listed in Attachment A. Proposers should plan on forty five (45) minutes for introductions and presentations and fifteen (15) minutes for questions and discussion in a "sit down" meeting format. The Selection Committee would like those individuals who will be directly involved in the project to attend the presentation/interview. Presentation boards, PowerPoint presentations, and/or 8 ½" X 11" handouts are permissible. One (1) flash drive containing all documents to be used during the presentation shall be given to the committee prior to the start of the presentation. The Selection Committee will evaluate and rank the Proposer based on the qualification submittals and presentations in accordance with the process and voting members of the Selection Committee for the Presentation/Interview. The ranking by the Selection Committee from the Presentation/Interview will stand alone as the final ranking and will not be combined with the results from the written Proposals.

Evaluation Criteria Rating Sheets

The Selection Committee will evaluate the Proposals received in response to this RFQ based on the Evaluation Criteria included in this document. The Selection Committee will utilize the attached Evaluation Rating Sheets for both the Short Listing and Presentation/Interview portions of the process.

Recommendation

The Selection Committee will recommend to the Gadsden County School District that an Agreement for services be negotiated with the firm with the highest total points from the Presentation/Interview for new PK - 8 School in accordance with CCNA provisions.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11a

DATE OF SCHOOL BOARD MEETING: June 27, 2023

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 *1*

CHAIRMAN'S SIGNATURE: page(s) numbered

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 12a

DATE OF SCHOOL BOARD MEETING: June 27, 2023

TITLE OF AGENDA ITEM: Approval of School Board Policies

DIVISION: Administration

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to request approval of School Board Policies 5.361 (Attendance Requirements for Minor Drivers), 6.37 (Suspension and Dismissal) and 6.919 (School Guardians).

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sylvia R. Jackson 

POSITION: Assistant Superintendent for Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

GADSDEN COUNTY SCHOOL BOARD

REGULAR MEETING: June 27, 2023

Suggested script for adopting and/or amending Gadsden County School Board Policies.

<p>CHAIRMAN</p>	<p>The next agenda item is Item Number ____ which includes consideration of, and action upon adopting and/or amending School Board Policies. Based upon professional judgment and past experience, modifications of these policies will have little to no economic impact. For this reason no action is being taken on an economic impact statement. THIS PUBLIC HEARING IS INCLUDED IN THE REGULAR MEETING OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, held on June 27, 2023, in the regular School Board Meeting Room in the Max D. Walker Administration Building at Number 35 Martin Luther King Jr. Blvd., Quincy, Florida. The hearing is for the purpose of receiving input and comments from the public on adopting and/or amending policies. This hearing is being electronically recorded. The hour is now ____ p.m. At an appropriate time, the Chair will invite from the audience questions, comments, evidence, arguments, oral statements or other information regarding the proposed action. At that time, each individual wishing to address the Board will please first rise, be recognized by the Chair, and state her or his name.</p>
<p>SUPERINTENDENT</p>	<p>Mr. Chairman, each member of the Board has been furnished a copy of the proposed policies previously described by you. I recommend that the Board adopt and/or amend School Board Policies.</p>
<p>CHAIRMAN</p>	<p>If there is anyone who wishes to ask questions, make comments, present evidence or oral arguments or present other information regarding the proposed action, you may do so at this time. (QUESTIONS, COMMENTS, ETC., IF ANY.)</p>

MEMBER	Mr. Chairman, I move to adopt and/or amend School Board Policies.
MEMBER	I second the motion.
CHAIRMAN	There is a motion and a second to adopt and/or amend School Board Policies. Is there any further discussion? All in favor of the motion please say aye- All opposed... The policies have been adopted and/or amended and it is so ordered. The next item on the agenda is Item Number ____.

Priority News Inc.
 103 W 7th Ave
 Havana, FL 32333
 (850) 539-6586
 mail@prioritynews.net



BILL TO

SCHOOL BOARD OF
 GADSDEN
 ATTN: ACCOUNTS PAYABLE
 35 MARTIN LUTHER KING
 BLVD.
 QUINCY, FL 32351

INVOICE # 14008
DATE 05/27/2023
DUE DATE 06/01/2023
TERMS Due on receipt

DATE	ACTIVITY	QTY	RATE	AMOUNT
06/01/2023	Legal Ad Legal ad (standard) THE HERALD / Notice of Intent to Amend /Adopt Policies / June 1 issue	18.75	8.75	164.06
We use electronic billing. A \$1.00 printing and mailing fee will be added to each paper invoice and statement.				
PAYMENT				164.06
BALANCE DUE				\$0.00

PAID

THE HAVANA HERALD
PUBLISHED WEEKLY
HAVANA, GADSDEN COUNTY, FLORIDA
STATE OF FLORIDA
COUNTY OF GADSDEN

Before the undersigned authority personally appeared a representative of FLORIDA NEWSPAPERS, INC. who on oath does say they are the publisher of The HERALD, a newspaper published at Havana, in Gadsden, Florida, that the attached copy of the advertisement, being a Legal in the matter of

Notice to Amend + Adopt Policies

The above public notices were published in The HAVANA HERALD newspaper issues on the following dates..

June 1, 2023

Affiant further says that the said THE HAVANA HERALD is a newspaper published in Havana, in said Gadsden County, Florida, and the said newspaper has heretofore been continuously published in said Gadsden County, Florida, each Thursday and has been entered as second class mail matter at the post office in Havana in said Gadsden County, Florida for a period of one year next preceding the first publication of the attached copy of advertisement; and affiant further says he has neither paid nor promised any person, firm or corporation any discount, in securing this advertisement for publication in the said newspaper.

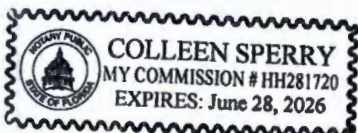


MARK PETTUS, who is personally known to me

Sworn to and subscribed before me this 1

Day of June, A.D. 2023.

Seal



Notary Public Colleen Sperry

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND/ADOPT POLICIES

DATE OF THIS NOTICE: May 23, 2023

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend/adopt Gadsden County School Board Policies.

PURPOSE AND EFFECT: The purpose and effect of this policy amendment is to establish rules that govern processes while conducting business on behalf of the Board.

RULEMAKING AUTHORITY: Subsection 1001.41(2), Florida Statutes

LAWS IMPLEMENTED: 1000.21, 1001.41, 1001.42, 1001.43, 1001.51, 1002.20, 1002.31, 1002.38, F.S.

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend/adopt School Board Policies for the effective operation of the Gadsden County School District consistent with requirements of Florida Statutes and Federal Regulations.

A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M. ON: Tuesday, June 27, 2023

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE: Dr. Sylvia R. Jackson
Assistant Superintendent for Support Services

NAME OF THE PERSON WHO APPROVED THIS RULE: Elijah Key
Superintendent of Schools

DATE OF SUCH APPROVAL: May 23, 2023

A COPY OF THE POLICIES PROPOSED FOR ADOPTION MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Elijah Key, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.
1t: 6/1

CHAPTER 5.00 - STUDENTS

ATTENDANCE REQUIREMENTS FOR MINOR DRIVERS

5.361

Permission for a student to drive to school shall be granted as a privilege not a right contingent on whether or not the student has met requirements established in BP 5.36 and eligibility requirements of Section 322.091, Florida Statutes.

Pursuant to Section 322.091, Florida Statutes, a minor is not eligible for driving privileges unless that minor meets one of the following criteria:

- a) Is enrolled in public school, non-public school, or home education program and satisfies relevant attendance requirements;
- b) Has received a high school diploma, high school equivalency diploma, special diploma, or certificate of high school completion;
- c) Is enrolled in a study course in preparation for the General Educational Development Test (GED® Test) and satisfies relevant attendance requirements;
- d) Is enrolled in other educational activities approved by the district school board and satisfies relevant attendance requirements;
- e) Has been issued a certificate of exemption according to Section 1003.21(3), Florida statutes;
- f) Has received a hardship waiver pursuant to section 322.091, Florida Statutes.

The attendance records of students between the ages of 14 and 18 who accumulate 15 unexcused absences in a period of 90 calendar days shall be electronically reported to the Department of Highway Safety and Motor Vehicles (DHSMV). This data shall include the name of the student, date of birth, gender, and social security number (if available). In addition, the Superintendent (or designee) shall notify DHSMV of all students who withdraw from school with a withdrawal code counted in the dropout rate (DNE, W05, W13, W15, W18, W21, and W23). The school Principal (or designee) shall also notify the parent/guardian of students identified for nonattendance and the risk of revocation of the student driver's license. Students reported to DHSMV due to failure to meet school attendance and/or enrollment requirements for driving privileges shall not be allowed to drive to school until such time that the student has met requirements to have their license reinstated.

Reinstatement of Driving Privilege Procedures:

Parents/guardians must contact the school Principal (or designee) to assist in the reinstatement of the driving privilege within 10 days of receipt of the notice to report non-compliant attendance to DHSMV. If it is determined by the school that the student has satisfied attendance requirements or should not have been reported, the Superintendent (or designee) will notify DHSMV within 20 days via electronic transmission of the student driver's compliant status. Otherwise, the Reinstatement of Driving Privilege for Licensure form must be completed and submitted to

DHSMV to have licensure privileges reinstated. Any reinstatement fees are the responsibility of the parent/guardian and must be paid directly to the DHSMV.

Requirements for Reinstatement of Student Driver's License

Students who receive a Notice of Intent to Suspend/Withhold Eligibility for Licensure must meet the following requirements before receiving District authorization for reinstatement of driving privileges and/or eligibility for licensure:

- a) Attend school for 30 consecutive days without unexcused absences.
 - The count begins the first day after the last unexcused absence.
 - If an unexcused absence occurs during the 30-day accumulation period, the count starts over.
- b) Adult education students (16-18 years old) must satisfy Florida Department of Adult Education recommendation of six consecutive weeks of attendance without unexcused absences.
- c) Minor students (ages 14-18) whose license has been revoked may not drive themselves to school until they can present to the Principal (or school designee) official proof of their licensure reinstatement.

Hardship Waivers

Parent/guardians may request a hearing for a hardship waiver with the school Principal for family employment or medical care.

- a) The parent/guardian must provide proof that the student provides a substantial financial contribution to the student's or the family's livelihood.
- b) A hardship of medical care shall be based on the need for the student to transport the student or immediate family members living in the same household to medical treatment (provided there are no other licensed drivers residing in the household).

STATUTORY AUTHORITY:

322.091, F. S.

LAWS IMPLEMENTED

1001.43, 1001.51, F.S.

HISTORY:

ADOPTED: NEW 00/00/0000

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STATUTORY AUTHORITY:

322.091, F. S.

LAWS IMPLEMENTED

1001.43, 1001.51, F.S.

HISTORY:

ADOPTED: NEW 06/27/2023

CHAPTER 6.00 – HUMAN RESOURCES

SUSPENSION AND DISMISSAL

6.37

- I. No employee may be suspended from duty except by the Superintendent or the School Board. The Superintendent may suspend a member of the staff during an emergency for a period extending to and including the next meeting of the School Board.
- II. In the case of a suspension without pay by the School Board, an affected employee shall be entitled to a hearing on the charges as to why he/she should be suspended without pay. Said hearing shall be upon reasonable notice by the School Board.
- III. If any dismissal proceeding in which the substantial interest of the employee is affected, or in which the employee has a property interest, the employee shall be entitled to a hearing on the merits of the case in accordance with the provisions of Chapter 120, Administrative Procedure Act.
- IV. In the event an employee is entitled to a hearing, the Superintendent shall notify the affected employee in writing of his/her right to a hearing at the time a petition for suspension or dismissal is filed. The petition for suspension or dismissal must set forth the charges against the employee and shall further notify the employee that in the event a written request for a hearing is not received by the Superintendent within fifteen (15) ~~ten (10)~~ days after receipt of said notice, that the employee waives his/her right to a hearing. In the event no such notice is sent by the Superintendent, the employee shall be deemed to have requested a hearing.
- V. In the event a hearing is required as prescribed by law, pursuant to this policy, a written notice of hearing shall be furnished to the employee in a timely manner according to law stating the date, place and time of the hearing.
- VI. No member of the staff may be dismissed except by action of the School Board.
- VII. Any suspension or dismissal shall be as prescribed by law.
- VIII. Non-renewal of employees during their probationary period or upon expiration of a time-limited contract shall not be considered dismissal and shall not be subject to this policy.
- IX. Any provision in the Collective Bargaining Agreement to the contrary shall supersede this policy.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED: 120, 790.15, 1001.43, 1012.22, 1012.27, 1012.33, F.S.

STATE BOARD OF EDUCATION RULE(S): 6B-4.009

HISTORY:

ADOPTED:
REVISION DATE(S): 9/15/02, 2/23/05, 6/27/23
FORMERLY: 4.114, 5.112

DRAFT

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STATE BOARD OF EDUCATION RULE(S): 6B-4.009

HISTORY: **ADOPTED:**
REVISION DATE(S): 9/15/02, 2/23/05, 6/27/23
FORMERLY: 4.114, 5.112

CHAPTER 6.00 – HUMAN RESOURCES

SCHOOL GUARDIANS

6.919*

I. PURPOSE:

To establish the roles, responsibilities and expectations of the Gadsden County School District Guardians.

II. This policy consists of the following sections:

- Introduction
- Goal
- Requirements
- General responsibilities

A. INTRODUCTION

The School Guardian positions satisfy Senate Bill (SB) 7026 (2018) which mandates that an armed person be assigned to each school campus to assist in ensuring the safety of students and faculty while school is in session. A School Guardian will be assigned to a school designated by the School Safety Specialist and can change each year. Campuses will have a School Guardian, as deemed necessary by the Gadsden County School District, as an enhancement to the current school security plan.

B. GOAL

The goal of the School Guardian is to provide security and safety services by protecting life and property while working in conjunction with school staff, Gadsden County School District personnel, and local police/sheriff jurisdictions while providing a visible presence on school campuses.

C. REQUIREMENTS

A School Guardian must possess a standard high school diploma, or a GED. Must possess and maintain a valid Florida Driver's License. Must possess a Concealed Weapons Permit, complete the mandated Guardian Training class and show proficiency in handling, maintaining and utilizing a firearm. The School Guardian must pass a background check which includes but is not limited to the following: an initial interview, fingerprinting, psychological exam, diversity training, drug screen and polygraph examination.

D. GENERAL RESPONSIBILITIES

1. School Guardians will abide by the Rules and Regulations of the Gadsden County School District policies and directives.
2. School Guardians shall be familiar with Gadsden County School Board District policies and the Code of Student Conduct.

3. School Guardians will serve to protect the schools through ongoing surveillance, the reporting of suspicious activity, and the tactical engagement of any active assailant.
4. School Guardians can only take action as a guardian on campuses of the Gadsden County School District.
5. School Guardians have the authority to activate all protocols to secure a school and protect students and staff and they shall be involved in all emergency drills on campus.
6. School Guardians are not granted authority to take any law enforcement action other than against active assailants.
7. School Guardians shall cooperate with law enforcement officers when law enforcement officers are conducting official investigations on campus.
8. School Guardians shall wear the official School Guardian uniform while on campus including assigned protective vest while on active duty.
9. Portable radios will be assigned to each Guardian to ensure immediate communications with school administrators, School Resource Officers, and first responders. School Guardians will maintain radio communications and will be familiar with radio communication channels.
10. School Guardians shall have clean hair that presents a neat, tidy appearance.
11. School Guardians facial hair shall be clean, neatly trimmed, and will present a professional appearance. Permission to wear beards, moustaches, and goatees may be withdrawn by the Superintendent at any time.
12. School Guardians with visible tattoos will be reviewed on a case-by-case basis. The School Guardians may be required to cover any tattoo deemed inappropriate for school settings at all times at the cost of the School Guardian. Covering may involve wearing long sleeves to cover the tattoo irrespective of the season. These long sleeves shall match the color of the assigned uniform. Failure to comply can result in corrective action up to and including dismissal.
13. School Guardians will check in and out of school each day per a process established by the school principal.
14. School Guardians are to refrain from patrolling their campus in a predictable manner.
15. School Guardians shall report out any student safety concerns to the school's principal, the school's Resource Officer and the Gadsden County School District Safety Specialist.
16. The management of student conduct is a school function. School Guardians are expected to report student misconduct to school personnel and allow school administrators to manage student conduct and administer appropriate consequences. In those instances when there is a need for intervention to protect individuals from injury (i.e., student fight), the School Guardian may intervene and shall summon a member of the school staff, and/or the School Resource Officer. The School Guardian shall report all such incidents to the school principal and to the Gadsden County School District Safety Specialist.
17. School Guardians shall not engage in physical force against any student or other person unless the safety of the occupants of the school, students or staff are threatened.
18. If there is a need to use deadly force, the School Guardian shall immediately respond to the location of concern with the goal of the protection and preservation of life. The School Guardian shall immediately contact the School Resource Officer, law

enforcement, and the Gadsden County School Safety Specialist using their radio and relay any information pertinent for responding officers and rescue personnel.

19. School Guardian shall not leave their school without proper permission as established by the school principal or and the Gadsden County School District Safety Specialist.
20. A School Guardian may be requested to attend after school events and graduations, and they may provide disaster relief as needed.

STATUTORY AUTHORITY: _____ **1006.12(3) F.S.**

LAW(S) IMPLEMENTED: _____ **1006.12(3) F.S.**

HISTORY: _____ **ADOPTED:00/00/0000**
_____ **REVISION DATE(S):**

DRAFT

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LAW(S) IMPLEMENTED:

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HISTORY:

**ADOPTED:06/27/2023
REVISION DATE(S):**