December 11, 2025 - Regular School Board Meeting

Date: Dec 11 2025 (6:00 p.m.)

Student Showcase (Montclair Elementary School,)

Invocation (Pastor Mat Pace, The Springs Church, Orange Park)

Pledge of Allegiance

Call to Order

Recognitions and Awards

1. Athletics Check Presentation to American Cancer Society
2. Recognize 2024 Founders' Week Art Contest Winners
3. Athletic Recognitions
4. Recognition of the 2025-2026 Clay County Assistant Principal of the Year
5. Recognition of 2025-2026 School Related Employee of the Year and Teacher of the Year Semi-finalists
6. Recognition of Middleburg Elementary for consideration as a 2026 Exceeding Expectations "Rising Star"
7. Recognition of Board Member Hanson for Earning Certified Board Member Distinction

Presenters

School Showcase (Montclair Elementary School, Principal William Miller)

Presentations from the Audience (Public Comment on Specific Agenda Items)

Discussion Agenda

School Board Member

8. D1 - Public Hearing to Approve as Advertised Revisions to School Board Policies 1140; 1140.01; 3140; 3140.01;4140; 4140.01

- Draft Policy 1140.pdf
- Draft Policy 1140.01.pdf
- Draft Policy 3140.01.pdf
- Draft Policy 3140.pdf
- Draft Policy 4140.01.pdf
- Draft Policy 4140.pdf

DRAFT

November 6, 2025 - Legal Advertisement & Notice of Public Hearing for Revisions to SB Policies 1140; 1140.01; 3140; 3140.01; 4140; 4140.01.pdf

Human Resources

9. D2 - Human Resources Special Action A

10. D3 - Human Resources Special Action B

Instruction-Academic Services

11. D4 - Public Hearing to Approvee as Advertised Modifications to the 2025-2026 Student Progression Plan

November 6, 2025 - Legal Advertisement & Notice of Public Hearing for Modifications to 2025-2026 Student Progression Plan.pdf

Summary of Changes - 25-26 SPP - HB 1105.pdf

CCDS Student Progression Plan 2025-26 - Revised per HB 1105 Sept. 19, 2025.pdf

Consent Agenda

Superintendent

12. C1 - Minutes of School Board Workshop on October 28, 2025; Student Hearings and Regular Meeting on November 6, 2025

2025 Oct 28 Workshop.pdf

2025 Nov 6 Student Hearings.pdf (Confidential)

2025 Nov 6 Organization Mtg.pdf

2025 Nov 6 Regular Mtg.pdf

13. C2 - Controlled Open Enrollment (COE) Plan for the 2026-2027 School Year

Clay County District Schools COE Plan 2026-2027.pdf

Human Resources

14. C3 - Personnel Consent Agenda

Personnel Consent Agenda - 12_11_2025.pdf

Instruction-Academic Services

15. C4 - Elementary Student Out of State Travel

Elem. Out of State Travel.pdf

Instruction-Career and Technical Education

16. C5 - School Affiliation Agreement between Baptist Health and The School Board of Clay County, Florida, Department of Career and Technical Education

Instruction-K-12 Academic

17. C6 - K-12 Academic Services Out of State and Overnight Student Travel

December 2025 Student Travel.pdf

Instruction-Professional Development

DRAFT

18. C7 - Addition of a component to the Professional Learning Catalog to provide additional professional learning opportunities for Deans.

- 6-404-002_Dean Professional Learning_2024.pdf

Instruction-Climate and Culture

19. C8 - 2024-2026 School Health Plan

- 24-26 School Health Services Plan.pdf

Business Affairs

20. C9 - Proposed Allocation Changes for 2025-2026

- 12.11.25 - 25-26 Allocation Summary - 2025-26.pdf

Business Affairs-Accounting

21. C10 - Monthly Financial Reports for October, 2025

- Financial Board Report OCT 2025.pdf
- Oct 2025 Board Property Report.pdf
- Oct Board Item$50,000 - $100,000 Contracts Signed by Superintendent _ BAD Financial Report.pdf

22. C11 - BUDGET AMENDMENT REPORT FOR October 31, 2025

- October 2025 Budget Amendment Stmt.pdf

Business Affairs-Property

23. C12 - Deletion of Certain Items Report - November, 2025

- deletion-analysis-Nov-2025-2026.pdf
- Monthly Deletion Report - November 2025.pdf

Operations

24. C13 - Contract Award for Uniform Rental Cintas Omnia Master Agreement # 001299

- Cintas Contract 12.2025.pdf

25. C14 - Board Approval to Apply for Safe Schools Canine Grant

Operations-Facilities

26. C15 - Schematic/Preliminary/Final (Phase I, II, & III) Plans and Specifications for RideOut Elementary School Fire Alarm Repair/Replacement

27. C16 - Change Order #2 (Direct Purchasing) for RideOut Elementary School Classroom Addition

- Change Order #2 ROE Classroom Addition

28. C17 - Substantial Completion of Lakeside Elementary School Kitchen/Cafeteria Renovation

- Certificate of Substantial - LSE Kitchen Renovation

29. C18 - County-Wide Professional Civil Engineering Services Contract Award

- Civil Engineering Scoresheet
- AGREEMENT County-Wide Civil Engineering - Baker Design Build - signed

DRAFT

AGREEMENT County-Wide Civil Engineering - CPH Consulting, LLC.pdf

30. C19 - Change Order #8 (Direct Purchasing) for Lakeside Elementary School Kitchen Renovation

Change Order #8 LSE Kitchen Renovation

31. C20 - Prequalification of Contractors

Table for Board Backup Contractor Prequal, 12.11.25

32. C21 - Change Order #3 (Direct Purchasing) for Oakleaf Junior High School Classroom Addition

Change order #3 OLJ Classroom Addition

33. C22 - Clay County Utility Authority Developer Agreement for the Fire Main Connection at Ridgeview Elementary School

260044 Clay County Utilities .pdf

Adoption of Consent Agenda

Presentations from the Audience (Public Comment on Non-Specific Agenda Items)

CCEA Update (Victoria Kidwell)

CESPA Update (Lonnie Roberts)

Superintendent's Update and Presentations

School Board Attorney Remarks

School Board Member Remarks

Adjournment

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

Athletics Check Presentation to American Cancer Society

Description

The athletics department will present American Cancer Society with a check from October PINK OUT games. The Jaguars PREP community partnership in this event will also be recognized.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

John W. Stilianou, Coordinator of District Athletics, john.stilianou@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

Recognize 2024 Founders' Week Art Contest Winners

Description

Clay County Schools celebrated Founders' Week during the week of September 22-25, 2025. This patriotic time commemorates the contributions of historical figures and documents that have influenced the foundation of our government. This year's contest, which addressed Founders' Week theme was Patriotic Places and students were asked to reflect on what those places are and how they best represent America.

2025 Founders' Week Art Contest Winners

Grade	Winner	School
Kindergarten	Savannah Whitaker	Spring Park Elementary
1st	Lillianna Powe	Wilkinson Elementary
2nd	Layla Church	Keystone Heights Elementary
3rd	Zuri Watson-Cameron	Paterson Elementary
4th (tie)	Annabelle MacGregor	Shadowlawn Elementary
4th (tie)	Hunter Haas	Paterson Elementary
5th	Nataly Munoz	S. Bryan Jennings Elementary

DRAFT

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Recognition only

Contact

Mary Owen, Social Studies Specialist, maryam.owen@myoneclay.net

Financial Impact

None

Review Comments

Attachments

December 11, 2025 - Regular School Board Meeting

Title

Athletic Recognitions

Description

Athletic presentation will recognize State Champions, Athletes of the Month, and Coaches of the Month.

State Champions:

- Noah Stotler, Clay High, swimming
- William Shoesmith, Fleming Island High, swimming

Athletes of the Month

- Allyson Lowery, Middleburg High
- Elias Hernandez, Orange Park High
- Jayden Adams, Oakleaf High

Coaches of the Month

- Amy Yoder, Fleming Island High, volleyball
- Ryan Wolfe, Middleburg High, football
- Beth Aflleje, Lakeside Junior High, athletic director and volleyball

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Christina Thompson, District Athletics Director, christina.thompson@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

Recognition of the 2025-2026 Clay County Assistant Principal of the Year

Description

Superintendent Broskie will recognize Brittany Senna, Fleming Island High School, for being selected as Clay County's Assistant Principal of the Year.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Financial Impact

Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

Recognition of 2025-2026 School Related Employee of the Year and Teacher of the Year Semi-finalists

Description

Recognizing the top ten semi-finalists for School Related Employee of the Year and Teacher of the Year

Teacher of the Year Semifinalists

- -Jessica Armenta, Argyle Elementary
- -Lori Fedorowich, Charles E. Bennett Elementary
- -Luuly Thai, Coppergate Elementary
- -Emilie Shaver, Green Cove Springs Junior High
- -Dorothy Bailey, Grove Park Elementary
- -Melissa Smith, Lake Asbury Junior High
- -Cybel Perez, Oakleaf High
- -Anissa Stutz, Orange Park Elementary
- -Brittany Batton, Swimming Pen Creek Elementary
- -Jessica Willis, Thunderbolt Elementary

School-Related Employee of the Year Semifinalists

- -Rhonda Samples, Clay Hill Elementary
- -Sherrie Dominger, Doctors Inlet Elementary
- -Kristina Jackson, Grove Park Elementary
- -Sharmila Maragh Perry, Lakeside Elementary
- -Nicki Romig, Oakleaf Junior High
- -John Carignan, Orange Park Elementary
- -Elise Lato, RideOut Elementary
- -Jenner Pereda, Ridgeview High
- -Hollie Kyler, Spring Park Elementary
- -Celesteileen Depa, Swimming Pen Creek Elementary

Gap Analysis

Previous Outcomes

Expected Outcomes

Recognizing the top ten semi-finalists for School Related Employee of the Year and Teacher of the Year

Strategic Plan Goal

Recommendation

Recognition only.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources, brenda.trotuman@myoneclay.net, (904) 336-6701

Financial Impact

None

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Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

Recognition of Middleburg Elementary for consideration as a 2026 Exceeding Expectations "Rising Star"

Description

The East Coast Technical Assistance Center (ECTAC) is a non-profit Florida network that provides training, advocacy, and professional networking opportunities in support of the development and implementation of the Elementary and Secondary Education Act (ESEA) programs, like Title I, Part A, for our sixty-member school districts across the state of Florida.
The initial Exceeding Expectations eligible schools were identified based on publicly available 2025 School Grade, Federal Index, Lunch Status Report, and Enrollment data from FDOE.
The 2026 Exceeding Expectations Eligible Award School Criteria includes:

1. Above 2025 State Poverty Average/Free-Reduced Priced Lunch of 68.8%
2. 2025 School Grade of “A” or “B”
3. No ESSA findings (No TSI, ATSI, or CSI designations)
4. Academic Achievement Performance in ELA, Math, Science, and Social Studies (as applicable by grade level) ~ Statewide Percentile Ranking greater than 50% of schools with data
5. Learning Gains Performance in ELA, Math, Science, and Social Studies (as applicable by grade level) ~ Statewide Percentile Ranking greater than 50% of schools with data
6. Improved Academic Achievement year-over-year (2024 to 2025)
   - Elementary – Improvement in Reading, Math, and Science
   - Secondary and Combination – Improvement in Total Points
7. Enrollment >50 at each tested grade level

Middleburg Elementary has been consideration as a 2026 ECTAC "Rising Star School"

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Recognition only.

Contact

Bonnie O'Nora, Board Assistant, bonnie.onora@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

Recognition of Board Member Hanson for Earning Certified Board Member Distinction

Description

School board members can earn the Certified Board Member Distinction by fulfilling the 96 hour training requirement as set forth by the Leadership Services Committee:

- 10 hours of School Finance via FSBA Forum (School Finance 2.0 and Advanced School Finance Forums do not meet the School Finance requirement for the CBM program; however you are still eligible to earn points by attending.)
- 7 hours of Policy Governance via FSBA CBM Forum
- 3 hours Bargaining 101 via FSBA Forum

76 points by attending training from FSBA conferences, additional Forums, webinars, or online training.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Recognition only.

Contact

Bonnie O'Nora, Board Assistant, bonnie.onora@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

D1 - Public Hearing to Approve as Advertised Revisions to School Board Policies 1140; 1140.01; 3140; 3140.01;4140; 4140.01

Description

School board policies outline rules to ensure the efficient operation of the school district, providing the framework to support educational programs, school finance, staff recruitment, administration of student services, employee-related rules, and the construction and maintenance of facilities.
The proposed revisions are intended to update and ensure alignment of school board policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations. The Board is authorized to adopt and revise policies under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes:

- -1140 Suspension or Dismissal of Administrators
- -1140.01 Disciplinary Suspension Without Pay
- -3140 Suspension or Dismissal of Instructional Staff
- -3140.01 Disciplinary Suspension Without Pay
- -4140 Suspension or Dismissal of Support Staff
- -4140.01 Suspension Without Pay

Gap Analysis

All board policies are reviewed periodically to ensure they are up to date and compliant with current applicable laws and regulations.

Previous Outcomes

Revisions to board policies have been adopted by the Board as needed and/or required in the past.

Expected Outcomes

The proposed revisions to board policies will be adopted by the Board and implemented appropriately.

Strategic Plan Goal

Goal 1: Student Success
Goal 2: Talent Recruitment, Development, and Retention
Goal 3: Family and Community Engagement
Goal 4: Safe and Positive Learning Environment
Goal 5: Fiscal and Operational Efficiency

Recommendation

It is recommended that the board approve the advertisement of the intent to revise proposed policies following a public hearing scheduled for December 11, 2025

Contact

Erin Skipper, Board Chair, erin.skipper@myoneclay.net

Jeremiah Blocker, School Board Attorney, jeremiah.blocker@myoneclay.net

Financial Impact

Review Comments

Attachments

- Draft Policy 1140.pdf
- Draft Policy 1140.01.pdf

DRAFT

- Draft Policy 3140.01.pdf
- Draft Policy 3140.pdf
- Draft Policy 4140.01.pdf
- Draft Policy 4140.pdf
- November 6, 2025 - Legal Advertisement & Notice of Public Hearing for Revisions to SB Policies 1140; 1140.01; 3140; 3140.01; 4140; 4140.01.pdf

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Book	Policy Manual
Section	Board Policy Updates October 2025
Title	Copy of SUSPENSION OR DISMISSAL OF ADMINISTRATORS
Code	po1140 KNW 10-28-25 Board-led
Status	
Legal	F.S. 1001.42 F.S. 1012.22 F.S. 1012.27 F.S. 1012.33 F.S. 1012.34 F.S. 1012.796
Adopted	June 5, 2025

DRAFT

1140 - **SUSPENSION OR DISMISSAL OF ADMINISTRATORS**

It is the desire of the School Board to maintain a staff of well-trained, competent administrators in order to offer comprehensive services to the students of this District.

No employee may be suspended from duty except by the Superintendent or the Board. The Board hereby delegates to the Superintendent authority to suspend a member of the staff, subject to the provisions of Policy 1140.01 and as provided by applicable law. The Superintendent shall notify the Board prior to taking any final action.

An administrator may be suspended or dismissed at any time during the contract year pursuant to provisions set forth in Florida statutes, the Rules of the Educational Practices Commission, and/or for cause. Additionally, Policy 8141 sets forth the procedures for the mandatory reporting of alleged misconduct by school administrators to the Florida Department of Education.

Administrators may be required to take such recognized examinations as the Superintendent deems necessary to evaluate their health, competence, and/or performance. Refusal to take required examination(s) shall be grounds for immediate dismissal. The Board shall pay for the cost of the examination(s).

The Superintendent shall determine the effective date of suspension, reassignment, or dismissal.

Parental notification of certain misconduct is required in accordance with Policy 8141.

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Book	Policy Manual
Section	Board Policy Updates October 2025
Title	Copy of DISCIPLINARY SUSPENSION WITHOUT PAY
Code	po1140.01 KNW 10-28-25 Board-led
Status	
Legal	F.S. 1012.27(5)
Adopted	June 5, 2025

DRAFT

1140.01 - **DISCIPLINARY SUSPENSION WITHOUT PAY**

For disciplinary action other than termination, the School Board hereby delegates authority of employee suspension to the Superintendent in order to facilitate personnel management, to maintain an orderly and productive work environment, to avoid public embarrassment to employees, and to eliminate minor disciplinary action from the Board's agenda. The suspension shall be without pay, and shall not exceed five (5) days.

A. An employee who is suspended under the authority of this policy shall be granted all due process rights accorded by the Florida statutes and applicable collective bargaining agreements.

B. The Superintendent shall notify the Board prior to taking any final action.

C. This policy grants the Superintendent authority in addition to that provided by Florida statutes. It shall not be construed to limit the Superintendent's statutory powers.

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Book	Policy Manual
Section	Board Policy Updates October 2025
Title	Copy of DISCIPLINARY SUSPENSION WITHOUT PAY
Code	po3140.01 KNW 10-28-25 Board-led
Status	
Legal	F.S. 1012.27(5)
Adopted	June 5, 2025

DRAFT

3140.01 - **DISCIPLINARY SUSPENSION WITHOUT PAY**

For disciplinary action other than termination, the School Board hereby delegates authority of employee suspension to the Superintendent in order to facilitate personnel management, to maintain an orderly and productive work environment, to avoid public embarrassment to employees, and to eliminate minor disciplinary action from the Board's agenda. The suspension shall be without pay, and shall not exceed five (5) days.

A. An employee who is suspended under the authority of this policy shall be granted all due process rights accorded by the Florida statutes and applicable collective bargaining agreements.

B. The Superintendent shall notify the Board prior to taking any final action.

C. This policy grants the Superintendent authority in addition to that provided by Florida statutes. It shall not be construed to limit the Superintendent's statutory powers.

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Book	Policy Manual
Section	Board Policy Updates October 2025
Title	Copy of SUSPENSION OR DISMISSAL OF INSTRUCTIONAL STAFF
Code	po3140 KNW 10-28-25 Board-led
Status	
Legal	F.S. 120.569 F.S. 120.57 F.S. 120.68 F.S. 1012.22 F.S. 1012.27 F.S. 1012.32 F.S. 1012.33 F.S. 1012.335 F.S. 1012.34
Adopted	June 5, 2025

DRAFT

3140 - **SUSPENSION OR DISMISSAL OF INSTRUCTIONAL STAFF**

It is the desire of the School Board to maintain a staff of well-trained, competent instructional employees in order to offer comprehensive services to the students of this District.

No employee may be suspended from duty except by the Superintendent or the Board. The Board hereby delegates to the Superintendent authority to suspend a member of the staff, subject to the provisions of Policy 3140.01 and as provided by applicable law. The Superintendent shall notify the Board prior to taking any final action.

Any instructional personnel may be suspended or dismissed at any time during the term of the contract for just cause as defined below. The Board must notify the employee whenever charges are made and may suspend such person without pay. As defined by State law, "just cause" includes, but is not limited to:

A. immorality;

B. misconduct in office;

C. incompetency;

D. gross insubordination;

E. willful neglect of duty;

F. being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.

In the case of a suspension without pay by the Superintendent or the Board, an affected employee shall be entitled to a hearing on the charges as to why the employee was suspended without pay. Said hearing shall be upon reasonable notice by the Superintendent.

However, if the charges are not sustained, the employee must be immediately reinstated with back pay.

No member of the staff may be dismissed except by action of the Board. The Superintendent may recommend employees for dismissal under F.S. 1012.27.

Instructional staff may be required to take such recognized examinations as the Superintendent deems necessary to evaluate their health, competence, and/or performance. Refusal to take required examination(s) shall be grounds for immediate dismissal. The Board shall pay for the cost of the examination(s).

If the employee wishes to contest the charges, s/he must, within fifteen (15) days after receipt of the written notice, submit a written request for a hearing to the Board. A direct hearing must be conducted by the Board or a subcommittee thereof within sixty (60) days after receipt of the written appeal. The hearing shall be conducted in accordance with F.S. 120.569 and 120.57 of the Administrative Procedures Act. A majority vote of the membership of the Board is required to sustain the Superintendent's recommendation. The Board's determination is final as to the sufficiency or insufficiency of the grounds for suspension without pay or dismissal. Any such decision adverse to the employee may be appealed by the employee pursuant to F.S. 120.68 relating to judicial review.

Non-renewal of employees during their probationary period or upon expiration of an annual contract shall not be considered dismissal and shall not be subject to this policy.

Policy 8141 sets forth the procedures for mandatory reporting of alleged misconduct by instructional staff members to the Florida Department of Education. Additionally, parental notification of certain misconduct is required in accordance with Policy 8141.

The Superintendent shall determine the nature and effective date of the suspension or dismissal.

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Book	Policy Manual
Section	Board Policy Updates October 2025
Title	Copy of DISCIPLINARY SUSPENSION WITHOUT PAY
Code	po4140.01 KNW 10-28-25 Board-led
Status	
Legal	F.S. 1012.27(5)
Adopted	June 5, 2025

4140.01 - **DISCIPLINARY SUSPENSION WITHOUT PAY**

For disciplinary action other than termination, the School Board hereby delegates authority of employee suspension to the Superintendent in order to facilitate personnel management, to maintain an orderly and productive work environment, to avoid public embarrassment to employees, and to eliminate minor disciplinary action from the Board's agenda. The suspension shall be without pay, and shall not exceed five (5) days.

A. An employee who is suspended under the authority of this policy shall be granted all due process rights accorded by the Florida statutes and applicable collective bargaining agreements.

B. The Superintendent shall notify the Board prior to taking any final action.

C. This policy grants the Superintendent authority in addition to that provided by Florida statutes. It shall not be construed to limit the Superintendent's statutory powers.

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Book	Policy Manual
Section	Board Policy Updates October 2025
Title	Copy of SUSPENSION OR DISMISSAL OF SUPPORT STAFF
Code	po4140 KNW 10-28-25 Board-led
Status	
Legal	F.S. 1012.22 F.S. 1012.27 F.S. 1012.40
Adopted	June 5, 2025

DRAFT

4140 - **SUSPENSION OR DISMISSAL OF SUPPORT STAFF**

No employee may be suspended from duty except by the Superintendent or the School Board. The Board hereby delegates to the Superintendent authority to suspend a member of the staff as provided by applicable law. The Superintendent shall notify the Board prior to taking any final action.

In the case of a suspension without pay by the Superintendent or the Board, an affected employee shall be entitled to a hearing on the charges as to why the employee was suspended without pay. Said hearing shall be upon reasonable notice by the Superintendent.

No member of the staff may be dismissed except by action of the Board. Any suspension or dismissal shall be as prescribed by law.

Support staff may be required to take such recognized examinations as the Superintendent deems necessary to evaluate their health, competence, and/or performance. Refusal to take required examination(s) shall be grounds for immediate dismissal. The Board shall pay for the cost of the examination(s).

The Superintendent shall determine the nature and effective date of the suspension or termination.

Bargaining unit members should refer to the collective bargaining agreement with regard to suspension or dismissal.

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SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO REVISIONS TO SB POLICIES
1140 SUSPENSION OR DISMISSAL OF ADMINISTRATORS; 1140.01 DISCIPLINARY SUSPENSION WITHOUT PAY; 3140 SUSPENSION OR DISMISSAL OF INSTRUCTIONAL STAFF; 3140.01 DISCIPLINARY SUSPENSION WITHOUT PAY; 4140 SUSPENSION OR DISMISSAL OF SUPPORT STAFF; 4140.01 SUSPENSION WITHOUT PAY

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of revisions to School Board Policies 1140; 1140.01; 3140; 3140.01; 4140; 4140.01.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed revisions to School Board Policies 1140; 1140.01; 3140; 3140.01; 4140; 4140.01 is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - November 6, 2025. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule-Making Authority: The Board is authorized to adopt modifications to School Board Policies 1140; 1140.01; 3140; 3140.01; 4140; 4140.01 under sections 120.54, 120.81, 1001.32, 1001.41, and 1001.43 of the Florida Statutes.

Laws Implemented: As listed in each proposed rule. The laws implemented by the above-referenced policy revisions are noted under each section of the Policy.

No statement or estimated regulatory costs has been prepared. Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower regulatory alternative, must do so in writing within 21 days of this notice.

Person(s) Originating Policy Changes: The proposed policy was originated by the Superintendent and School Board in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt revisions to School Board Policies 1140; 1140.01; 3140; 3140.01; 4140; 4140.01 following a public hearing. ***The public hearing shall be held on Thursday, December 11, 2025,*** during the course of a Regular Board meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or she may need to ensure

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that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

D2 - Human Resources Special Action A

Description

Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Goal 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.
Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.
Strategy 2.1.3 Expand involvement in community-sponsored career fairs, providing the opportunity to recruit a diverse population to the multiple career paths within CCDS.
Strategy 2.1.4 Continue to streamline the application and onboarding process to successfully engage and hire quality applicants.
Strategy 2.1.5 Collaborate to strengthen CCDS' branding and marketing to increase the awareness and presence of career opportunities.

Recommendation

Approve the action as presented.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701 Brenda.Troutman@myoneclay.net

Financial Impact

None

Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

D3 - Human Resources Special Action B

Description

Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Goal 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.
Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.
Strategy 2.1.3 Expand involvement in community-sponsored career fairs, providing the opportunity to recruit a diverse population to the multiple career paths within CCDS.
Strategy 2.1.4 Continue to streamline the application and onboarding process to successfully engage and hire quality applicants.
Strategy 2.1.5 Collaborate to strengthen CCDS' branding and marketing to increase the awareness and presence of career opportunities.

Recommendation

Approve the action as presented.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701 Brenda.Troutman@myoneclay.net

Financial Impact

None

Review Comments

Attachments

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December 11, 2025 - Regular School Board Meeting

Title

D4 - Public Hearing to Approvee as Advertised Modifications to the 2025-2026 Student Progression Plan

Description

Florida Statute 1008.25 requires each school board to establish a comprehensive program for student progression. Reviewing and adopting this Student Progression Plan will allow the district to incorporate required legislative changes and recommendations to ensure this document best supports the district's work with students.

Gap Analysis

The district's Student Progression Plan ensures that the required program of study, placement, promotion, reporting, retention, and assessment procedures are comprehensive and meet the needs of individual students. The 2025-2026 Student Progression Plan was approved on July 29, 2025. The newly added language is in accordance with state law. Without approval of the proposed 2025-2026 Student Progression Plan revisions, the district will not comply with Florida Statutes.

Previous Outcomes

The district is currently following the 2025-2026 Student Progression Plan. This draft plan includes revisions to HB 1105. The revised plan will ensure the implementation of statutory requirements related to student progression.

Expected Outcomes

Under state statute, an advertisement for the proposed revisions to the 2025-2026 Student Progression Plan will be made public. After 30 days, a public hearing and a vote will be held to consider the proposed modifications. The consideration of these changes will allow the district to comply with legislation.

Strategic Plan Goal

Goal 1 Student Success - Engage all students to attain the necessary skills and knowledge to be future-ready graduates.

Recommendation

The Clay County School Board approves the advertisement of revisions and notice of public hearing for the Student Progression Plan 2025-2026.

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904, roger.dailey@myoneclay.net

Treasure Pickett, Chief of Secondary Education, 904.336.6918, treasure.pickett@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- November 6, 2025 - Legal Advertisement & Notice of Public Hearing for Modifications to 2025-2026 Student Progression Plan.pdf
- Summary of Changes - 25-26 SPP - HB 1105.pdf
- CCDS Student Progression Plan 2025-26 - Revised per HB 1105 Sept. 19, 2025.pdf

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SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING TO APPROVE MODIFICATIONS TO THE 2025-2026 STUDENT PROGRESSION PLAN

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of revisions to the 2025-2026 Student Progression Plan.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed revisions to the 2025-2026 Student Progression Plan is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - November 6, 2025. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule-Making Authority: The Board is authorized to adopt modifications to the 2025-2026 Student Progression Plan under sections 120.54, 120.81, 1001.32, 1001.41, and 1001.43 of the Florida Statutes.

Laws Implemented: As listed in each proposed rule. The laws implemented by the above-referenced policy revisions are noted under each section of the Policy.

No statement or estimated regulatory costs has been prepared. Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower regulatory alternative, must do so in writing within 21 days of this notice.

Person(s) Originating Policy Changes: The proposed policy was originated by the Superintendent and School Board in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt revisions to the 2025-2026 Student Progression Plan following a public hearing. ***The public hearing shall be held on Thursday, December 11, 2025,*** during the course of a Regular Board meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or 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.

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Summary of Changes

2025-2026 Student Progression Plan Draft

- The document revisions reflect changes to HB 1105.

Section	High School Grades (9-12)	Page #
Promotion and Placement of High School Students	● Paragraph deleted - “As in state statute, students who received a 'Certificate of Completion' may return for a fifth (5th) year of high school to obtain their Standard Diploma.”	**68**
Certificate of Completion	● Entire section deleted	**70-71**
Graduation Requirements Chart	● A special note was added at the bottom of the chart.	**72**
Graduation Exercises	● References to Certificate of Completion deleted	**72, 73**
Section	**Exceptional Student Education**	**Page #**
Certificate of Completion	● Entire section deleted	**95**
Deferral of Graduation/Receipt of Standard High School Diploma	● Removed certificate of completion	**96**

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CLAY COUNTY DISTRICT SCHOOLS

STUDENT PROGRESSION PLAN

DRAFT

David S. Broskie
Superintendent of Schools

CLAY COUNTY SCHOOL BOARD

Erin Skipper	District 1
Robert Alvero	District 2
Beth Clark	District 3
Michele Hanson	District 4
Ashley Gilhousen	District 5

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INTRODUCTION

Clay County District Schools (CCDS) is pleased to present the 2025-2026 Student Progression Plan (SPP), which outlines our commitment to providing our students with the highest-quality education. This Student Progression Plan is intended to guide school personnel, parents, students, and other stakeholders on the administrative procedures required by state legislation and district school board policies.

At CCDS, we understand that academic proficiency in English Language Arts, Mathematics, Science, and Social Studies is essential for students to succeed in school and beyond. Therefore, our Student Progression Plan is designed to ensure that each student's progress from one grade to another is based on their mastery of the standards outlined in state legislation.

We are proud to offer a multi-tiered system of support for all learners that embeds instructional opportunities, including high-leverage practices and evidence-based resources and tools. Our educators and leaders are provided professional learning opportunities that are intentionally designed to meet the unique needs of each student and promote positive educational outcomes. We are dedicated to creating a learning environment that supports and empowers our students to reach their full potential.

The Student Progression Plan is governed by Florida Statute § 1008.25 and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.

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GENERAL INFORMATION (K-12)

Enrollment, Transfer, & Promotion Procedures

First Time Enrollment to Clay County District Schools

Enrollment means permitting the student to attend classes and participate fully in school activities. Before admitting a student to Florida schools for the first time, the school must have the documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- Proof of date of birth (Florida Statute § 1003.21). If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order outlined in Florida Statute § 1003.21:
    - A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
    - An insurance policy on the child's life that had been in force for at least two years;
    - A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
    - A passport or certificate of arrival in the United States showing the age of the child;
    - A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
    - If none of this evidence can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

- A certificate showing a school entry health examination performed within one year before enrollment. Exemptions will be granted on religious grounds upon receiving a written request from parents/guardians stating objections to the examination (Florida Statute § 1003.22). Clay County District Schools allows a 30-day grace period for the school entry health examination. Proof of exam must be turned in within 30 days of enrollment.

- A Florida Certificate of Immunization, DH680 form, and DH681 (Religious Exemption) are the only acceptable immunization certificates for admission to grades PreK-12. Required immunizations include (Florida Statute § 1003.22):
    - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
    - Two or three doses of hepatitis B (HepB) vaccine
    - Three, four, or five doses of polio vaccine*
    - Two doses of measles-mumps-rubella (MMR) vaccine
    - Two doses of varicella vaccine for K - 8**
    - Two doses of varicella vaccine for grades 10 - 12

      * If a fourth dose of vaccine is administered before the fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.

      ** Varicella vaccine is not required if varicella disease is documented by a healthcare provider.

- An official letter or transcript from the proper school authority that shows a record of attendance, academic information, and grade placement of the student is requested from

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the parent at registration. The school will request official records from the receiving school once the parent has completed the registration request documents.

- Social Security Number (District request)
- Proof of Residency
    - Current mortgage statement, lease, or deed
    - Current utility bill or letter of service connection
    - Parent's government-issued photo ID

Students Experiencing Homelessness

As defined by Florida Statute § 1003.01, homeless children may lack a fixed, regular, and/or adequate nighttime residence and include children who are:

1. Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;

2. Living in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative accommodations;

3. Living in emergency or transitional shelters or abandoned in hospitals;

4. Sleeping in a place that is not ordinarily used as a sleeping place for human beings;

5. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

6. Migrant and living in one of the above.

Children and youth who are experiencing homelessness will be immediately enrolled even when documents typically required for enrollment are unable to be provided. Families claiming to be homeless and needing enrollment assistance should be referred to the Project REACH Homeless Education Program at projectREACH@myoneclay.net. If needed, Project REACH must provide due diligence attempts to obtain necessary documentation.

Military Families Guidelines

The Interstate Compact on Educational Opportunity for Military Children was implemented to accommodate children from military families who have been transferred from one state to another. The purpose of the Compact is to make this transition as seamless as possible. The Compact applies to active members of the Uniformed Services, members or veterans of the Uniformed Services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement, and members of the Uniformed Services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. The district will implement the requirements listed in Florida Statute § 1000.36,

Transfer of Educational Records and Enrollment

- In the event that the parent cannot obtain official educational records, the sending school will furnish a complete set of "unofficial educational records." When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. To be admitted into the receiving school, the transferring student must provide the following:
    - Official military orders showing that the military member was assigned to the

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state in which the child was previously enrolled and attended school. If the child was residing with a legal guardian and not the military member, a copy of the family care plan or proof of guardianship will be provided;
    - An official letter or transcript from the school authorities of the sending school showing attendance, academic, and grade placement information;
    - Evidence of date of birth.
    - FL680 and Physical must be provided within 30 days of enrollment when a copy of the military transfer orders is presented.
    - Two proofs of residency for the registering school (current mortgage statement, lease or deed, and current utility bill).
- Advance Enrollment allows the military family to register for school without a physical address based on transfer orders; however, the family must provide proof of residency showing zoning within 10 days of arrival.
- Continuing the student's academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement.
- School districts will have flexibility in waiving course/program prerequisites for placement in courses/programs.

Absence as Related to Deployment

A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, will be granted additional excused absences at the discretion of the superintendent or principal to visit with his or her parent/legal guardian.

Graduation of Children From Military Families

To facilitate the on-time graduation of children of military families, schools will incorporate the following procedures:

- Waive specific course requirements for graduation if similar coursework has been satisfactorily completed in the sending school, or will provide reasonable justification for denial. If a waiver is not provided to a student who would qualify to graduate from the sending school, the receiving school will provide an alternative means of acquiring coursework for that graduation to occur on time.
- Exit exams: Receiving schools will accept any of the following testing information:
    - Exit or End-of-Course exams required for graduation from the sending state.
    - National norm-referenced achievement tests;
    - Alternative testing in lieu of testing requirements for graduation in the receiving state.
- If a student transfers during their senior year who is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student meets the graduation requirements from that school.
- Clay Virtual Academy students from military families who move from Clay County but maintain residency in Florida and a mailing address in Clay County that is checked regularly may remain enrolled in Clay Virtual Academy. Military families should consider onsite state testing requirements when making enrollment decisions. A military student may enroll as a homeschool student utilizing CVA as the curriculum of choice.

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Eligibility

- Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, will be sufficient for enrollment and all other actions requiring parental participation and consent;
- A transitioning military child who is placed in the care of a non-custodial parent or other person standing in loco parentis may continue to attend the school in which they are enrolled while residing with the custodial parent;
- The school will make every effort to obtain eligibility privileges for extracurricular activities, regardless of application deadlines, working in conjunction with the state high school athletic association, to the extent they are otherwise qualified.

Oversight, Enforcement, and Dispute Resolution

Please refer to the Interstate Compact on Educational Opportunity for Military Children for information related to disputes or controversies. In addition, contact Clay County District Schools with questions pertaining to this subject.

Students Enrolling from Out of Country

Students who transfer from out of the country to a Clay County District School with student records where grade placements differ, a school based committee (including the parent) will convene to discuss and determine the appropriate grade placement.

Students who transfer from out of the country to a Clay County District School without student records should be placed at the age appropriate level. The student's age on September 1 of the school year in which enrollment occurs should be used to determine "age" at entry. (Age Placement Chart)

Transfer Grades & Report Card Grades

When students transfer from one school to another, the sending school is required to send all grades, including those earned during the current grading period, regardless of days enrolled.

Any report card grades that have been earned before enrolling in a CCDS school will be entered for the corresponding quarter/marking period and averaged with subsequent quarter/marking period grades to determine the student's semester grade or full year grade for the course.

Any grades that have been earned prior to a student enrolling in a teacher's class are at the discretion of the teacher on whether or not they will be added to the teacher's grade book and included in the student's overall grade for the class. Teachers can refer to the GradeBook User Guide for how to add transfer grades for students new to CCDS.

Students enrolling during the school year who have not been enrolled in school for a quarter grading period (or equivalent) will be given a zero for the missing quarterly numeric grade. For example, if a student enrolls at the beginning of the second quarter but did not attend school during the first quarter grading period, an overall grade of zero would be assigned for first quarter classes. The student will then be given grade recovery opportunities to demonstrate progress towards mastery of standards.

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The school receiving the student will assign progress report/report card grades when the student has been enrolled in the receiving school for fifteen (15) or more days. If the student has been at the receiving school for less than fifteen (15) days, the grades received from the sending school will be assigned as the progress report/report card grades for the student. Teachers can refer to the GradeBook User Guide for how to post grades for transfer students. Receiving schools will assign progress report grades when the student has been enrolled in the school for fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher, subject to the review and final approval by the principal.

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

A+ = 100	A = 95	E = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 75
D+ = 69	D = 65	U = 59
	F = 55	

Promotion

Student promotion in Clay County District Schools is based upon an evaluation of each student's progress toward meeting the appropriate grade level standards and expectations in the areas of English Language Arts, Mathematics, Science, and Social Studies using multiple data sources. Decisions regarding promotion should be based on consideration of the following:

Formative assessments, classroom assignments, daily observations, standardized tests, state assessments, mastery of Course Performance Standards/Grade Level Expectations, district competencies and objectives, and other data, as appropriate or required. Florida Statute § 1012.28(5).

Responsibility for determining each student's level of performance is that of the classroom teacher, subject to the review and final approval of the principal.

Students not meeting desired levels of proficiency, as determined by the district and/or as evidenced by the results of state-mandated tests, are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. Remediation may be provided through, but not limited to, one or more of the following: 3rd grade summer reading program, summer school coursework (grades 6-12), extended day or school year services/academic tutoring, parent tutorial programs, mentoring, previously approved contracted academic services, modified curriculum, and exceptional education services. Additionally, students may be assigned to the same grade or course for the next school year. It is the intent of the school district that students should be retained as little as possible. Retention of students must be considered if the student has been provided remedial instruction and, upon reassessment, falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. Students must not be retained without documentation

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that remediation was provided in a timely and comprehensive manner and communicated with parents.

Specific promotion criteria have been established for certain grade levels. Please see those sections for details:

- Elementary Grades Promotion (K-5)
- Middle Grades Promotion (6-8)
- High School Grades Promotion (9-12)
- English Language Learners Promotion

Attendance

Regular school attendance is a necessary part of a student's education. Students who attend school regularly become better readers, develop a strong work ethic, build connections with adults and peers, and achieve higher levels of learning and increase post-secondary opportunities. Florida Law Florida Statute § 1003.21 states that all children who are either (1) six years of age, (2) who will be six years old by February 1 of any school year, or (3) who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. It is the responsibility of the parent/guardian and students to attend school daily and on time.

Excused Absences

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school. The Board considers the following factors to be reasonable excuses for time missed at school:

A. Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
    a. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician, or if the absence is related to the student having autism spectrum disorder, receiving services from a licensed health care practitioner or behavior analyst certified pursuant to s. 393.17, in order to receive an excuse from attendance. Such an excuse provides that a student's condition justifies absence for more than the number of days permitted by the district school board. Florida Statute 1003.24 (4).

B. Court appearance of the student.

C. Medical appointment of the student.

D. Pregnancy related issues.

E. Approved school activity.

F. Insurmountable conditions. Insurmountable conditions are extreme weather conditions, communicable disease outbreaks, and local conditions determined by the School District, which, after taking into account the material circumstances, would render impracticable a

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student's attendance at school. (F.A.C. 6A-1.09513)

G. Other absences with prior approval of the principal or designee.

H. Attendance at a center under Children and Families Services supervision.

I. Significant community events with prior permission of the Principal.

J. Religious instruction or religious holiday.

K. Death in the immediate family.

L. Appointments for a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to Florida law for the treatment of autism spectrum disorder, including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

Absences not included in the excused absences listed above shall be unexcused.

Students may not be given excused absences to remain out of school for the purpose of working unless the job is an integral part of the student's instructional program.

Unexcused Absences

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge or consent.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to school.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury, or insurmountable conditions.

Make-Up Work

Students who have excused absences must be allowed to make up missed work. If a student has excessive absences, he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day a paper, project, test, or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned before the absence is due the day the student returns. Work assigned during an excused absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established, which indicates otherwise. A student with the written consent of his or her parent/guardian will be excused from attendance in school on a particular day(s) s or at a particular time of day and will be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time.

For unexcused absences and out-of-school suspension, work assigned or tests that cover instruction before the unexcused absence must be taken and graded. Work assigned and due during an unexcused absence may be accepted for credit at the teacher's discretion.

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All work must be completed for a grade within two weeks after the last day of the grading period. This may not extend past the last day of school. Extensions to submit completed work after the end of the quarter must be approved by the principal.

Child Study Team

Clay County District Schools utilizes the Child Study Team Florida Statute § 1003.26(1)(e) to develop preventive and supportive interventions designed to improve regular attendance. School based Child Study Teams may consist of the identified student, the parent or guardian, the teacher, an administrator, the school social worker, and any other relevant staff. Child Study Teams meet regularly and provide prevention and data-driven intervention. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student, including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

Habitual Truant

Florida Statute § 1003.01 defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance under Florida Statute § 1003.21(1) and (2)(a). The parent/guardian of a student who is deemed a habitual truant is subject to criminal prosecution for non-compliance with compulsory school attendance under Florida Statute § 1003.26(1)(e). Additionally, students ages 14-18 must comply with compulsory school attendance in order to maintain eligibility for driving privileges. Those students identified as non-compliant with compulsory school attendance will be reported to the Department of Highway Safety and Motor Vehicles per Florida Statute 322.091 for removal of or suspension of driving privileges. Please refer to district website for review of Attendance Requirements to Maintain Eligibility for Driving Privileges.

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General Curriculum

Florida State Academic Standards

Student Performance Standards in Florida are defined as the K - 12 Academic Standards for the State of Florida. This represents the core content of the curricula to be taught and specifies the core content knowledge and skills that K - 12 public school students are expected to acquire to be college and career-ready. The standards and benchmarks describe what students should know and be able to do.

Statewide & Local Progress Monitoring Assessment Program

All students must participate in statewide assessment tests at designated grade levels as required by Florida Statute § 1008.22. The primary purposes of the student assessment program are to provide information needed to improve public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school students. The program must be designed to:

- Align to the core curricular content established in the state academic standards.
- Provide data for making decisions regarding school accountability and recognition.
- Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard diploma.
- Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- Provide information on the performance of Florida students compared with that of other students across the United States.

For participation guidelines for the Florida Alternate Assessment for Students with significant cognitive disabilities, please click here.

Clay County District Schools will use the board approved progress monitoring tools to assess student mastery of Florida Standards. Required district progress monitoring and statewide assessments do not impact a student's report card grade.

Required Instruction

Clay County District Schools utilizes a district adopted curriculum to address Florida State Statute § 1003.42, which requires districts to provide comprehensive, age-appropriate, and developmentally appropriate K-12 health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

a. Mental and emotional health;
b. Injury prevention and safety;
c. Internet safety;
d. Nutrition;

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e. Personal health;
f. Prevention and control of disease;
g. Substance use and abuse; and
h. Prevention of child sexual abuse, exploitation, and human trafficking.

The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

Parental Rights

Clay County District Schools views parents as vital partners in supporting their student's academic success and overall well-being. There are holistic benefits to a student's educational experience when parents are actively involved and invested in their child's growth and development. The district aims to foster a collaborative environment where families feel empowered and engaged in their child's learning. In accordance with Florida Statute § 1014.04, CCDS employees reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children. By establishing open lines of communication, providing resources, and encouraging parental involvement in school activities and decision-making processes, CCDS hopes to create a supportive environment where students can thrive both academically and personally.

Multi-Tiered Systems of Support (MTSS)

A Multi-Tiered System of Supports (MTSS) is an evidence-based framework designed to ensure that students receive the instruction they need in order to be successful. The work of the CCDS District MTSS Team and School-Based MTSS Teams includes:

- engaging in data-based problem solving
- identifying areas of opportunity for student growth
- developing plans for instruction and intervention support matched to students' needs
- ensuring that instruction and intervention support matched to students' needs are implemented and progress is monitored

The tiers, or levels of student support, represent a way to organize resources to provide instruction/intervention based on student need. These are not locations for students, but rather specific instructional/intervention supports provided based on student need. Additional resources or supplemental supports (i.e. Tier 2 and Tier 3) are in addition to what all students receive (Core Instruction/Tier 1).

Three Levels of Multi-Tiered Systems of Support

- Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Education Plan (IEP), and students who are ELL; provides print-rich, explicit, and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design of Learning.
- Supplemental Instruction/Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are

ELL; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to student's ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction (Tier 1).

- Intensive, Individualized Instruction/Intervention (Tier 3): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are ELL; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction (Tier 1) and Tier 2 interventions.

The basic elements of MTSS are required by the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA); therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as MTSS for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Student outcomes are improved when schools and families collaborate to support student learning. The collaboration includes regular communication regarding a student's progress, information about how the family can support their student at home, and notification if a student requires additional support (including why those supports are needed and what supports are provided). If a student requires additional support documented in the CCDS Student Information System in a Progress Monitoring Plan (PMP), Tier 2 Intervention Plan, or Tier 3 Intervention Plan, communication with the family about the student's progress will happen at least one time per month.

Home Education

Home Education Program is defined in Florida Statute § 1002.41.

Enrollment as a home education student requires

- Intent to homeschool filed with the school district home education office within 30 days of starting the program.
- Student portfolio - a log of educational activities made contemporaneously with instruction that includes: the title of any reading materials used and samples of student work. The portfolio must be maintained for at least two (2) years and be available for review within 15 days if requested by the home education office.
- Submit an annual program evaluation. Failure to complete the evaluation places the program out of compliance and at risk of termination. If terminated, the parent would have to enroll the student in another school choice option within three (3) business days and would not be able to open a new home education program for 180 calendar days from the date of termination.

Clay County secondary schools, including Clay Virtual Academy (CVA), are accredited by Cognia. A student seeking to enter or re-enter a Clay County public school from a home-educating program

or a non-accredited school must meet all entrance requirements (state and district) that any other student must meet. The student will be enrolled at the appropriate grade level based on validated academic performance. Homeschooled students may request to take a partial or full load of courses through the Clay Virtual Academy Flex Program. All transfer work from a home education program other than Clay Virtual Academy, Florida Virtual School (FLVS), or an accredited program will be posted on a "pass/fail" basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam.

Florida Statute § 1006 allows homeschooled students to participate in interscholastic extracurricular activities of their attendance-zoned school. The home education student must meet the same requirements of grades, residency, and behavior as required of other students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Ex.: ROTC, Band, etc.). The home education student must register his/her intent to participate in extracurricular activities with the school before the beginning of the activity in which he or she wishes to participate. The student standards for participation in interscholastic extracurricular activities begin with the student's first semester of the 9th grade. If a student's cumulative GPA falls below 2.0 in the specified courses, the student must execute an academic performance contract with the district school board, the FHSAA, and the student's parents. At a minimum, the contract must require the student to attend summer school to improve his/her GPA. A student must also maintain good conduct to remain eligible to participate in interscholastic extracurricular activities.

Homeschool students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. Homeschool students may also participate in social activities at their zoned school. Participation eligibility for homeschool students is the same for public school students (grades, attendance, behavior, and any other rules/policies in place for non-home education students). These social activities include but are not exclusive to homecoming, Prom, and Grad Bash.

Homeschool students do not receive a Florida Public High School Diploma, even if they choose to take courses with CVA. Homeschool students who wish to graduate from a high school and receive that school's diploma must re-enroll for their entire senior year and meet all graduation requirements.

Homeschool students are not required to participate in state assessments but have the option. Parents need to coordinate state assessments with their zoned public school in early March to ensure the student is scheduled for any appropriate assessments for Spring testing.

Homeschool parents may request a psycho-educational evaluation of a student suspected of having a disability by contacting the district ESE office. Homeschool students who participate in the Family Empowerment Scholarship Program are not eligible to receive ESE therapy/related services, as parents are required to enroll their child in public school for the amount of time the therapies are provided. Attendance at a public school while receiving Family Empowerment Scholarship funds forfeits the student's eligibility for the program. Contact the school's ESE department for more details about service plans.

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ELEMENTARY GRADES (K-5)

Enrollment & School Transfer

Enrollment to Kindergarten & First Grade
Please note that no provisions exist for early admission to Kindergarten, nor to First Grade. All enrollment and grade placements will follow the provisions set forth below:

Kindergarten Enrollment (Florida Statute § 1003.21)

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year.

Students transferring from a nonpublic Florida Kindergarten class to CCDS must provide the following:

- Evidence of date of birth (five years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months must be submitted within 30 days of enrollment
- Proof of immunization evidenced on the FL 680 or 681
- Social Security Number (District request)
- Proof of Residency

First Grade Enrollment (Florida Statute § 1003.21)

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- Enrollment in a public school; or
- Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the previous school's principal or the Verification of Entrance to First Grade form verifying completion under Florida Statute § 1003.21.

Students transferring from a nonpublic Florida first grade class to CCDS must provide the following:

- Evidence of successful completion of kindergarten in a nonpublic Florida school
- Evidence of date of birth (six years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months must be submitted within 30 days of enrollment
- Proof of immunization evidenced on the FL 680 or 681
- Social Security Number (District request)
- Proof of Residency

Underage Out-of-State Transfers from Public and Nonpublic Schools

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, will be based on their previous state's age requirements for entrance into public schools and will be in accordance with Florida Administrative Rule 6A 1.0985.

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Any student who transfers from an out-of-state public or nonpublic school will be admitted upon presentation of the following data:

- An official letter or transcript from the proper school authority that shows records of attendance, academic information, and grade placement of the student
- Evidence of immunization against communicable diseases as required by Florida Statute § 1003.22 on a Florida 680 or 681
- Evidence of date of birth in accordance with Florida Statute § 1003.21
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)
- Proof of Residency

Enrollment from Home Education Program (Florida Statute § 1003.21 and Florida Statute § 1002.41)

When a student is transferring into a Clay County District elementary school from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- Age and maturity;
- Standardized achievement test results;
- Previous records in public and private schools, which include state assessments and;
- Evidence of work and achievement while in home education (usually via a portfolio review)

Final grade placement will be determined by the principal at the end of four weeks.

Transferring In-Progress Grades

Students transferring from one school to another who will be enrolled at the receiving school for more than 15 school days of the grading period will have their transfer grade incorporated into that grading period as determined by the receiving teacher. Any student transferring within the last 15 days of the grading period will have their grade from the sending school posted as their course grade by the receiving school for that grading period. If a student is transferring to a school in another district near the end of the school year and the school they are transferring to has already completed the school year, it will be the responsibility of the CCDS "sending school" to use good judgment for the benefit of the student involved. Usually, no more than 20 school days should apply in these instances.

Class Change Requests

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year based on (1) the teacher's out-of-field certification status or (2) personal preference. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within two weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. Florida Statute § 1003.3101.

Student Class Change Request Procedures

- Parent makes a written request to the school principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course). Before principal consideration, a parent-teacher conference must occur;

- The principal considers the request and notifies the parent within two weeks. The principal must consider:
    - class size
    - grade and course
    - any variable that would impact the student or class that is being considered (ex. discipline issues, teacher input)
- If approved, the parent and teacher are notified;
- If not approved, the parent is notified with an explanation given.
- Consistent with School Board rules and in accordance with Florida Statute § 1012.28(5), the superintendent has designated the school's principal as the final authority in the placement of students in a program(s) or classes.

Multiple Birth Siblings Classroom Placement (Florida Statute § 1003.06)
The parents of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than five (5) days before the first day of each school year or five (5) days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences.

The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings.

Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple-birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

Curriculum, Assessment, & Instruction

General Curriculum
Each student in grades K - 5 will receive regularly scheduled instruction based on the district-adopted curriculum. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills, Florida Statute § 1003.41, Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

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Physical Education & Recess

In accordance with Florida Statute § 1003.455, Clay County District Schools encourages physical fitness, healthy, and active lifestyles. K - 5 students and 6th-grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical education requirement will be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- The student is required to enroll in a remedial course
- Parent indicates in writing to the school that:
    - the parent requests that the student enroll in one of the courses provided by the school as an alternative option to physical education
    - the student is participating in physical activities outside the school equal to or in excess of mandated requirements.

Free-play recess will be included in the elementary day for grades K - 5 for 100 minutes weekly in accordance with Florida Statute § 1003.45(6).

Homework Policy

Homework is defined as assignments that support specific concepts taught during the school day. Incomplete classwork is not considered to be homework but rather a continuation of the student's daily classwork responsibility.

Homework should not exceed 20 - 30 minutes for students in grades K - 3 or 30 - 45 minutes for students in grades 4 - 5. No homework is to be assigned over school holidays nor on the student's statewide assessment days.

State Assessments

Students are evaluated with a coordinated screening and progress monitoring system provided by the Florida Department of Education. The FAST progress monitoring and coordinated screening program includes VPK through grade 5 English Language Arts (ELA) Reading and VPK through grade 5 Mathematics assessments that are aligned to the B.E.S.T. standards and are administered three times per year pursuant to Florida Statute § 1008.25(8)(b). The statewide grade 5 Science assessment and the B.E.S.T. Writing assessment will be administered annually.

All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.

A student who does not meet specific levels of performance in English Language Arts, Mathematics, Science, and Social Studies will be provided intensive, explicit, systematic, and multisensory interventions to meet their academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Student Education, students with a 504 plan, and for students who have Limited English Proficiency, as provided through the Individual Education Plan (IEP), Education Plan (EP), 504 Plan, or the ELL Plan.

Parents can access their student's state-wide assessment score information on the FLDOE Family Portal Information on how to log in to the Family Portal can be found below.

FLDOE Family Portal Access One Pager (Web Browser)
FLDOE Family Portal Access One Pager (Mobile App)

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Reporting Student Progress & Grading

Report Cards - Florida Statute § 1003.33

Parents will be notified at regular intervals of the academic progress of their child, in accordance with the provisions of Florida Statute § 1003.02(1)(h)2. The Student Information System Parent and Student applications allow parents/guardians and students access to monitor up-to-date grades, attendance, schedule, and assignments at any time. Parents are encouraged to use the Interim Report dates on the Student Calendar to review and discuss grades and concerns with their student(s). If parents are unable to view their student's progress electronically on a mobile device or computer, a printed copy may be requested from the teacher.

Student report cards will be available in the Student Information System Parent and Student applications at the end of each quarter.

Report cards will contain:

- The student's academic performance in each class or course grades K - 5 based upon examinations as well as written papers, class participation, and other academic performance criteria (performance will be considered at grade level unless otherwise stated).
- The student's instructional level in each class or course grades K - 5.
- The student's conduct and behavior in each class or course grades K - 5.
- The student's attendance, including absences and tardies.

The final report card for a school year will contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Students may also participate in courses such as physical education, music, art, and technology. Performance or nonperformance in these classes may be communicated by the teacher via the CCDS board approved communications platform.

Every grading period, the teacher will indicate whether the student is working ON (On Grade Level) or BL (Below Grade Level) for all core academic subjects. BL may only be marked for a student who was instructed and assessed using below-level curriculum materials for the majority of their Tier 1 instruction and with the approval of the school administrator.

For English Language Learners, the teacher will inform parents in the comment section that the English Language Proficiency Level was taken into consideration when planning instruction, assessments, and grading for the student.

Report Cards K - 1

The Report Cards for K - 1 students will include grades earned in English Language Arts, Mathematics, Science, and Social Studies; and conduct and behavior ratings. These are evaluated through the use of the following scale:

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Grades			Conduct & Behavior	
E	90 - 100	Student consistently exceeds grade level expectations.	O	Outstanding
S	70 - 89	Student consistently meets grade level expectations.	S	Satisfactory
N	60 - 69	Student does not consistently meet grade level expectations.	N	Needs Improvement
U	0 - 59	Student does not meet grade level expectations.	U	Unsatisfactory

Report Cards 2 - 5

The Report Cards for 2 - 5 students will include grades earned in English Language Arts, Mathematics, Science, and Social Studies, and conduct and behavior ratings. These are evaluated through the use of the following scale:

Grades		Conduct & Behavior	
A	90 - 100	O	Outstanding
B	80 - 89	S	Satisfactory
C	70 - 79	N	Needs Improvement
D	60 - 69	U	Unsatisfactory
F	0 - 59		

Honor Roll (Grades 2 - 5)

To be eligible for the Honor Roll in grades 2 - 5, students must be working on grade level. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all “As” and/or “As and Bs” but are not working on grade level.

For “A” Honor Roll:

All “A’s” are required in English Language Arts, Mathematics, Science, and Social Studies. Conduct grades do not count toward Honor Roll. To attain a year-long “A” honor roll the student must attain “A” honor roll each grading period during the year.

For “A/B” Honor Roll:

Grades of “A” or “B” are required in English Language Arts, Mathematics, Science, and Social Studies. Conduct grades do not count toward the Honor Roll. To attain a year-long honor roll for “A/B,” the student must achieve the honor roll each grading period during the year.

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Reporting Student Progress
Per Florida Statute § 1002.20, parents/guardians of public school students must receive accurate and timely information in their primary language regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. Therefore, if at any time during a grading period, it is apparent that a student may fail or is routinely doing unsatisfactory work in any course or grade assignment, teachers must notify the student's parent/guardian and document the contact according to District guidelines. This contact allows for an opportunity to use intervention strategies to correct deficiencies in academic areas.

Intervention & Remediation

Reading and Math Deficiencies & Parental Notification (Florida Statute § 1008.25)
Any student in grades kindergarten - 3 who exhibits a substantial deficiency in reading and/or math, or the characteristics of dyslexia or dyscalculia will be provided intensive, explicit, systematic, and multisensory reading interventions and/or systematic and explicit mathematics interventions immediately following the school's identification of the reading and/or math deficiency.

A school will not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading and/or math deficiency. In addition, a school will not wait until an evaluation pursuant to Florida Statute § 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional, licensed under Chapter 490, which demonstrates that the student has been diagnosed with dyslexia and/or dyscalculia. Such interventions will be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

The student's reading and/or math proficiency will be monitored, and the intensive interventions will continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts (ELA) and/or Mathematics assessment.

After the initial notification, the school will communicate with the parent monthly regarding the student's response to intensive reading and/or math interventions and supports.

Reading or Math Scholarships
Florida Statute § 1002.411 provides scholarship accounts for students for reading or math based on eligibility. Contingent upon available funds, and on a first-come, first-served basis, each student in grades VPK through 5th who is enrolled in a Voluntary Prekindergarten Education Program or a Florida public school is eligible for a reading scholarship account if the student:

- scored below a Level 3 on recent statewide standardized assessments for English Language Arts (ELA) or Mathematics assessment;
- has a substantial deficiency in either reading or mathematics;
- exhibits characteristics of dyslexia or dyscalculia; or
- is enrolled as a VPK student in public school or in a private school program, and exhibits a substantial deficiency in early literacy skills based on the most recent progress monitoring results.

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An eligible student who is classified as an ELL and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students will receive priority.

For an eligible student to receive a reading scholarship account, the student's parent must submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; StepUpForStudents.org.

Extended Day Programs
The definition for extended day programs includes academic tutoring programs during the regular school term. Elementary schools, within the district, may provide academic tutoring before or after school, Saturdays, or other days that are not regular school days, in addition to Summer Reading Camp. The purpose of the extended day program is to provide support for the students at risk of academic failure during the school term, instead of waiting until the summer to provide remedial instruction.

The principal's approval to recommend a student for academic tutoring should be made based on the student's need to meet the district and state academic achievement levels.

Promotion

Elementary school personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. The final decision is the responsibility of the principal. A student may be considered for promotion to the next higher grade, with the exception of mandatory retention for third grade. For third-grade students, additional requirements apply. See the section on Promotion to Grade 4.

Considerations for Promotion to Next Grade
The following should be considered when making a decision for promotion:

- An English Language Learner who has had less than two years of instruction in the English for Speakers of Other Languages (ESOL) program (not including PreK).
- Students with disabilities whose Individual Education Plan (IEP) indicates that participation in State/District standardized testing is not appropriate.
- Students receiving intensive reading instruction for two or more years and at least one additional year of retention, but still have a deficiency in reading.
    - Intensive reading instruction must be provided the next year and documented on a Progress Monitoring Plan (PMP), a Tiered Intervention Plan, or an Individual Education Plan for students with disabilities that includes specialized diagnostic information and specific reading strategies.
- The principal must review and discuss the recommendation with the parent(s), teacher(s), and relevant school staff to determine promotion.

Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.

The school district must consider an appropriate alternative placement for a student who has been retained for two (2) or more years. Students in grades K - 5 being considered for retention

may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

Considerations for K-2 Retention

Students' academic success in kindergarten through second grade is critical to their future learning, particularly in literacy and mathematics. In alignment with Florida Statute § 1008.25, CCDS will ensure that promotion decisions are based on reading and math performance, focusing on early intervention and parental input. The following should be considered when making a decision for retention:

Student Considerations

Student progress will be monitored throughout the year to include multiple assessments including: state & local assessments, universal screeners, classroom data, and teacher observations. If retention is considered, the School Based Problem Solving (MTSS) Team will review the data and make recommendations to the principal.

Note: No single data point will be the sole determiner of retention.

Teacher Responsibilities

Teachers will initiate a progress monitoring plan (PMP) and contact parents when data indicates that a student exhibits deficits in reading and/or math, as soon as concerns arise. Monthly documentation will be provided to parents and families, including PMP progress monitoring, phone logs, and conference summaries.

School Based Problem Solving Team (MTSS Team) Review

The School Based Problem Solving team will assess whether retention is necessary based on a student's overall academic performance and make a recommendation to the principal. Intentional support for students who are retained will be determined through a review by the School Based Problem Solving Team (MTSS Team) and will include targeted (Tier 2), or targeted (Tier 2) and intensive (Tier 3) interventions.

Parental Input

Parents will be involved in the decision-making process with opportunities to provide input. Parents will be notified monthly if their child is at risk for retention. These notifications will include information on deficiencies in reading or math and will be followed by regular progress updates. Parents will have the opportunity to provide input before the final retention decision is made by the principal.

Final Decision

The principal will make the final decision regarding retention or promotion. By following these procedures, CCDS aims to support early literacy and math proficiency, ensuring that all students are prepared to succeed in higher grades.

Promotion to Grade 4 & Good Cause

Per Florida Statute § 1008.22, to be promoted to grade 4, a student must score a Level 2 or higher on the grade 3 statewide, standardized English Language Arts (ELA) assessment. If a student's

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reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts (ELA) assessment required under Florida Statute § 1008.22, the student must be retained. Florida Statute § 1008.25(3). Students who score Level 1 on the grade 3 statewide, standardized ELA assessment during Progress Monitoring (PM) 3 will be provided an additional opportunity to test in the summer during the summer testing window. A score of Level 2 or above on the summer administration of the grade 3 statewide, standardized ELA assessment can also be used for promotion purposes,

Students may only be exempt from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. English Language Learners who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of Florida Statute § 1008.212.

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts (ELA) assessment approved by the Florida State Board of Education. Clay County District Schools utilizes Star Reading and SAT-10 assessments as alternative options.

4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts (ELA) assessment. Portfolio requirements are detailed below.

5. Students with disabilities who take the statewide, standardized English Language Arts (ELA) assessment and who have an individual education plan or a Section 504 plan that 2 reflects that the student has received intensive instruction in reading or English Language Arts (ELA) for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3.

6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. A student may not be retained more than once in grade 3.

A student who is promoted to grade 4 with a good cause exemption will be provided with intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of the student. Students will be given a specialized diagnostic screener to identify the instructional needs to ameliorate gaps. Florida Statute § 1008.25

The school principal will review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal will make such a recommendation in writing to the school district superintendent. The school district superintendent will accept or reject the school principal's recommendation in writing. Florida Statute § 1008.25(7) and Rule 6A-1.094221, F.A.C.)

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Student Portfolios for Promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the English Language Arts (ELA) Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts (ELA) assessment. Such evidence will be an organized collection of the student's mastery of the English Language Arts (ELA) Florida Standards, assessed by the grade 3 statewide, standardized English Language Arts (ELA) assessment. Schools must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The portfolio must meet the following criteria:

1. Be selected by the student's teacher;
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. Include evidence that the standards assessed by the grade 3 statewide, standardized English Language Arts (ELA) assessment have been met. Evidence is to include multiple choice items and passages that are approximately fifty percent literary text and fifty percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum aligned with the Language Arts Florida Standards or teacher-prepared assessments;
4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards assessed by the grade 3 statewide, standardized English Language Arts (ELA) assessment. For each standard, there must be at least eight (8) examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Students Not Meeting Good Cause Promotion Requirements

Clay County District Schools will provide written notification to the parent of a student who will be retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for the parent of a student with a substantial deficiency (see information above) in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. Florida Statute § 1008.25(5) and (7)

Summer Reading Camps

Students retained in 3rd grade must be provided with intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies prescribed by the school district. Third-grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under Florida Statute § 1012.34, and the teacher must also be certified or endorsed in reading. Florida Statute § 1008.25(7)

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The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days, he/she will be dropped from Summer Reading Camp. In addition, repeated tardiness or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.

At the conclusion of Summer Reading Camp, students will have the opportunity to be assessed for good cause exemption through the Grade 3 FAST Retake, Star Reading, and/or SAT10. Assessments will be administered in the last week of Summer Reading Camp. Parents may make prior arrangements for their student to take the good cause assessments at their district school on the last day of Summer Reading Camp if they are taking remedial instruction through a private program.

Supports for Students Retained in Grade 3

Students retained in grade 3 will be provided with a highly effective teacher as determined by the teacher's performance evaluation under Florida Statute § 1012.34, and the teacher must also be certified or endorsed in reading. These students must also be provided with intensive interventions in reading to address the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies prescribed by the school district;

2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above; and

3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
    a. Coordinated integration of content-rich texts in science and civic literacy
    b. Small group instruction
    c. Reduced teacher-student ratios
    d. More frequent progress monitoring
    e. Tutoring or mentoring
    f. Transition classes containing 3rd and 4th-grade students
    g. Extended school day, week, or year, Florida Statute § 1008.25(7)

Mid-Year Promotion of Retained Grade 3 Students

Students retained in 3rd Grade have additional Mid-Year Promotion opportunities (Florida Statute § 1008.25(7), F.S., and Rule 6A-1.094222, F.A.C.). Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. Criteria for mid-year promotion (prior to November 1st) are as follows:

1. Score Level 2 or above on PM1 of the Grade 3 FAST ELA Reading, and there is evidence that the student is progressing sufficiently to master appropriate fourth-grade reading skills. Successful completion of portfolio elements that meet all of the following requirements:
    a. Meets portfolio guidelines
    b. Can be a continuation of the previous year's portfolio.

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c. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Note: After November 1st, any student considered for mid-year promotion must demonstrate proficiency levels in reading equivalent to the beginning of grade 4.

The Progress Monitoring Plan for any retained third-grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. Florida Statute § 1008.25(7) and Rule 6A-1.094222, F.A.C.

Acceleration Options

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction, Florida Statute § 1002.3105. ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under Florida Statute § 1003.4295. Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school.

The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotions, on the student's future social, emotional, and academic performance.

Whole Grade Promotion

Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, the student will be returned to the former placement.

Mid-year Promotion

A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, the student will be returned to the former placement. If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration

A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student

will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, the student will be returned to the former placement.

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options.

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MIDDLE GRADES (6-8)

Enrollment & School Transfer

Transferring Student Placement
Students transferring into a CCDS school with prior records indicating no gaps in school enrollment will be placed into the corresponding grade level. This placement may be made using unofficial records at the time of registration. Once official records are received, the student's placement will be reevaluated for accuracy.

Students who transfer to a CCDS school without prior records or with a significant gap in school enrollment will be placed age appropriately based on the student's age as of September 1 of the school year in which they enroll. The student will be placed in courses appropriate for that grade level and prior coursework will be validated using the validation guidelines set forth in the Uniform Transfer of Credit Guidelines 6A-1.09941.

Transferring In-Progress Grades
Students transferring from one school to another who will be enrolled at the receiving school for more than 15 school days of the grading period will have their transfer grade incorporated into that grading period as determined by the receiving teacher. Any student transferring within the last 15 days of the grading period will have their grade from the sending school posted as their course grade by the receiving school for that grading period. If a student is transferring to a school in another district near the end of the school year and the school they are transferring to has already completed the school year, it will be the responsibility of the CCDS "sending school" to use good judgment for the benefit of the student involved. Usually, no more than 20 school days should apply in these instances. The student's grades should be closed out and credit posted. Virtual students taking Florida Virtual School (FLVS) content courses receive grades of "WF" or "WP" when transferring before course completion per FLVS policy. The principal has the authority to waive class exams (this does not include End-of-Course exams) to close out a student's grades.

Student's enrolling during the school year who have not been enrolled in school for a quarter grading period (or equivalent) will be given a zero for the missing quarterly numeric grade. For example, if a student enrolls at the beginning of the second 2nd quarter but did not attend school during the first quarter grading period, a zero grade would be assigned for all first quarter grades. The student would then be subject to any grade recovery options available for that class to recover that quarterly grade.

Students moving into Clay County will have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

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Letter to Numeric Grade Conversions

A+ = 100	A = 95	E = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 65
D+ = 69	D = 65	U = 59
	F = 55	

Acceptance of Transferring Credits

The Uniform Transfer of Credit Guidelines and Verification Process 6A-1.09941 will be followed to accept and award the credit and transfer of coursework for students entering grades 6-8 from out of state or country to a Clay County District School as follows:

- Grades earned and offered for acceptance on official transcripts will be accepted at face value.
- Students enrolling without an official transcript will receive course validation through their successful performance during the first grading period.
- Validation of courses will be based on performance in classes at the receiving school. A student transferring into a school will be placed at the appropriate sequential/age appropriate course level and should be passing each required course at the end of the first grading period.
    - Course Validation includes any one of the following:
        - satisfactory completion of appropriate subject or grade level examinations (“D” or higher);
        - successful completion of class work (“D” or higher);
        - minimum grade equivalent score on a district approved subject area assessment;
        - Demonstrated proficiency on nationally-normed standardized subject area assessment; or
        - Demonstrated proficiency on the required state assessment.
- Courses earned through an accredited Home Education option and provided on an official transcript will be accepted at face value. Any home education courses completed through a non-accredited option will be awarded credit but will be transcribed as a pass/fail grade.

Concurrent Enrollment at High School Campus

Students with exceptional ability may be enrolled in credit-earning courses at the high school with the approval of the school principals and the parent. The parent will assume the responsibility for transporting the student between schools, where appropriate. Such enrollment must be limited to courses that are congruent with the beginning or end of the school day, but not both. Student’s grades and credits will be awarded as received by the school where the student is regularly enrolled.

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Class Transfers & Placement

Schedule Changes

Students may request a schedule change within the first ten days of each semester based on the following guidelines:

- Student was placed in an incorrect or inappropriate academic class based on their grade level or program requirements;
- Student was placed in a class that they have previously taken and passed (except M/J elective courses that can be repeated with teacher permission); or
- Student wants to change an elective class, and there is room in the desired class without going over class size guidelines.

Changing a student's schedule after the first ten days of school may only be done for leveling purposes. An example of this is if a student is enrolled in Grade 7 Accelerated Math and wants to level down to Grade 7 Math. See the next section, Leveling Out or Transferring from Honors or Advanced Courses, for details on leveling out of classes.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should occur before the end of the first grading period, so the student may be placed in an appropriate course. Current grades should be transferred to average with grades earned in the new course, but the teachers have the flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Students taking courses through Clay Virtual Academy (CVA) or Florida Virtual School (FLVS) should review the "Student Contact and Drop" policy.

Leveling Out from Honors or Advanced Courses

If a student is enrolled in an advanced academic full-year course, the student (at parent request) may drop the course if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

When a student drops an advanced course before final semester or year credits are posted, the grade earned to that point in the school year follows the student to the next course, but the teachers have the flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Students enrolled in a junior high acceleration program will need to contact their assigned school counselor or administrator for information about program-specific guidelines.

Requesting a Class or Teacher Change

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific

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classroom teacher. At the time of the request, the school must approve or deny the request within two weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. Florida Statute § 1003.3101

Procedures Concerning Request for Transferring of Students to a New Class or Teacher:

- Parent makes a written request to the school principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course);
- Before principal consideration, a parent-teacher conference must take place;
- The principal considers the request and notifies the parent within two weeks. The principal must consider:
    - Class size
    - Grade and course
    - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, the parent and teacher are notified;
- If not approved, the parent is notified with an explanation given.

Curriculum, Assessment, & Instruction

Middle Grades School Course Sequencing

Students must enroll in a full year of mathematics, English Language Arts, science, social studies, and at least one semester of physical education (Florida Statute § 1003.455) courses in grades 7 and 8. (Please see the section entitled Physical Education to obtain more information on the P.E. waiver.) The core courses mentioned above are offered at various levels with the school making recommendations on the student's placement. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course and/or a visual and performing arts course for their elective.

Students in 7th and 8th grade may enroll in high school credit-earning courses approved by the District. This enables the student to earn high school credits as well as meet the junior high school promotional requirements. Clay Virtual Academy offers accelerated courses for qualified students that may allow junior high students to accelerate into high school math, science, computers, and business skills and/or world language credits. Students and parents should check with their assigned school about other credit-earning courses.

Progressing through the middle grades to meet promotion requirements can take many forms depending on the specific programs and courses available at the student's school of enrollment. To assist students in developing an academic plan or those transferring into the district, here is an example of a basic middle grades progression. See the Promotion Requirements section for specifics about what is required to be promoted to high school.

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	6th Grade	7th Grade	8th Grade
English Language Arts (3 credits)	M/J Lang. Arts 1 (1 cr)	M/J Lang. Arts 2 (1 cr)	M/J Lang. Arts 3 (1 cr)
Mathematics (3 credits)	M/J Math 1 (1 cr)	M/J Math 2 (1 cr)	M/J Math 3 (1 cr)
Science (3 credits)	M/J Science 1 (1 cr)	M/J Science 2 (1 cr)	M/J Science 3 (1 cr)
Social Studies (3 credits)	M/J World Hist. (1 cr)	M/J US Hist. (1 cr)	M/J Civics (1 cr)
Physical Education (required each year)	Phys Ed (½ year)	Phys Ed (½ year)	Phys Ed (½ year)
Electives	Elective (½ year) Elective (½ year) Elective (½ year)	Elective (½ year) Elective (½ year) Elective (½ year)	Elective (½ year) Elective (½ year) Elective (½ year)

State Assessment

Students are evaluated with a coordinated screening and progress monitoring system provided by the Florida Department of Education. The FAST progress monitoring and coordinated screening program includes grades 6 - 8 English Language Arts (ELA) Reading and grades 6 - 8 Mathematics assessments that are aligned to the B.E.S.T. standards and are administered three times per year pursuant to Florida Statute § 1008.25(8)(b).

All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.

A student who does not meet specific levels of performance in English Language Arts, Mathematics, Science, and Social Studies will be provided intensive, explicit, systematic, and multisensory interventions to meet their academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Student Education, students with a 504 plan, and for students who have Limited English Proficiency, as provided through the Individual Education Plan (IEP), Education Plan (EP), 504 Plan, or the ELL Plan.

Parents can access their student's state-wide assessment score information on the FLDOE Family Portal where they can see and print their student's scale score and achievement level, as well as a chart indicating the student's scale score and where it falls in the achievement level. Results from the Fall 2020 Florida Statewide Assessments onwards are also provided. Information on how to log in to the Family Portal can be found below.

FLDOE Family Portal Access One Pager (Web Browser)
FLDOE Family Portal Access One Pager (Mobile App)

End of Course Assessments

Some courses require End-of-Course (EOC) exams as determined by state legislation. The Algebra 1 EOC is 30% of the student's overall grade and MUST PASS to meet the diploma requirements. Students who score a Level 1 or 2 on the Algebra 1 EOC, may be enrolled in and

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complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOCs are also required in junior high Civics, high school Geometry, high school Biology 1. EOC scores count as 30% of the final grade. The District and school distribute information about EOC requirements, testing information, and resources each year. Students in junior high taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course(see information above on Credit Assessment Program). Students in grades K - 12 are eligible under the CAP. Home education students will not take the EOC unless the student's parent chooses to use the EOC for the annual evaluation required by the school district as specified in Florida Statute § 1002.41. Homeschool parents should consult with Clay Virtual Academy about EOCs. Students enrolled in Florida Virtual School and Clay Virtual Academy must take all required EOCs.

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point. Students will have several opportunities to take these assessments. The School District will distribute information about the EOCs and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a Florida Department of Education K - 12 Scholarship Program, such as Family Empowerment or Hope Scholarship may take the EOC assessments.

Performance Standards

Clay County will use the Florida Department of Education (FLDOE) prepared student performance as the approved curriculum for Secondary Education, including updates and changes as received from FLDOE. No courses will be offered which are not state-approved unless a special course is piloted under state guidelines and with School Board approval.

Physical Education

The 2008 Legislature passed Senate Bill 610, requiring each district to include the availability of one-on-one counseling to students regarding the benefits of physical education. Beginning in 2009 - 10, the equivalent of one class period per day of physical education for one semester (minimum standard) of each year for students enrolled in grades 6 - 8 will occur (Florida Statute § 1003.455). The physical education requirement will be waived (grades 6 - 8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6 - 8):

- The student is enrolled or required to enroll in a remedial course
- The student's parent indicates in writing to the school one of the following:
    - The parent requests that the student enroll in another course from among those designated by the school district, or
    - The student is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement.

State Required Instruction

Pursuant to Florida Statute § 1003.42, students receive required instruction on topics that include but are not limited to the following:

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- The History of the United States, Civil Government, the History of the Holocaust, the History of African Americans, and the contributions of Hispanics and Women to the United States
- Character education on self-control, resilience, leadership skills, kindness, empathy, cooperation, and conflict resolution
- Comprehensive Health education per Florida Statute § 1003.42(2)(n), will cover various topics that include healthy relationships, teen dating violence (grades 7 - 12), personal health, internet safety, disease control, community health, consumer health, environmental health, family life, injury prevention and safety, nutrition, and personal health. The instruction in acquired immune deficiency syndrome, per Florida Statute § 1003.46, will be grade and age-appropriate for the student and will reflect current theory, knowledge, and practice regarding acquired immunodeficiency syndrome and its prevention. Section (3) of this statute allows any student whose parent makes a written request to the school principal to be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment.

Comprehensive health education requires a minimum of five hours of instruction related to mental and emotional health for students in grades 6 - 12, per Florida Statute § 1003.42(2)(n). Additionally, school districts are required to annually provide instruction to students in grades K - 12 related to child trafficking prevention and awareness of youth substance use and abuse health education. The content will be grade and age-appropriate. The school districts are required, under the rulings, to document the planning and delivery of all instruction.

The superintendent, or designee, will review curriculum frameworks that are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with the locally determined curriculum for AIDS education or are not reflective of local values and concerns, the superintendent will advise the School Board and provide recommendations for instructional activities.

Reporting Student Progress & Grading

Report Cards - Florida Statute § 1003.33

Parents will be notified at regular intervals of the academic progress of their child, in accordance with the provisions of Florida Statute § 1003.02(1)(h)2. The Student Information System Parent and Student applications allow parents/guardians and students access to monitor up-to-date grades, attendance, schedule, and assignments at any time. Therefore, printed Interim Reports will no longer be sent home with students. Parents are encouraged to use the Interim Report dates on the Student Calendar to review and discuss grades and concerns with their student(s). If parents are unable to view their student's progress electronically on a mobile device or computer, a printed copy may be requested from the teacher.

Student report cards will be available in the Student Information System Parent and Student applications at the end of each quarter.
Report cards will contain:

- The student's academic performance in each class or course grades K - 6 based upon examinations as well as written papers, class participation, and other academic performance criteria (performance will be considered at grade level unless otherwise stated).

- The student's attendance, including absences and tardies.

The final report card for a school year will contain a statement indicating end-of-the-year status or performance or non-performance at grade level, and attendance, and promotion or non-promotion.

Reporting Student Progress

Parents/guardians of public school students will be apprised in their primary language at regular intervals of the academic progress of their child, in accordance with the provisions of Florida Statute § 1003.02(1)(h)2. The Student Information System Parent and Student applications allow parents/guardians and students access to monitor up-to-date grades, attendance, schedule, and assignments at any time. Therefore, printed Interim Reports will no longer be sent home with students. Families are encouraged to use the Interim Report dates on the Student Calendar to review and discuss grades and concerns with their student(s). If families cannot view their student's progress electronically on a mobile device or computer, a printed copy may be requested from the teacher.

Per Florida Statute § 1002.20, parents/guardians of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. Therefore, if at any time during a grading period, it is apparent that a student may fail or is routinely doing unsatisfactory work in any course or grade assignment, teachers must notify the student's parent/guardian and document the contact according to District guidelines. This contact allows for an opportunity to use intervention strategies to correct deficiencies in academic areas.

Calculating Grades

The District will maintain a one-half credit earned system including full-year courses with credits posted after each semester. For year-long courses, if a student fails one semester, but passes the other semester with a high enough grade to achieve a passing average for the year, the student will receive a full credit (1) for the course. For courses that require a state End-of-Course (EOC) assessment which is 30% of the final grade, the District will determine the calculations and disseminate them to the schools, and the final credit will be posted at the end of the school year.

Semester grades will be calculated by averaging the two quarterly grades together to determine the final semester grade. Quarters 1 and 2 will average for Semester 1 final grade and Quarters 3 and 4 will average for Semester 2 final grade. Courses that have a state End-of-Course (EOC) exam will be calculated by multiplying each quarter's numerical grade by .175 (17.5%), multiplying the EOC grade by .30 (30%), and adding the products together. For all courses, a final average of 60 and above earns credit (0.5 credit for semester courses and 1.0 credit for EOC courses).

Grade Point Average (GPA) is calculated by adding up the quality points earned for each final semester or year long grade and then dividing by the number of credits attempted. Quality points for unweighted GPA are assigned for each full-credit course on a scale of A = 4, B = 3, C = 2, D = 1, F = 0. Quality points are assigned for one-half credit courses on a scale of A = 2, B = 1.5, C = 1, D = 0.5, F = 0. Grade Point Average is not used to determine promotion for junior high students; however, athletic eligibility is determined using a junior high student's GPA and any high school credit course taken in junior high will be included in a student's unweighted and weighted GPA in high school.

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Grading Scale

Florida Grading Scale for Grades 6 - 12 is used for determining final course averages for the purpose of calculating GPA, not for specific course work, Florida Statute § 1003.437, F.S.

Letter Grade	Progress	Numerical Equivalent	Unweighted GPA Value (1.0 credit courses only)
A	Outstanding	90 - 100	4 point
B	Above Average	80 - 89	3 point
C	Average Progress	70 - 79	2 point
D	Below Average	60 - 69	1 point
F	Failure	0 - 59	0 point

Honor Roll

The Honor Roll status of students will be based on the following criteria:

- The "A" Honor Roll will consist of all "As" on or above grade level;
- The "A/B" Honor Roll will consist of all "As" or "Bs" on or above grade level;
- Unweighted grades (Grades 7 - 12) are utilized for Honor Roll selection;

Interscholastic Participation

To be eligible for interscholastic competition, a student must meet the following criteria:

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school based on school and District policies.
- The student's eligibility is also contingent upon meeting the policies established in the district's Code of Student Conduct.
- See School Board Policy for complete eligibility information

Summer school subjects will be included in the calculation of the student's GPA of the previous semester for participation in extracurricular activities during the first semester of each school year. Students in grade 7 will be eligible to participate during the first semester provided they were regularly promoted from grade 6.

Florida High School Athletic Association Academic Requirements

- 9.4.1 - 2.0 GPA Required for Academic Eligibility - A junior high student must have a 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester.
- 9.4.1.2 - Academic Eligibility/Ineligibility is for a Semester - A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2. The student's academic eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester.

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A first-year 7th-grade student attending a junior high school is academically eligible during his/her first semester of junior high school, provided they were regularly promoted from the 6th grade. The student, however, must meet the provisions of Bylaw 9.4.1 at the conclusion of his/her first semester of attendance to be academically eligible to participate during his/her next semester of attendance.

Intervention & Remediation

Reading Remediation

The Intensive Reading course is designed for students in grades 6 - 8 who are reading below grade level. The course includes foundational skill benchmarks to be used until a student has mastered said benchmarks. The Intensive Reading course has been designed for the teacher to select and teach only the appropriate benchmarks corresponding to the student's grade and instructional level. Interventions must be evidence-based and correspond to the district K - 12 Evidence-based Comprehensive Reading Plan. Effective implementation requires the support to be matched to student needs and must be provided by a reading-endorsed/certified teacher.

All students in grades 6 - 8 that score a Level 1 or Level 2 on the FAST for English Language Arts (ELA) will undergo a review of prior historical academic performance and assessment data, as well as current stakeholder input. If the initial cumulative records review determines placement in intensive reading, the student scoring a Level 1 or Level 2 will be given a diagnostic screener to determine the specific skill gap(s).

Instruction will be individualized to the skills that pose the greatest barrier to the student's learning in order to close gaps using a curriculum that is evidence-based, explicit, and systematic. The instructional time will be in addition to core instruction, as this course should not be used in place of grade-level English Language Arts (ELA) courses and is intended to provide intervention for students who have reading deficiencies. Formative assessments will occur more frequently and focus on the learning barriers to success based on the intensity of needs. The larger the gap, the more frequent the progress monitoring.

The course includes the B.E.S.T. Standards for Applying Foundational Reading Skills for students in grades 6 - 8 needing Reading Interventions. Interventions will be implemented until a student has mastered the Foundational Skills Standard. The expected outcome is for the student to achieve grade-level proficiency as determined by an achievement score of 3 or higher on the FAST for ELA.

Math Remediation

Students in grades 7 - 8 who score an achievement Level 1 on the state assessment will be placed in standard math classes and will not qualify for advanced math programs. Eighth grade students scoring an achievement Level 1 on the eighth grade math assessment will be given priority for Algebra 1A upon entering high school. Secondary schools will also utilize the Edgenuity online program to remediate coursework, as a virtual tutor, and for credit recovery. Additional remedial options are available in all Clay County secondary schools through the School Counseling Department.

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Grade Recovery and Credit Recovery Options

Assignment Recovery

Teachers may allow students who have been unsuccessful in mastering particular content or skills the opportunity to recover an assignment, assessment, and/or task, or if the work was not turned in on time due to a student's absence or failure to turn in the work. This work should be completed within two weeks of the last day of the current grading period and may not extend past the last day of school.

Grade Recovery

Grade recovery opportunities exist in order to help maintain students' progress towards graduation and occur following the student failing a nine week marking period. This work needs to be completed before the following marking period ends, e.g., a student failing a class for Quarter 1 needs to have completed the recovery coursework prior to the start of Quarter 3. Grade recovery is determined by each teacher and can be work assigned through Edgenuity or teacher-created material.

Credit Recovery

Secondary schools will be utilizing Edgenuity for credit recovery. Credit recovery opportunities exist in order to help maintain students' progress toward promotion and/or graduation. Credit recovery can only be utilized if a student earned a D or F for the semester or full-year credit and must be approved by the student's assigned school counselor to ensure that it is needed to meet graduation requirements.

Summer School for Credit Recovery

Summer school is an extension of the school year for students who attend Clay County District Schools. Students who did not attend Clay County District Schools are not eligible for the summer program unless they enrolled before the beginning of the 4th nine-week period or were approved for the HOPE Scholarship Program (see the Student Code of Conduct for more information about this program).

Students in grades 6 - 8 can retake academic courses for credit recovery during CCDS Summer school. Students may only take up to one full credit (or two ½ credit segments) through the CCDS Summer school program. All CCDS summer school coursework must be completed fully by the published deadline in order for students to receive credit.

Students may also work on approved coursework during the summer through Clay Virtual Academy. Students and parents should speak with their school counselor to determine if this is an appropriate option. Any supplemental summer coursework that may impact a student's course placement for the following school year must be completed before the start of the new school year.

Summer programs by other districts that assign credit may be reviewed by Clay County staff to determine the appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools/district.

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Promotion

Conditional Promotion

A 6th or 7th grader who has failed up to four required academic, ½ credit course segments or ESE students with IEP recommendations may be granted conditional promotion; however, they must successfully pass two, ½ credit course segments during the CCDS Summer School program immediately following the school year. The other failed course segments must be completed either through an additional summer virtual program, during the next school year in a recovery lab class, if available at your school, or during a subsequent summer school session. Placement in a recovery lab class will replace one of the student's elective classes during the following school year.

An 8th grader failing multiple required academic course segments must successfully pass two ½ credit course segments during the CCDS Summer School program. Additional required course segments must be completed utilizing an additional summer virtual program. All credit recovery successfully completed before enrolling in the 9th grade. Conditional promotion to 9th grade may be approved at the district level and will take into consideration the following factors in addition to the completion of the failed courses:

- Whether or not the student has been previously retained;
- The student is older than the average age of the other students;
- It will be in the best interest of the student to receive a "Conditional Promotion";
- There is evidence that the student has the ability to be successful at the next grade level.

If it is the determination of the principal not to approve a "Conditional Promotion" for a student, the student will be recommended for retention. Students failing more than four required academic, ½ credit course segments are automatically retained and will be required to repeat all coursework for that grade level.

Promotion to High School Requirements

In order to be promoted to the next higher grade within the middle grades, a student must successfully complete English Language Arts, Mathematics, Science, and Social Studies. Existing state student performance standards will be the basis for each course. Appropriate procedures will be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

The areas of reading, writing, mathematics, social studies, and science must be assessed using District performance measures, testing, teacher observation, classroom assignments, and state assessment measures. Remediation measures must be taken and documented in the student's Progress Monitoring Plan (PMP). No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

In order to be promoted to grade 9, middle grades students must successfully complete the following during their 6th, 7th, and 8th grade years. Florida Statute § 1003.41

- **3 courses in English Language Arts**
- **3 courses in mathematics** (Successful completion of a high school level Algebra 1 or Geometry course may fulfill this requirement. However, to earn credit, the junior high student must take the EOC, which constitutes 30% of the final course grade.)

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- **3 courses in social studies** (One of which must be Civics, which includes a statewide, standardized EOC that constitutes 30% of the student's final grade. State-required career and education planning standards are integrated into the Civics course. A middle grades/junior high student who transfers into the state's public school system from out of the country, out of state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two-year-long courses in social studies that include coverage of civics education. Successful completion of a high school social studies course may fulfill this requirement.)
- **3 courses in science** (Successful completion of a high school level science course may fulfill this requirement. However, if the course has a state EOC, the student must take the state EOC to earn the course credit, which constitutes 30% of the student's final course grade.)
- Florida Statute § 1003.455 requires one semester of physical education each year for students enrolled in grades 6 - 8.

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HIGH SCHOOL GRADES (9-12)

Enrollment and School Transfer

Transferring Student Placement

Students transferring into a CCDS high school will be placed into the grade level that corresponds to their cohort year as defined by the school year they started 9th grade or equivalent coursework. This placement may be made using unofficial records at the time of registration. Once official records are received, the student's placement will be reevaluated for accuracy.

Students who transfer to a Clay County District School without transcripts will be placed age appropriately based on the student's age as of September 1 of the school year in which enrollment occurs for grades 9 and 10. The student will be placed in courses appropriate for that grade level and prior coursework will be validated using the validation guidelines set forth in the Uniform Transfer of Credit Guidelines 6A-1.09941. Students (age 17 or older) who transfer without transcripts and whose age appropriate placement places them in grades 11 or 12 will have an enrollment meeting with a designated school staff member (administrator or school counselor) to determine best placement options based on students educational needs and goals. Any student transferring from another country who has completed the equivalent of a high school/secondary diploma from their country of origin is not eligible to enroll in a CCDS high school but can explore learning opportunities through the Adult and Community Education office.

Transferring Student and Graduation

Students who enter a Clay County school at the 11th or 12th-grade level from out-of-state or out-of-country will not be required to spend additional time in the high school in order to meet the high school course/credits requirements if the student has met all course/credit requirements of the school district, state, or country from which he or she is transferring. In addition to credit requirements to receive a standard high school diploma, a transfer student must earn a 2.0 GPA, pass the Algebra 1 EOC OR have passed an equivalent Algebra 1 EOC from the transferring state or county, pass the 10th Grade ELA state assessment OR receive the concordant scores on the SAT or ACT identified by the Florida Department of Education. Florida Statute § 1003.433

Transferring In-Progress Grades

Students transferring from one school to another who will be enrolled at the receiving school for more than 15 school days of the grading period will have their transfer grade incorporated into that grading period as determined by the receiving teacher. Any student transferring within the last 15 days of the grading period will have their grade from the sending school posted as their course grade by the receiving school for that grading period. If a student is transferring to a school in another district near the end of the school year and the school they are transferring to has already completed the school year, it will be the responsibility of the CCDS "sending school" to use good judgment for the benefit of the student involved. Usually, no more than 20 school days should apply in these instances. The student's grades should be closed out and credit posted. Virtual students taking Florida Virtual School (FLVS) content courses receive grades of "WF" or "WP" when transferring before course completion per FLVS policy. The principal has the authority to waive class exams (this does not include End-of-Course exams) to close out a student's grades.

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Students enrolling during the school year who have not been enrolled in school for a quarter grading period (or equivalent) will be given a zero for the missing quarterly numeric grade. For example, if a student enrolls at the beginning of the second 2nd quarter but did not attend school during the first quarter grading period, a zero grade would be assigned for all first quarter grades. The student would then be subject to any grade recovery options available for that class to recover that quarterly grade.

Students moving into Clay County will have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

Letter to Numeric Grade Conversions

A+ = 100	A = 95	S = 80
B+ = 89	B = 85	N = 75
C+ = 79	C = 75	U = 59
D+ = 69	D = 65	
	F = 55	

Acceptance of Transferring Credits

The Uniform Transfer of Credit Guidelines and Verification Process 6A-1.09941 will be followed to accept and award the credit and transfer of coursework for students entering grades 9-12 from out of state or country to a Clay County District School as follows:

- Grades earned and offered for acceptance on official transcripts will be accepted at face value.
- Students enrolling without an official transcript will receive course validation through their successful performance during the first grading period.
- Validation of courses will be based on performance in classes at the receiving school. A student transferring into a school will be placed at the appropriate sequential/age appropriate course level and should be passing each required course at the end of the first grading period.
    - Course Validation includes any one of the following:
        - satisfactory completion of appropriate subject or grade level examinations (“D” or higher);
        - successful completion of class work (“D” or higher);
        - minimum grade equivalent score on a district approved subject area assessment;
        - Demonstrated proficiency on nationally-normed standardized subject area assessment; or
        - Demonstrated proficiency on the required state assessment.
- Courses earned through an accredited Home Education option and provided on an official transcript will be accepted at face value. Any home education courses completed through a non-accredited option will be awarded credit but will be transcribed as a pass/fail grade, which will not impact the student’s high school GPA.

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EOC Assessments for Transfer Students

Concerning students who transfer into Clay County from out of the country, out-of-state, a private school, or a home school, with a transcript that shows credit received in Algebra 1 or an EOC required course under the Scholar diploma status:

The transfer student is required to take:

- The Algebra 1 EOC assessment, if the student is entering grade 9 and the transcript, does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act. After taking the Algebra 1 EOC at least one time, the student can satisfy the Algebra 1 EOC graduation requirement by achieving a comparable concordant score (see Florida Graduation Assessment Requirements).
- The Biology 1, Geometry, and U.S. History EOCs – for Scholar diploma students only – if the student entered grade 9 in 2013-14 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

Foreign Exchange Student Guidelines

Only those organizations operating international exchange programs at the high school level that are members in good standing of the Council on Standards for International Educational Travel (CSIET) will be allowed to place students in Clay County District Schools. At no time will the number of exchange students allowed in a high school exceed one-fourth (1/4) of one percent of the total school population or more than five (5) from one organization. This provision may be waived with the approval of the Superintendent of Clay County District Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit the number per organization to five (5). All organizations or host families must have foreign exchange students registered with their respective schools no later than five (5) calendar weeks prior to the start of school for students each year.

Under the standards prescribed by the Council on Standards for International Educational Travel (CSIET), the following policies must be met by the host family and the exchange program before enrolling:

- Written acceptance by the school principal or their designee before a host family is designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed before arrival, and the years required in the home country to complete secondary school;
- The level of the student's English language proficiency, based on test scores from the English Language Test for International Students (ELTiS), must be provided to the district/school. If the student does not meet the minimum score requirement (218), the student will not be placed in a Clay County school. It is the goal of the District to make sure foreign exchange students have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment; appropriate background information, and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;
- Foreign exchange students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students in the District.

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- Exchange students will be registered as 11th graders and will be required to take U.S. History, English III (American Literature), U.S. Government, Economics, and a minimum of three (3) electives. The only exception to the required courses will be if the home country requires a specific curriculum for a student in a specific grade and the local school can reasonably meet the student's course needs. Written documentation of this requirement must be included as part of the student's records.
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- Foreign exchange students at no time will receive a Clay County diploma of any type nor participate in graduation ceremonies. They will be awarded a special certificate certifying that they successfully completed the course of study for exchange students as prescribed by the Clay County District Schools. These students will not take the state assessments or other assessments that may be prescribed by the Florida Department of Education since they will not be awarded a standard diploma.
- Exchange students will be limited to a one-year program or, if the principal approves, a semester.
- Exchange students entering Clay County high schools through immigration status require a J-1 Visa. To get a J-1 Visa the student must be in an accepted foreign exchange program.
- A foreign exchange student may only register at the appropriate high school that will be designated as the school within the regular school attendance zone of the host family's residence.
- A foreign exchange student may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) rules and policies.
- Foreign exchange students must provide all required registration documents including the following:
    - Proof of birth
    - FL680 or FL681 Immunization forms
    - School Entry Health Exam
    - Proof of residency documents

Military Student Placement

CCDS participates in the Interstate Compact on Educational Opportunity for Military Children, the purpose of which is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The district will implement the requirements listed in Florida Statute § 1000.36.

In order to facilitate on-time graduation for transferring military children enrolled at any time in high school, as specified in Florida Statute § 1000.36, Article VII, the following provisions apply:

- A school district must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or will provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the receiving state must provide an alternative means of acquiring the required coursework so that graduation may occur on time.
- States must accept exit or End-of-Course (EOC) exams required for graduation from a school in the sending state.
- If a transitioning student who transfers in his or her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the sending and receiving state schools must ensure the receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student may participate in all local graduation activities.

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Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools will be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include advanced studies programs, dual enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB).

HOPE Scholarship Program students follow these same policies (see the Student Code of Conduct for more information about this program).

Termination of School Placement at Age 16

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent(s).

The following steps must also be taken:

- The school will notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.
- The student's school counselor or other school personnel will conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student will be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student will complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

Class Transfers & Placement

Schedule Changes

Students may request a schedule change within the first ten days of each semester based on the following guidelines:

- Student was placed in an incorrect or inappropriate academic class based on their grade level or program requirements;
- Student was placed in a class that they have previously taken and passed (except M/J elective courses that can be repeated with teacher permission); or
- Student wants to change an elective class, and there is room in the desired class without going over class size guidelines.

Changing a student's schedule after the first ten days of school may only be done for leveling purposes. An example of this is if a student is enrolled in Algebra 1 Honors and wants to level down to Algebra 1. See the next section, Leveling Out or Transferring from Honors or Advanced Courses, for details on leveling out of classes.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should occur before the end of the first grading period, so the student may be placed in an appropriate course. Current grades should be transferred to average with grades earned in the new course, but the teachers have the flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Students taking courses through Clay Virtual Academy (CVA) or Florida Virtual School (FLVS) should review the "Student Contact and Drop" policy.

Leveling Out or Transferring from Honors or Advanced Courses

If a student is enrolled in a high school honors or AP full-year course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

If a student is enrolled in a high school honors or AP half-year course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

Withdrawing from a high school honors or AP course is denoted with the WP or WF designation, but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal or designee for a review of the criteria to ensure proper course placement.

If a student is moved to a new class before the final semester or year credits are posted, the grade earned in the original class follows the student to the next course, but teachers have the flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. Note: withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.

Change of Class or Teacher

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within two weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. Florida Statute § 1003.3101

Procedures Concerning Request for Transferring of Students to a New Class or Teacher:

- Parent makes a written request to the school principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course).
- Before consideration by the principal, a parent-teacher conference must take place.
- The principal considers the request and notifies the parent within two weeks. The principal must consider:

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    - Class size
    - Grade and course
    - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, the parent and teacher are notified;
- If not approved, the parent is notified with an explanation given.

Curriculum, Assessment, & Instruction

Acceleration Programs
Articulated acceleration will serve either to shorten the length of time necessary for a student to complete the requirements associated with a postsecondary degree or to increase the depth of study available for a particular subject. This will include, but will not be limited to the following:

- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses
- Advanced International Certificate of Education (AICE)
- Virtual Education Options, including Clay Virtual Academy (CVA) and Florida Virtual School (FLVS)
- Industry Certifications that articulate to postsecondary credit as identified by the Florida Department of Education, Gold Articulation Agreements.

Schools will notify parents of students currently in/or entering high school of the opportunity and benefits of accelerated coursework.

It is the policy of Clay County District Schools to purchase tests for students who meet the following criteria involving AP, IB, and AICE tests:

- A student must be enrolled in the course in order to be eligible to take the exam, except in the case of the Credit Acceleration Program (CAP) for AP tests;
- CAP students and home-schooled students who are not enrolled through Clay Virtual Academy but wish to take an exam may do so at a non-refundable fee (the cost of the test at that time). Students who withdraw from or drop an AP course after the designated deadline established by CollegeBoard (typically Nov. 15th) will be responsible for the exam cancellation fee payable to their school of enrollment. Fee amounts are determined by CollegeBoard each school year.
- It is the responsibility of the student enrolled in an AP course to correctly and completely electronically register for all AP exams prior to the deadline established by CollegeBoard (typically Nov. 15th). Any student who fails to electronically register for the correct AP exams through their CollegeBoard account is responsible for paying any late registration or change fees charged by CollegeBoard. Fee amounts are determined by CollegeBoard each school year and must be paid to the student's school of enrollment.

Advanced International Certificate of Education (AICE)
AICE is a program that is a rigorous pre-university course of study, leading to internationally standardized examinations under the Cambridge International Examination program. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written and, in the case of world language, oral examinations. AICE students are required to select seven tests, one test from each of four major subject groups: Math and Science,

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Languages, Arts and Humanities, Global Perspectives, and the remaining three examinations from any of the subject areas the student chooses with a maximum of two credits coming from the optional category.

The AICE program is offered at all CCDS high schools. The AICE program is considered an Academy and students must be either zoned for those schools in order to participate or be among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact the school directly.

For an AICE diploma, a candidate must earn the equivalent of seven credits by passing a combination of exams at either the full (one-credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from Global Perspectives and one course from each of the other three curriculum areas. Students in schools enrolled in the AICE courses do not have to pay to take the exams.

Advanced Placement (AP)

Advanced Placement (AP) courses are college-level courses offered for the highly motivated, self-disciplined student. The courses are designed by the College Board and are the equivalent of college-level work. In May, the student takes an exam for each AP course taken. AP Capstone™ Diplomas are awarded to students who pass both AP Seminar and AP Research with a score of 3 or higher and pass four additional AP Exams of the student's choice with a 3 or higher. If the student scores a 3, 4, or 5 on the AP exam, they may receive college credit for the course. AP courses are open to all students who have completed the required prerequisites for the course they wish to take. Each Clay County District High School may offer different AP courses. Check with your zoned high school for details.

Dual Enrollment

Students who qualify for Dual Enrollment may take certain college classes from specified institutions within the Florida Postsecondary Articulation Agreement and receive high school and college credit. These classes have no tuition fees, and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school counseling office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released from the high school campus for the courses since these courses would be considered part of their daily schedule. Dual Enrollment courses will not be combined with any other course. Students enrolled in any Dual Enrollment course are subject to the college's FERPA requirements, which limit the parent's access to the student's course information and progress. Contact your high school counselor or designated dual enrollment coordinator for more information.

Early Admissions

Early admission is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Career early admissions is a form of career dual enrollment through which eligible secondary students enroll full-time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44, F.S.. These students are entitled under the rule and law to all rights and privileges allowed for all

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seniors, including, but not limited to, participation in class activities (i.e,. Grad Bash, Prom, etc.), rank in class, and eligibility for class Valedictorian or Salutatorian.

Early College Program

This program allows admitted students to complete 60 credits of dual enrollment coursework, culminating in earning both a standard high school diploma as well as an Associate of Arts (AA) Degree upon the completion of four years of high school. This program is available at Middleburg High School and Orange Park High School.

Components of the Early College Programs:

- Students can earn an A.A. degree while still enrolled in high school.
- Students in grades 9 - 11 in Clay County will take a defined list of college courses at the high school site in combination with high school classes and online.
- Students in grade 12 will enroll full time on SJR State's campus.

International Baccalaureate (IB)

The IB program, offered at Ridgeview High School, is a rigorous pre-university course of study leading to internationally standardized tests. The program's comprehensive two-year curriculum allows its graduates to fulfill the requirements of many different nations' educational systems. Students completing IB courses and exams from six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 6) Arts and Electives. IB diploma candidates must demonstrate their mastery of coursework by passing a battery of comprehensive written and in some cases oral, examinations in the six subject groups. In addition, IB candidates are required to take the course, "Theory of Knowledge," complete a series of Community, Action, and Service (CAS) experiences, and write an extended essay. Students enrolled in IB courses do not have to pay to take the exams.

Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP), Florida Statute § 1003.4295, authorizes secondary students to earn high school credit in a course that requires an End-of-Course (EOC) exam, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) without having to actually be enrolled in the course(s). A student may earn high school credit in Algebra 1, Geometry, U.S. History, or Biology 1 if the student passes the statewide, standardized EOC without the requirement of enrolling in or completing the course. Students are eligible to take the EOC each time that it is offered by the state.

The requirements and eligibility process to participate in the CAP program are:

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;
- The parent/student must notify the school counselor or principal in writing in a timely manner regarding their desire to participate in the CAP process;
- The parent/student is responsible for any cost associated with taking an AP exam where the student is not enrolled in that course at their school of enrollment. See the Acceleration Programs section for details.
- The parent/student is responsible for any cost associated with taking a CLEP exam and must provide an official score report to be granted high school credit.
- Students/parents must supply evidence that they are prepared to sit for the assessment or that there is reasonable justification for the request. This evidence includes, but is not limited to, previous state assessment scores, assessments, and grades earned in recent EOC-associated courses;

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- Obtain the principal's approval to take the EOC/AP/CLEP test;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

Career & Technical Education

Students may substitute up to two credits in each non-elective core subject areas of performing arts, mathematics, and science as provided in the Course Code Directory (CCD). Career and Technical Education earnings used as substitution credits in one subject area may not be used as a substitute for any other subject area. Career and Technical Education substitutions and approved Industry Certifications substituting for math and science credits will not count toward state university system admission requirements and may not count towards Bright Futures eligibility and NCAA athletic eligibility.

Award of High School Credit for Career and Technical Student Organization (CTSO) Participation (Rule 6A-1.09442, F.A.C)

- A student in grades 6 through 12 may be awarded one high school elective credit upon providing the Career and Technical Education office with verifiable documentation showing an accumulation of at least 135 hours of participation in CTSO activities that occur outside of regular class time.
- No grade will be given for the course work but instead will be recorded as a transfer credit on the transcript. with a grade assigned as P (passing).
- The 135-hour threshold may be accumulated over the course of one or more academic years.
- The Career and Technical Education office will review the hours submitted and award the credit.

Course Substitutions

For a complete list of secondary course substitutions, see the FLDOE Secondary Student Progression FAQs, Career and Technical Education (CTE) Course Substitutions, and Course Code Directory.

Physical Education & Performing Arts Waivers

- Participation in an interscholastic sport (FHSAA sanctioned), at the varsity or junior varsity level, for two full seasons will satisfy both the ½ credit Personal Fitness and the ½ credit physical education elective requirement.
- Completion of one semester with a grade of C or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class will satisfy one-half credit in physical education elective or one-half credit in performing arts. *(This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP.)*
- Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one-half credit requirement in physical education elective or the one-credit requirement in performing arts. *(This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP.)*

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Correspondence Courses

Credit by correspondence courses will not be accepted unless transferred in as part of an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally-accredited school is required to be accepted at face value from an acceptable nationally recognized accreditation organization.

CPR Training

For students entering the ninth grade in 2017 - 18 and thereafter, compression only cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements (Florida Statute § 1003.453):

- The twenty-four (24) credit standard diploma option will require compression only CPR and AED instruction.
    - CPR and AED will be taught in the Personal Fitness course, traditionally or virtually.
    - Additional instructional opportunities may be provided through another appropriate course or school-related activity.
- The instructional program must meet the following requirements:
    - The instruction will be in compliance with the American Heart Association, American Red Cross, or a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines for compression-only CPR.
    - Instruction will include the core cognitive and psychomotor skills associated with compression-only CPR.
    - Instruction will include the appropriate use of an AED, which may be taught electronically (e.g., video).
- Schools will provide compression only CPR instruction or will arrange for instruction by community-based providers.
    - Compression-only CPR/AED instructors are not required to be certified teachers.
    - Certified teachers providing compression-only CPR/AED instruction are not required to be certified trainers of compression-only CPR/AED.
    - Students are not required to earn compression only CPR/AED certification to successfully complete the instruction.
    - Students who are physically and/or cognitively unable to perform the training will be exempt from this requirement. Schools will make this determination in accordance with the student's Individualized Education Program (IEP).

Military Training

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass/fail) during the summer between the 11th and 12th grades, provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored Split Training Option programs. Credit would be granted under the appropriate Junior ROTC course listing in the “State Course Code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the Florida Department of Education.

Performance Standards

Clay County will use the Florida Department of Education (FLDOE) prepared student performance as the approved curriculum for Secondary Education, including updates and changes as received from FLDOE. No courses will be offered which are not state-approved unless a special course is piloted under state guidelines and with School Board approval.

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High School Physical Education

A combination of physical education and health curriculum is required for all high school students and is a specifically designated diploma requirement. Clay County District Schools utilizes the ½ credit Personal Fitness course to meet the health education requirements. Students must also take a ½ credit physical education course to fulfill the remaining diploma requirement. Students may not be exempted from this requirement if it is a requirement of the diploma option they are pursuing. See the Diploma Options section for full details. Selecting high school credit courses or participation in specified athletic activities can waive some or all of the physical education diploma requirements. See the Course Substitutions section for full details.

State Required Instruction

Pursuant to Florida Statute § 1003.42, students receive required instruction on topics that include but are not limited to the following:

- The History of the United States, Civil Government, the History of the Holocaust, the History of African Americans, and the contributions of Hispanics and Women to the United States
- Character education on self-control, resilience, leadership skills, kindness, empathy, cooperation, and conflict resolution
- Comprehensive Health education per Florida Statute § 1003.42(2)(n), will cover various topics that include healthy relationships, teen dating violence (grades 7 - 12), personal health, internet safety, disease control, community health, consumer health, environmental health, family life, injury prevention and safety, nutrition, and personal health. The instruction in acquired immune deficiency syndrome, per Florida Statute § 1003.46, will be grade and age-appropriate for the student and will reflect current theory, knowledge, and practice regarding acquired immunodeficiency syndrome and its prevention. Section (3) of this statute allows any student whose parent makes a written request to the school principal to be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment.

Comprehensive health education requires a minimum of five hours of instruction related to mental and emotional health for students in grades 6 - 12, per Florida Statute § 1003.42(2)(n). Additionally, school districts are required to annually provide instruction to students in grades K - 12 related to child trafficking prevention and awareness of youth substance use and abuse health education. The content will be grade and age-appropriate. The school districts are required, under the rulings, to document the planning and delivery of all instruction.

The superintendent, or designee, will review curriculum frameworks that are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with the locally determined curriculum for AIDS education or are not reflective of local values and concerns, the superintendent will advise the School Board and provide recommendations for instructional activities.

Typical High School Progression

Progressing through high school to meet graduation requirements can take many forms depending on the specific programs and courses available at the student's school of enrollment. To assist students in developing an academic plan or those transferring into the district, below is an example of a basic high school progression to meet standard diploma requirements.

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	9th Grade	10th Grade	11th Grade	12th Grade
English (4 credits)	English 1 (1 cr)	English 2 (1 cr)	English 3 (1 cr)	English 4 (1 cr)
Mathematics (4 credits) Algebra 1 (1 cr.) or 1A (1 cr.) & 1B (1 cr.) required	Algebra 1 (1 cr)	Geometry (1 cr)	Math course (1 cr)	Math course (1 cr)
Science (3 credits) Biology (1 cr.) required	Environmental Science (1 cr)	Biology (1 cr)	Science course (1 cr)	
Social Studies (3 credits) World History, US History, Economics (½ cr.), US Government (½ cr.) required		World History (1 cr)	US History (1 cr)	US Gov (½ cr) Economics (½ cr)
Personal Fitness (½ credit)	Personal Fitness (½ cr)			
Physical Education Elective (½ credit)	PE Elective (½ cr)			
Performing/Fine Art or CTE Course (1 credit)	PF or CT Elective (1 cr)			
Financial Literacy (½ credit) required starting with the 23-24 cohort				Financial Literacy (½ cr)
Electives (7 ½ credits- starting with the 23-24 cohort or 8 credits for the 22-23 cohort and before)	Elective (1 cr)	Elective (1 cr) Elective (1 cr)	Elective (1 cr) Elective (1 cr)	Elective (½ cr) Elective (1 cr) Elective (1 cr)

Assessments & Test Scores

College Ready Test Scores

The State of Florida launched the College and Career Readiness Initiative to improve student readiness for postsecondary education and promote success after high school graduation. Students are considered “college ready” or prepared to enter college credit coursework when they meet the state-defined cut scores on approved common placement tests, per State Board Rule, 6A-10.0315. The goals of this legislation are to 1) increase the number and percentage of students who graduate from high school ready for college credit coursework; 2) better communicate with 11th-grade students and their parents the requirements of college entry, and; 3) to provide students, whose test scores in reading, writing and/or mathematics indicate deficiencies in critical skills, an opportunity to attain the needed competencies during the 12th-grade year prior to high school graduation.

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ACT Reading - 19 & English - 17 Math - 19	CLT (Classic Learning Test) Sum of Verbal Reasoning and Grammar/Writing Sections - 38 Quantitative Reasoning - 16
SAT Reading Test - 24 & Writing and Language Test - 25 Math Test - 24	PERT Reading - 106 Writing - 103 Math - 114

End-of-Course (EOC) Exams

Some courses require End-of-Course (EOC) exams as determined by state legislation. The Algebra 1 EOC is 30% of the student's overall grade and MUST PASS to meet the diploma requirements. Students who score a Level 1 or 2 on the Algebra 1 EOC may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOCs are also required in junior high Civics, high school Geometry, high school Biology 1, and high school U.S. History. EOC scores count as 30% of the final grade and may be required to receive the Scholar diploma designation. Please see the Florida Graduation Requirements for the full list of requirements. The District and school distribute information about EOC requirements, testing information, and resources each year.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course (see information above on CAP). Students in grades K - 12 are eligible under the CAP. Home education students will not take the EOC unless the student's parent chooses to use the EOC for the annual evaluation required by the school district as specified in Florida Statute § 1002.41. Homeschool parents should consult with Clay Virtual Academy about EOCs. Students enrolled in Florida Virtual School and Clay Virtual Academy must take all required EOCs.

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology 1, Geometry, and U.S. History EOC if seeking a "Scholar" diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOCs and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a Florida Department of Education K - 12 Scholarship Program, such as Family Empowerment or Hope Scholarship may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not required to participate in the EOC assessment. However, to meet the Scholar Diploma requirement in Biology 1 and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

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Semester Exams

All students in grades 9 - 12 will take semester exams. The Clay County School Board approved exam exemption procedures for seniors only is as follows:

- Exam exemptions are limited to seniors only;
- All seniors in year-long courses with a 1st-semester average of a "B" or better and a "B" average or better for 3rd and 4th quarters averaged together will be exempt from taking those exams given at the end of the 2nd semester. Courses that are a semester in length are not exempt at any time;
- Attendance is not a consideration under the current exemption policy;
- Exam values are the same for the current school year;
- Semester exams will not be given early.

Grading & Calculating Grade Point Averages (GPA)

The District will maintain a one-half credit earned system,, including full-year courses with credits posted after each semester. For year-long courses, if a student fails one semester, but passes the other semester with a high enough grade to achieve a passing average for the year, the student will receive a full credit (1) for the course. For courses that require a state End-of-Course (EOC) assessment, which is 30% of the final grade, the District will determine the calculations and disseminate them to the schools, and the final credit will be posted at the end of the school year.

High School Course Grades

Semester grades will be calculated by multiplying each quarter's (9 weeks) numeric grade by .45 (45%), multiplying the semester exam by .10 (10%), and adding the products together. Courses that have a state End-of-Course (EOC) exam will be calculated by multiplying each quarter's (9 weeks) numerical grade by .175 (17.5%), multiplying the EOC grade by .30 (30%), and adding the products together. For all courses, a final average of 60 and above earns credit (0.5 credit for semester courses and 1.0 credit for EOC courses).

Grading Scale

Florida Grading Scale for Grades 6 - 12 is used for determining final course averages for the purpose of calculating GPA, not for specific coursework, Florida Statute § 1003.437.

Letter Grade	Progress	Numerical Equivalent	Unweighted GPA Value (1.0 credit courses only)
A	Outstanding	90 - 100	4 point
B	Above Average	80 - 89	3 point
C	Average Progress	70 - 79	2 point
D	Below Average	60 - 69	1 point
F	Failure	0 - 59	0 point

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Honor Roll

The Honor Roll status of students will be based on the following criteria:

- The “A” Honor Roll will consist of all “As” on or above grade level;
- The “A/B” Honor Roll will consist of all “As” or “Bs” on or above grade level;
- Unweighted grades (Grades 7 - 12) are utilized for Honor Roll selection;

High School Grade Point Average (GPA)

- Cumulative Unweighted GPA - the average of all final course grades received in high school level courses based on a 4.0 scale.
- Cumulative Weighted GPA - the average of all final course grades received in high school level courses with more points or greater "weight" to grades in accelerated courses [i.e. honors courses, Advanced International Certificate of Education (AICE), Advanced Placement (AP), and International Baccalaureate courses (I.B.)] are calculated on the weighted 5.0 scale.
- Cumulative Weighted for Class Rank - the average of all final course grades received in high school level courses in grades 9 - 12 with more points or greater "weight" to grades in accelerated courses [i.e. honors courses, Advanced International Certificate of Education (AICE), Advanced Placement (AP), and International Baccalaureate courses (I.B.)] are calculated on the weighted 5.0 scale. (Pursuant to Florida Statute §1007.271, district school boards may exercise a weighted grading system for the purposes of class ranking.)

High school Grade Point Average (GPA) is calculated and used for a variety of purposes.

	Scale Range	Purpose/Use
Unweighted GPA (all high school courses taken)	0.0 - 4.0	• Dual enrollment eligibility • High school graduation • Athletic eligibility
Weighted GPA Each institution only uses select classes to calculate their specific weighted GPA. Check with each institution for their guidelines. The weighted GPA listed in the CCDS Student Information System and on your transcript is for estimation purposes only.	0.0 - 5.0	• Bright Futures eligibility • NCAA eligibility • College Admissions
Weighted Ranking GPA (only courses taken in grades 9-12)	0.0 - 5.0	• Valedictorian/Salutatorian designation • Class Ranking

In calculating unweighted GPA for graduation and athletic eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. WP and WF indicators in virtual courses are not counted in the GPA calculations. Quality points for unweighted GPA are assigned for each full-credit course on a scale of A = 4, B = 3, C = 2, D = 1, F = 0. Quality points are assigned for one-half credit courses on a scale of A = 2, B = 1.5, C =1, D = 0.5, F = 0. Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a Standard, Scholar, or Industry Scholar diploma. All high school credit-earning courses taken in grades 6 - 12 and through virtual programs will count in the cumulative GPA calculations. For the purpose of class rank, only credit-earning courses taken in grades 9 - 12 and through virtual programs during those years will be counted. Courses in which grade forgiveness policies have been applied are exempt.

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In calculating weighted GPA, all courses designated as Honors, (this includes Pre-AICE and Pre-IB) will be weighted as 4.5 on the weight scale for Clay County District Schools. Level 3 Career and Technical Education (CTE) courses will be weighted on a 4.5 basis. Courses designated as Dual Enrollment, Advanced Placement, AICE, and International Baccalaureate will be weighted at 5.0.

All transfer work from a home education program other than Clay Virtual Academy, FLVS, or an accredited program will be posted on a pass/fail basis and will not be utilized in GPA calculation.

Interscholastic Participation

To be eligible for interscholastic competition, a student must meet the following criteria:

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school according to school and District policies.
- The student's eligibility is also contingent upon meeting the policies established in the district's Code of Student Conduct.
- See School Board Policy 4.43 for complete eligibility information

Summer school subjects will be included in the calculation of the student's GPA of the previous semester for participation in extracurricular activities during the first semester of each school year. Seventh (7th) grade students will be eligible to participate during the first semester, provided they were regularly promoted from the sixth (6th) grade.

Florida High School Athletic Association Academic Requirements

- 9.4.1 - 2.0 GPA Required for Academic Eligibility - A junior high student must have a 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester. A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester, Florida Statute § 1006.15(3)(a)1. Final grades previously earned by the student from another school will not be converted using the scale in Bylaw 9.4.2.
- 9.4.1.2 - Academic Eligibility/Ineligibility is for a Semester - A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2. The student's academic eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester.

Grade Recovery and Forgiveness ("D" and "F")

Assignment Recovery

Teachers may allow students who have been unsuccessful in mastering particular content or skills the opportunity to recover an assignment, assessment, and/or task, or if the work was not turned in on time due to a student's absence or failure to turn in the work. This work should be completed within two weeks of the last day of the current grading period and may not extend past the last day of school.

Grade Recovery

Grade recovery opportunities exist in order to help maintain students' progress towards graduation and occur following the student failing a nine week marking period. This work needs to be completed before the following marking period ends, e.g., a student failing a class for Quarter 1 needs to have completed the recovery coursework prior to the start of

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Quarter 3. Grade recovery is determined by each teacher and can be work assigned through Edgenuity or teacher-created material.

Credit Recovery

Secondary schools will be utilizing Edgenuity for credit recovery. Credit recovery opportunities exist in order to help maintain students' progress toward promotion and/or graduation. Credit recovery can only be utilized if a student earned a D or F for the semester or full-year credit and must be approved by the student's assigned school counselor to ensure that it is needed to meet graduation requirements.

Grade Forgiveness

Students in grades 9 - 12 may retake a course in which they earned a D or F. The higher grade earned will be used in computing their GPA. The grade forgiveness policy for required courses is limited to replacing the grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. Elective courses may replace a grade of D or F with a grade of C or higher in any elective course. Year-long electives earned subsequently will replace year-long electives; semester electives earned subsequently will replace semester electives. Junior High students taking high school credit-earning courses may forgive grades of C, D, or F. Once a C or higher is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA, but will remain listed on a student's official transcript.

Intervention & Remediation

Reporting Student Progress

Parents/guardians of public school students will be apprised at regular intervals of the academic progress of their child, in accordance with the provisions of Florida Statute § 1003.02(1)(h)2. The Student Information System Parent and Student applications allow parents/guardians and students access to monitor up-to-date grades, attendance, schedule, and assignments at any time. Therefore, printed Interim Reports will no longer be sent home with students. Families are encouraged to use the Interim Report dates on the Student Calendar to review and discuss grades and concerns with their student(s). If families cannot view their student's progress electronically on a mobile device or computer, a printed copy may be requested from the teacher.

Per Florida Statute § 1002.20, parents/guardians of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. Therefore, if at any time during a grading period, it is apparent that a student may fail or is routinely doing unsatisfactory work in any course or grade assignment, teachers must notify the student's parent/guardian and document the contact according to District guidelines. This contact allows for an opportunity to use intervention strategies to correct deficiencies in academic areas.

Reading Remediation

The Intensive Reading course is designed for 9 - 12 grade students reading below grade level. The course includes foundational skill benchmarks to be used until a student has mastered said benchmarks. The Intensive Reading course has been designed for the teacher to select and teach only the appropriate benchmarks corresponding to the student's grade and instructional level.

Interventions must be evidence-based and correspond to the district K - 12 Evidence-based Comprehensive Reading Plan. Effective implementation requires the support to be matched to student needs and must be provided by a reading-endorsed/certified teacher.

All 9th through 12th-grade students scoring a Level 1 or Level 2 on the FAST for English Language Arts (ELA) will undergo a review of prior historical academic performance and assessment data, as well as current stakeholder input. If the initial cumulative records review determines placement in intensive reading, the student scoring a Level 1 or Level 2 will be given a diagnostic screener to determine the specific skill gap(s).

Instruction will be individualized to the skills that pose the greatest barrier to the student's learning in order to close gaps using a curriculum that is evidence-based, explicit, and systematic. The instructional time will be in addition to core instruction as this course should not be used in place of grade-level English Language Arts (ELA) courses and is intended to provide intervention for students who have reading deficiencies. Formative assessments will occur more frequently and focus on the learning barriers to success based on the intensity of needs. The larger the gap, the more frequent the progress monitoring.

The course includes the B.E.S.T. Standards for Applying Foundational Reading Skills for Students in grades 9 - 12 needing Reading Interventions. Interventions will be implemented until a student has mastered the Foundational Skills Standard. The expected outcome is for the student to achieve grade-level proficiency as determined by an achievement score of 3 or higher on the FAST for ELA.

Students in grades 11 and 12 who score Level 1 or Level 2 on FAST retakes and who have not earned a concordant ACT, SAT, and/or CLT score will be placed in an intervention course. This course will focus on ACT/SAT/CLT preparation and reading remediation using an evidence-based, explicit, and systematic district-approved curriculum. If a student passes the FAST retake or earns a concordant score, (s)he may exit the intensive reading program at the end of the first semester.

Math Remediation

As a mandatory Florida math graduation requirement, students in Algebra 1 and Geometry are required to take an End-of-Course exam. Students not scoring an achievement Level 3 or higher will be placed in a Foundations or a Foundations/Geometry co-requisite course combination based on scale score. Secondary schools will also utilize the Edgenuity online program to remediate coursework, as a virtual tutor, and for credit recovery. Additional remedial options are available in all Clay County secondary schools through the School Counseling Department.

Summer School: Credit Recovery & Grade Forgiveness

Summer school is an extension of the school year for students who attend Clay County District Schools. Students who did not attend Clay County District Schools are not eligible for the summer program unless they enrolled before the beginning of the 4th nine-week period or were approved for the HOPE Scholarship Program (see the Student Code of Conduct for more information about this program).

Students in grades 9 - 12 can retake academic courses for credit recovery or grade forgiveness during CCDS Summer school. Students may only take up to one full credit (or two ½ credit segments) through the CCDS Summer school program. All CCDS summer school coursework must be completed fully by the published deadline in order for students to receive credit.

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Students may also work on approved coursework during the summer through Clay Virtual Academy. Students and parents should speak with their school counselor to determine if this is an appropriate option. Any supplemental summer coursework that may impact a student's course placement for the following school year must be completed before the start of the new school year.

Summer programs by other districts that assign credit may be reviewed by Clay County staff to determine the appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools/districts.

Promotion, Diploma Options, & Graduation

Promotion and Placement of High School Students

Grade level designation for high school students will be determined as follows:

- Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 6 credits per school year;
- Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 12 credits for two years of high school enrollment;
- Following the completion of one year designated as an 11th grader, the student will be designated as a 12th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 18 credits for three years of high school enrollment;

According to state statute, students are assigned to a cohort year based on the year they first entered 9th grade. This cohort year determines the graduation requirements that must be met by that student. Students will be regularly notified as to their "credits earned" status toward graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four years with their 9th-grade cohort. Credit recovery and grade forgiveness opportunities exist to help maintain students' progress toward graduation.

Students aged 18 or older wishing to return to school after withdrawing may petition the school for placement. The principal and/or designee will review the reasons for the return given by the student and family. The principal will make the final determination based on the following requirements:

- The student has accumulated at least 16 credits;
- The student has a probable chance of graduating within the academic year;
- An agreement between the student and school concerning attendance, behavior, and school performance is agreed upon.

If the principal does not agree to the conditions or the student does not meet the criteria, Adult Education will serve the student's educational needs.

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~~As in state statute, students who received a "Certificate of Completion" may return for a fifth (5th) year of high school to obtain their Standard Diploma.¶~~

Diploma Options & Considerations

Students have several diploma options per Florida Statute § 1003.4282. They are:

- 24-credit Standard option (with "Scholar" and/or Industry Scholar Designations)
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway
- International Baccalaureate (IB) Diploma
- Advanced International Certificate of Education (AICE) Diploma

All of these graduation options include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. Students may change their selection of program options (24-credit and 18-credit ACCEL options) at any time during grades 9 - 12. Please refer to the "Graduation Requirement" charts to compare programs and the criteria for each type of diploma.

Key points to remember when choosing a graduation option:

- Students selecting the AICE and/or IB program are committed to the program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for three (3) years. These students are still eligible for Florida Bright Futures Scholarships and qualify for acceleration programs (e.g.: AP, Dual Enrollment, etc.) if all criteria are met; High school credits awarded prior to the 9th grade will be counted toward the required credits for all graduation options;
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18-credit ACCEL option should contact those institutions as early as possible for specific admissions requirements;
- Students must complete an online course to meet the graduation requirement (unless otherwise specified). Students in the IB, AICE, or 18-credit ACCEL programs are exempt from this graduation requirement. If an IB, AICE, or 18-credit ACCEL student withdraws or is removed from the program, they must fulfill this requirement.
- Students in the IB and AICE programs are exempt from Physical Education and Performing/Fine Arts requirements. If an IB or AICE student withdraws or is removed from the program, they must fulfill this requirement.

24-Credit Standard Diploma

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. World Language is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities.

- **4 credits in English Language Arts** - major concentration in composition, reading for information, and literature; must pass the 10th grade State ELA assessment or have a concordant score on a standardized test (ACT, SAT);
- **4 credits in Math** - two of which must be Algebra 1 (must pass EOC and have exam count as 30% of course grade) and Geometry (must participate in EOC with results counting for 30% of the final grade in the course); two credits may be substituted with an allowable industry certification that leads to college credit.
- **3 credits in Science** - one of which must be Biology 1 (must participate in EOC with results counting for 30% of the final grade in the course); two (2) of the three (3) credits must have

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lab components; one (1) credit may be substituted with an allowable industry certification that leads to college credit, Biology 1 excluded; one (1) credit may be substituted with an identified rigorous computer science course with a related industry certification, Biology 1 excluded;

- **3 credits in Social Science** - one (1) credit in U.S. History (must participate in EOC with results counting for 30% of the final grade in the course); one (1) credit in World History; half (½) credit in Economics with Financial Literacy; half (½) credit in American Government;
- **1 credit in Fine and Performing Arts, speech and debate, or CTE course;**
- **1 credit in Physical Education (includes integration of health)**
- **½ credit in Financial Literacy (starting with the 23-24 cohort class);**
- **8 credits in electives (7 ½ credits starting with the 23-24 cohort class)** - elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores. Any academic class taken above the minimum requirements listed above will count towards a student's total elective credits;
- Select courses within the 24 credits may be earned through equivalent, applied, integrated, or career education courses, including work-related internships;
- The student must have a cumulative unweighted GPA of 2.0 or higher on a 4.0 scale.

18-Credit ACCEL Diploma

Students who choose this option are only required to earn 18 credits, Florida Statute § 1002.3105. The core credits (math, English Language Arts, social sciences, and science) are the same as the standard diploma types. These students pursuing the ACCEL diploma option do not have to earn a physical education credit. For students in cohort 22-23 and prior, only three (3) elective credits are needed instead of eight (8) elective credits. For students in cohorts 23-24 and beyond, only 2.5 elective credits are needed instead of 7.5 elective credits. All other requirements are still in effect.

Students who choose to complete the 18-credit ACCEL diploma option are encouraged to speak with any post-secondary institutions they may consider to ensure that they have met the necessary admissions requirements.

Career and Technical Education Graduation Pathway Option

Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option.

To earn a standard high school diploma through this pathway option, a student must:

- Successfully complete a minimum of 18 credits.
- Have a minimum, cumulative GPA of at least 2.0 on a 4.0 scale.
- Meet the requirements of
    - 4 English credits (including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score)
    - 4 Math credits (including the statewide Algebra I EOC assessment, or earn a comparative score)
    - 3 Science credits
    - 3 Social Studies credits
- Complete two credits in Career and Technical Education. The courses must result in program completion and an industry certification.
- Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

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Scholar Diploma Designation

The requirements include the same requirements as the 24 Credit Standard Diploma with the following additions:

- Math - earn one (1) credit in Algebra 2; pass the Geometry EOC; earn one (1) credit in statistics or an equally rigorous course;
- Science - must pass the Biology 1 EOC or earn minimum score for college credit on AP, AICE, or IB Biology 1 assessment; must take chemistry or physics; earn one (1) credit in a course that is equally rigorous to chemistry or physics;
- Social Studies - must pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least two (2) credits in a world language;
- Earn at least one (1) credit in AP, IB, AICE, or Dual Enrollment course

Industry Scholar Diploma Designation

The requirements include the same requirements as the 24-Credit Standard Diploma, with the addition of attaining one or more industry certifications.

Florida Seal of Biliteracy

Students who attain a high level of competency in listening, speaking, reading, and writing in one or more world languages, in addition to English, will be eligible for the Gold or Silver Seal of Biliteracy award. This level of attainment will then be denoted on the student's diploma and transcript.

The purpose of recognizing students' attainment of this proficiency is to: encourage students to study world languages; provide employers with a method of identifying an individual with biliteracy skills who is seeking employment; provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admissions to the postsecondary institution; affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community. Students should consult with their school counselors in order to learn more about the standards of each level.

- Silver Seal of Biliteracy
    - earn four world language course credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- Gold Seal of Biliteracy
    - earn four world language course credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
    - earn a 4 or higher on the 10th-grade English Language Arts State assessment

In the event that the student was not able to complete four (4) years of a world language for high school credit, other assessment and portfolio options may be used to fulfill the award requirements. Where a portfolio is relied upon to determine whether to award a Seal of Biliteracy, school district-appointed personnel with language performance at the distinguished level on the ACTFL Proficiency Guidelines 2012 in the same language as the student portfolio will assess the portfolio. Students should consult with their school counselors to learn more about the standards, additional exam options, and performance of each level.

~~Certificate of Completion~~

~~Students who meet all credit requirements for graduation but fail to meet a state assessment requirement AND/OR the required GPA for graduation may be awarded a Certificate of Completion. Basic education students or students served under Section 504 of the Rehabilitation~~

Act of 1973 who receive a Certificate of Completion or are eligible to receive a Certificate of Completion may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma. Awarding a Certificate of Completion applies to students choosing the 24-credit option and the 18-credit ACCEL option. A student who has not completed all requirements for the three-year option, including earning passing scores on the state assessments and achieving the required GPA, must be required to meet the 24-credit option and must attend high school for a fourth year.¶

It is the District's policy that in order for a student to receive a diploma from the school in which they attended during their senior year, they must complete all requirements before the end of the summer school session. If the requirements are met after the beginning of school for the next year, that student will receive an Adult High School Diploma.¶

Graduation Requirements Chart

Graduation Requirements/Diploma Options			
Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Designation	Graduation Requirements of 24-Credit "INDUSTRY Scholar" Designation
English	4 credits in Language Arts *MUST PASS* 10th-grade FAST ELA assessment	4 credits in Language Arts *MUST PASS* 10th-grade FAST ELA assessment	4 credits in Language Arts *MUST PASS* 10th-grade FAST ELA assessment
Mathematics	4 credits: 1 credit must be Algebra 1 (*MUST PASS* EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits: 1 credit must be Algebra 1 (*MUST PASS* EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; *MUST PASS* EOC 1 credit in Algebra 2 1 credit in Statistics or an equally rigorous course.	4 credits: 1 credit must be Algebra 1 (*MUST PASS* EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in an equally rigorous course, 2 of 3 credits must have a lab. One credit may be substituted with an allowable industry certification leading to college credit.	3 credits: 1 credit in Biology 1 (*MUST PASS* EOC) 1 credit in Chemistry or Physics 1 credit in an equally rigorous course	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in an equally rigorous course, 2 of 3 credits must have a lab. One credit may be substituted with an allowable industry certification leading to college credit.
Social Studies	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (*MUST PASS* EOC) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy

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World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Performing/Fine Arts, or CTE Course	1 credit in Performing/Fine Arts or CTE Course (eligible courses specified in Course Code Directory)	1 credit in Performing/Fine Arts or CTE Course (eligible courses specified in Course Code Directory)	1 credit in Performing/Fine Arts or CTE Course (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health to include the CPR/AED training. (½ Personal Fitness & ½ PE Elective)	1 credit in Physical Education to include the integration of health to include the CPR/AED training. (½ Personal Fitness & ½ PE Elective)	1 credit in Physical Education to include the integration of health to include the CPR/AED training. (½ Personal Fitness & ½ PE Elective)
Financial Literacy (23-24 or later cohort)	½ credit in financial literacy	½ credit in financial literacy	½ credit in financial literacy
Electives	8 credits (22-23 cohort and earlier) 7 ½ credits (23-24 cohort or later)	8 credits (22-23 cohort and earlier) 7 ½ credits (23-24 cohort or later) Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits (22-23 cohort and earlier) 7 ½ credits (23-24 cohort or later)
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative unweighted GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students *MUST PASS*: • Grade 10 State ELA assessment (or state-approved concordant score) • Algebra 1 EOC (or state-approved concordant score)		
Special Note: *For the Standard Diploma and Industry Scholar Diploma select courses within the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.			
Special Note: A student who earns the required 24 credits, or the required 18 credits under s. 1002.3105(5), but fails to pass the assessments required under s. 1008.22(3) or achieve a 2.0 GPA may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.			

Graduation Exercises

Students who meet the requirements for a Standard, Scholar, and Industry Scholar, ~~and Certificate of Completion~~ will be eligible to participate in graduation exercises at their last school of enrollment, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of the outcome. Students who fail to meet the minimum credits or grade point average as prescribed by Clay County District Schools, even though they have passed the state assessments, will not participate in graduation exercises. ~~and will not receive a Certificate of Completion. Students eligible for a Certificate of Completion will participate in graduation exercises.~~ It is also District and State policy that eligible students are:

- Allowed to graduate before their cohorts (the 24-credit option and 18-credit ACCEL option);
- Students who graduate before their cohorts may continue to participate in school and social events and other specifically named events as part of the student's cohort, excluding athletics;

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- Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

~~During all phases of graduation exercises, including rehearsals, Baccalaureate, and commencement, students participating will not be differentiated as diploma or Certificate of Completion except as noted in programs used during scheduled exercises.~~ Any reference made relative to the certification of students exiting high school during graduation exercises will be limited to the certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be, "Seniors of the class of ____ are now certified as graduates or have completed their high school course of study as prescribed by Clay County District Schools and the State of Florida."

Valedictorian and Salutatorian Recognition

When a school awards Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) will be based on a weighted grade point average on all courses taken in grades 9 - 12, including virtual courses (Clay GPA for Class Rank). Calculations of GPAs for valedictorian and salutatorian will be made at the conclusion of the eighth semester. If virtual grades are not reported to the school prior to the last day of senior exams, that course should not be included in the determination of valedictorian(s) and salutatorian(s).
- A high school transfer student will be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in Clay County that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors-level class. The principal or designee will make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18-credit Graduation Program are eligible for valedictorian and salutatorian status. The conclusion of the eighth semester is the deadline for an 18-credit graduation program student to select to graduate and compete for valedictorian or salutatorian status or continue to complete the 24-credit diploma.
- A student who transfers to or within Clay County during the last year before graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:
    - If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-Valedictorian along with the second-ranked student. The third-ranked student would be named Salutatorian.
    - If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student.

Bright Futures Scholarship

Eligibility Requirements

The Bright Futures Scholarship Program is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within three (3) years of high school graduation. If a student enlists directly into the military after graduation, the three-year period begins upon the date of separation of active duty. If a student has a full-time religious or service

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obligation lasting at least 18 months, the two-year eligibility period for an initial award and the five-year period for renewal begin upon completion of the obligation. The Bright Futures Scholarship Program is the umbrella program for state-funded scholarships based on academic achievement in high school that was formerly provided through such programs as the "Florida Academic Scholars" and "Gold Seal Programs". High school counseling departments can provide specific details about meeting the program's criteria. The following information covers the basic components of the "Bright Futures Scholarship Program":

- Four Levels of Scholarship Awards - Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV); Florida Gold Seal CAPE Scholars (GSC)
- For all four awards, the student must earn a Florida high school diploma and meet the requirements for the specific award.
- Each award has its own academic requirements, award amounts, and funding length. A student may receive funding for only one award with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average or Industry Certification depending on the level received
- Achieve the required SAT, ACT, or PERT test scores for the level received
- Perform the required number of voluntary service hours or work hours based on the level received
    - Florida Academic Scholars (FAS) - 100 service hours OR 100 work hours
    - Florida Medallion Scholars (FMS) - 75 service hours OR 100 work hours
    - Gold Seal Vocational Award (GSV) and Gold Seal CAPE Scholars (GSC) - 30 service hours OR 100 work hours

Note: Students may use a combination of service and work hours, but if a combination is used, they must earn 100 hours for all levels of Bright Futures.

More information about the Bright Futures program, along with other Florida scholarship opportunities, can be found at http://www.FloridaStudentFinancialAid.org.

Service Hours or Work Hours for Bright Futures

Service Hours or work hours are required for all Bright Futures Scholarship Awards. Students may begin service hours or work hours the summer before the student enters ninth grade. These service hours or work hours are not a Florida or school district requirement for graduation with a standard high school diploma.

Service Hour Requirements

For students who are attempting to receive service hours towards Bright Futures for an activity, below are the district guidelines:

- Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student's own family;
- To count as service hours, activities must be unpaid. The student must not be compensated with money, goods, or services for their time. Any paid activities will need to meet the requirements for documented work hours in the following section;
- Service activities must be rendered for "not-for-profit" organizations or agencies;

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- The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
    - "Direct Service" involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter, or working with the elderly in a nursing home;
    - "Indirect Service" involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
    - "Advocacy" involves educating others about a particular social problem with the goal of eliminating the cause of that problem. Examples include writing letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups.
- Hours spent in service activities must be verified by a site supervisor. Documentation must be kept on or attached to the CCDS Service Hours Log and Reflection Form and turned in to the student's assigned school counselor or designee.

Activities that will NOT be accepted as service hours include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business;
- Any activity that replaced a paid staff worker of the agency or institution with which the student volunteers with;
- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts;
- Any activity whose main purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity UNLESS the hours are spent addressing a social problem (examples may include: Habitat for Humanity, a community-wide summer vacation Bible school, etc.);
- Attendance at self-improvement workshops or conferences;
- Participation as an athlete in school sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;
- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

Work Hour Requirements

For students who are attempting to receive work hours towards Bright Futures for an activity, below are the district guidelines:

- Work hours must be for an established business or organization with a business license, non-profit status, or IRS business designation.

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- Documentation of work hours must be submitted by providing a copy of the student's paycheck stub or other official documentation from the company showing the dates and hours the student worked and the pay that they received for their work.
- Documentation is to be provided to the student's assigned school counselor or other designee prior to the student's graduation.

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VPK

The Voluntary Pre-Kindergarten Education Program is a free pre-kindergarten program for 4-year-olds who reside in Florida and were born on or before September 1 of the year they would enter the program. Parents of 4-year-olds with birthdays from February 2 through September 1 may postpone enrolling their child until the following year, when they are 5. A Certificate of Eligibility (COE) is required to attend a VPK program. The parent/guardian must obtain the COE from the Early Learning Coalition. The VPK program is offered during the school year (540 instructional hours) and during the summer (300 instructional hours) at selected elementary school sites. No fees are charged for VPK's required instructional hours. Each VPK program has the flexibility to structure daily hours per week to meet the required number of instructional hours. There is no requirement for school districts to transport children to VPK. It is the responsibility of the parent/guardian to provide transportation to VPK. The VPK program is not special education and does not provide specially designed instruction or related services. The VPK Program has policies related to attendance and discipline.

School-Year VPK Program at CCDS Elementary Schools

School-year seating for each VPK program is determined by a lottery. Seating is very limited. School-year VPK lottery dates and the online application are located on the District website. Students may submit an application for only one school within the lottery and will not be considered for placement in multiple district elementary school lotteries. Students who do not receive a seat through the selected elementary VPK lottery will be placed on a waitlist. The following documents are required once the lottery is confirmed:

- Birth Certificate
- FL680 Immunization Record
- School Entry Health Exam submitted within 30 days of enrollment
- Parent's Government-Issued Photo ID
- Signed and Dated Certificate of Eligibility (COE)

Before and After Extended Stay occurring outside of the VPK provider contractual instructional hours, but within the regular school day is available for a nominal fee through CCDS deduction or Scheduled Payment Agreement Form.

Montessori VPK Program at Swimming Pen Creek Elementary

Seating for the Montessori VPK program is determined at the school level.

Summer VPK Program at CCDS Elementary Schools

Seating for the Summer VPK program is limited to 12 seats. Seating is assigned in the order of received applications containing the required information and documents.

VPK Summer Bridge Program

Students enrolled in a Clay County VPK program may be eligible for summer school through the VPK Summer Bridge. Eligibility is determined through the VPK Early Literacy Assessment completed in May-June. Students scoring below the 10th percentile, non-participation status of "assessment inappropriate", "failed practice," or "non-English speaker. Rule 6A.-6.05030 F.A.C.

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School-Year VPK Program at CCDS High Schools

The school-year VPK program is offered at five of the District's High School Child Care Learning Labs as part of the Early Childhood Education program: Fleming Island High School, Middleburg High School, Oakleaf High School, Orange Park High School, and Ridgeview High School. Please contact the center director if you are interested in a seat at the school.

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CLAY VIRTUAL ACADEMY

Clay Virtual Academy (CVA) is a school of choice option for Kindergarten - 12th grade students who reside in and outside of Clay County. CVA is part of the Clay County school system as a franchise of Florida Virtual School (FLVS) with an accreditation status of Cognia and offers approved NCAA courses with both full-time and part-time enrollment opportunities for public, private, or homeschool students when room is available and the student meets the Profile for Success Criteria.

Enrollment & Attendance

Kindergarten and First Grade CVA Enrollment

- Students enrolling in Kindergarten must be five (5) years old on or before September 1 in the school year in which he or she is enrolling.
- Students enrolling in first grade must be six (6) years old on or before September 1 in the school year for which he or she is enrolling.
- Age requirements for students with disabilities who have an active Individual Educational Plan (IEP) may differ from the general school age requirements.

Part-Time Enrollment and Academic Requirements

Students must meet the recommended academic progress outlined below, including the following enrollment requirements:

- 4th - 5th grade students, if they have qualifying state assessment scores
- 6th - 12th grade student meeting the Profile for Success Criteria.
- Any Student may opt to take 7th or 8th-period courses through Clay Virtual Academy or FLVS for acceleration, original credit, or grade forgiveness.

Part time students may only have two (2) active courses at a time, on any virtual platform. Additional courses will need approval from a school counselor to override. For more information, please see your school counselor or the CVA website: cva.myoneclay.net.

Full-Time Enrollment and Academic Requirements

Students must meet the recommended academic progress outlined below, including the following enrollment requirements:

- 10th - 12th-grade students must currently be on track for a 24-credit diploma to include a minimum 2.0 GPA, an acceleration pathway, and the appropriate credits earned for each school year completed:
    - Students should have six credits at the end of the 9th grade school year.
    - Students should have 12 credits at the end of the 10th-grade school year.
    - Students should have 18 credits at the end of the 11th-grade school year.
    - Students are required to complete six (6) courses during the semester of graduation.
    - Students should pick an acceleration option and be on track to achieve it prior to senior year.

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Requirements for Students with Disabilities

- Students with disabilities are required to meet the state and CVA/FLVS Franchise Profile for Success Criteria in order to be accepted into CVA full time, just as their non-disabled peers.
- Current Individual Educational Plans (IEP) of student applicants who meet the school's entrance criteria will be reviewed on an individual basis in order to determine the appropriateness of the full-time virtual education option.

FLVS Full-Time and FLVS Flex Through the Home Education Office

Students who enroll directly with FLVS full-time or FLVS Flex as a school choice option through the Home Education Office are no longer considered Clay County enrollees but may still participate in state tests and extracurricular activities at their zoned schools. Please see the Home Education section for more information.

Application and Enrollment Process for Full-Time Students

Applications for CVA are accepted during open enrollment periods, which open 90 days before the first day of school and close 30 days before the first day of school. These enrollment dates are listed on the CVA website, cva.myoneclay.net. Applications are considered without regard to disability, race, national origin, religion, or gender. The application process is to ensure, as fair as possible, that students will be successful in their academic work.

The application process for CVA is multi-step, and the student is not enrolled in CVA until all of the following steps are completed:

- Parent and Student Responsibilities Agreement is completed and submitted by the parent/guardian;
- An application is submitted during the enrollment period;
- A VSA/FLVS account for both the parent and the student is created;
- The parent/guardian and student attend a meeting with a CVA School Counselor to determine whether applicants meet the Profile for Success Criteria. School counselors determine academic decisions only and are unaware of holds that may prohibit CVA enrollment.
- The parent/guardian completes the online registration and submits all required documentation for their student.
- The student's most recent school gives clearance from any holds, including disciplinary holds, and releases registration of the student to CVA.

CVA reserves the right to suspend the application and registration process after two follow-up attempts to request the completion of any requirement without resolution. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and school counselor approval.

Full-time enrollment for CVA is a year-long commitment. Full-time students can be released from CVA upon an academic review of the Profile for Success Criteria and/or not adhering to the Parent and Student Responsibilities Agreement.

Course Offerings

CVA offers numerous courses during the school year, including Honors, Advanced Placement (AP), Cambridge, and Dual Enrollment courses. CVA course grades are accepted for credit and are only transferable upon completion of the course. Partial grades cannot be transferred. Access the current list of CVA course offerings here.

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Attendance Requirements

Attendance for CVA is documented as follows:

- All students must submit the weekly work required (as listed on the pacing chart for each course) by 4:59 p.m. on Friday of each week to be counted for attendance purposes.
- Students must attend weekly scheduled live lessons with their teacher.
- Students must complete weekly supplemental program minutes/lessons.
- ESE students must attend their scheduled support sessions with their contact teacher.
- Daily VSA login data can be used to determine attendance for any student whose coursework is not up to date.

Curriculum, Assessment, & Instruction

Academic Integrity

Student academic integrity is a core value and universal expectation at CVA as a franchise of Florida Virtual School (FLVS). Detailed information regarding the criminal nature of academic brokering, the policies pertaining to reporting, and the proctored exam process can be found on the FLVS website at FLVS Academic Integrity.

Elementary Handwriting Standards and Expectations

Students in Kindergarten through grade 3 enrolled full time are required to submit handwritten work for all assignments in the enrolled student's own handwriting. Students in grades 4 and 5 may submit typed assignments with the exception of the assignments that include handwriting standards. The requirement for students to submit work in their own handwriting aligns with FLVS Academic Integrity policies. Students with an IEP, 504 Plan, or other ESE documentation on file at CVA may require accommodations for the response options for class assignments. The teacher or parent should contact the ESE Department at CVA to discuss any necessary accommodations.

Technology Requirements

To maintain contact with teachers, staff, and administration, students must have daily access to the following:

- Computer with webcam and microphone
- Internet service
- Email
- Telephone

Pacing and Weekly Work Requirements

Within each course, the instructor outlines the weekly minimum work requirements that provide students with a pacing chart that needs to be followed. Both full-time and part-time students should commit five (5) to six (6) hours per week to each virtual course. Students not staying on pace are considered absent based on this pacing and/or lack of weekly work submissions to include supplemental programs. This may impact attendance and future enrollment in CVA. Students struggling to independently succeed in the virtual setting may find it in their best interest to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

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Live Lesson Requirement

Participation and attendance in Live Lessons leads to student success in their courses. Students in grades K-12 are expected to have regular attendance to their class time/live lessons. Students are also required to attend their support sessions as mandated by the student's IEP or EP. Students may be required to attend tutoring sessions and additional live lessons based on academic need.

Grace Period

Students taking courses through Clay Virtual Academy (CVA) or Florida Virtual School (FLVS) are given a grace period designed for previewing or attempting a course without penalty. Grace Period is defined as reaching 20% complete or 21 days in a virtual course. Students are expected to complete their courses after the grace period has been exhausted. If a student drops a course after the allotted grace period, they will receive a grade of Withdrawal Passing (WP) or Withdrawal Failing (WF) on their transcript and may forfeit the opportunity to take virtual courses in the future.

When students add courses, the educational suitability and availability of courses will be considered before approval will be granted. Changes will only be considered during the first 20% or 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21-day grace period, the student may have to complete the course online. Administrators and school counselors will interpret this.

Resubmission

As part of the CVA/FLVS Franchise commitment to mastery learning as a process, students who choose to remediate material to gain additional understanding will have the option to re-attempt a formative assessment in their course. Formative assessments in a course may include worksheets, written compositions, lab reports, short answer paragraphs, essays, book responses, graded discussion board posts, and other assessments that require teacher evaluation of the student's work. While infrequent situational deviation may occur at an Instructional Leader's/Administrator's discretion, Florida Virtual School limits the number of total attempts to three on the formative assessments mentioned above. Summative assessment submissions will be limited to one. Exceptions may be made in certain situations if determined appropriate by the Instructional team. Resubmission of coursework must be completed before taking the segment exam (grades 6 - 12).

Final Grades

Students enrolled in Clay Virtual Academy (CVA) or Florida Virtual School (FLVS) courses will only have grades finalized or transferred upon completion of each segment. There are no partial/quarter grades for CVA/FLVS courses.

All course grades are final. Students can only resubmit assignments before the segment exam is completed. An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of "W" will be issued. After the grace period, a grade of "WP" or "WF" will be issued to their school transcripts.

Academic Review Process

Full-time students will undergo an academic review each semester. This is to ensure student success in the virtual environment. Several things are considered when conducting these reviews, including the continued meeting of all Profile for Success Criteria, growth and achievement on all Progress Monitoring assessments, and adherence to the in-person testing, supplemental program, and live lesson requirements.

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Expectation of Communication and Drop Policy

Communication is key to a student's success in an online course. It is the student's and parent's responsibility to ensure that both the VSA/FLVS platform and the CCDS Student Information System are updated with correct student and parent contact information at all times. It is essential that the student and instructors maintain regular contact.

- If the student does not submit the expected number of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive correspondence from the instructor. Through this correspondence, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress.
- If the student does not submit the expected number of assignments within a period of fourteen (14) consecutive days, the student and parent(s) will receive correspondence from the instructor. Through this correspondence, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress. All assignments must be submitted in order to receive credit for the course. No exemptions will be granted as each assignment relates to a specific course standard that must be covered.
- If the student does not respond by submitting assignments within twenty-one (21) days of the initial correspondence, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.

Course Reinstatement

- Reinstatement into a course may only be requested for a course dropped during the current school year.
- Students who are dropped from a course the first two times may request reinstatement through their teacher by contacting the teacher directly and creating a success plan. Any student requesting reinstatement for a third time will request it by contacting the principal of CVA and submitting a success plan to include a written statement showing the student's commitment to finishing out the course. Reinstatements will not be granted after the third attempt.

State Testing Requirement

As a School of Choice and a Franchise of FLVS, CVA full-time students must take all state assessments. K - 6 graders will test at CVA. 7 - 12th graders may test at CVA or arrange to test at their zoned school. Students who do not take their state assessments can be found ineligible to return to CVA for full-time enrollment. Families who want to opt out of state testing can only do so through the Home Education enrollment option.

Graduation

CVA holds a graduation ceremony for graduating seniors. Students have the option to participate at their zoned school's graduation if they are in good standing and have spent the majority of their high school years at the zoned school. CVA students will not be considered for the class rank of their zoned school. It is the student's responsibility to stay in contact with their zoned school to ensure they are eligible and approved to attend their graduation. Any student recommended for an alternative educational setting for disciplinary reasons may not participate in the commencement exercises at their zoned school, including students who enroll at CVA in lieu of the recommended alternative educational setting.

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MONTESSORI

Clay County District Schools is proud to offer the Montessori program at Swimming Pen Creek Elementary. Swimming Pen Creek is dedicated to providing development of the whole child through Montessori education by cultivating independent thought and foundational skills as well as awareness of their environment; empathy for others, social ease, and confidence. The Montessori program seeks to establish within a child the intellectual, emotional, and physical rigor needed to become a self-directed learner, flexible thinker, creative problem solver, and support the child's ever-increasing curiosity about the world in which they live.

All general and elementary specific procedures and guidelines apply to students who enroll in the Montessori program. For Montessori specific information, please see below.

Report Cards & Grading

A student's progression on a curriculum continuum, aligned with the applicable state standards, will be determined by teacher judgment. Teacher judgment will be based on the student's academic achievement as indicated on a student performance checklist aligned with the applicable state standards for that grade level. Documentation of teacher judgment may be based on any of the following procedures:

- applicable tests or evaluation activities selected from the district textbook program or other school-selected instructional materials;
- applicable samples of students' daily work assignments;
- records of observations of student work (oral and written); and
- teacher-made assessments.

Report cards are vehicles by which students' achievements are communicated to parents. The report card will include student performance in a variety of areas with teacher comments and regularly scheduled parent conferences. Report cards are posted in the parent portal on dates established by the district.

Montessori Grading Scale (Kindergarten- Grade 4)

Grade	Grading Scale	Definition
E	90 - 100	Outstanding Progress
S	75 - 89	Satisfactory Progress
N	65 - 74	Needs Improvement
U	0 - 64	Unsatisfactory Progress

Fourth grade will be considered a transitional year for students entering upper elementary, where they maintain the same grading scale as in previous years.

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Montessori Grading Scale (Grade 5 - 6)

Grade	Grading Scale	Definition
A	90 - 100	Outstanding Progress
B	80 - 89	Satisfactory Progress
C	70 - 79	Satisfactory
D	60 - 69	Needs Improvement
F	0 - 59	Unsatisfactory Progress

Reporting Student Progress
A teacher will provide notification at any time during a grading period (in the parents' primary language) when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course/subject. School staff should put their best effort into verbally communicating warnings to students and parents via phone, email, or other means to confirm receipt. Parents and guardians opting to have written communication must make the request in writing to the school principal or designee. The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a report card grade of "U" or "F" if this procedure has not been followed.

Assessments
Ongoing comprehensive assessments providing annual benchmark measures that are aligned with the applicable state standards will be used to determine individual student performance. The student's performance will be compared to a standardized expected level of performance for the child's chronological age to determine progression on the curriculum continuum. Appropriate standardized tests will be used to evaluate the program.

Promotion Criteria & Academic Level Assignments
A student will progress at his/her own pace on a curriculum continuum aligned with the applicable state standards. Ongoing assessments and annual reviews will be used to determine a student's level of performance.

Any waivers to these requirements that are necessary to implement this program will be approved by the superintendent or designee prior to implementation.

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ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

The English for Speakers of Other Languages (ESOL) program is designed to develop English language proficiency and academic potential for eligible English Language Learners (ELL). English Language Learners are students with limited English proficiency and are further defined as:

- students who were not born in the United States and whose native language is a language other than English, or
- students from a home environment where a language other than English is spoken, or
- American Indian or Alaskan Native students from an environment where a language other than English has had a significant impact on their level of English language proficiency, and
- who have sufficient difficulty speaking, reading, writing, or listening in the English language. (Florida Statute § 1003.56)

Identification and Eligibility for ESOL Program

Each student with a response other than English to any of the questions on the Home Language Survey listed below during enrollment will be identified as a potential ELL and will be screened using the WIDA Screener within 14 school days following the student's initial enrollment.

1. What language is spoken by adults at home?
2. What language did the student first learn?
3. What language is spoken by the student at home?

Initial eligibility for ESOL services is based on the student's level of English proficiency as measured by the WIDA language screening assessment.

Initial Eligibility for ESOL Program

Grade	Sub-Test	Eligible Scores
K	WIDA Screener for K	Semester 1: Oral Language 1.0-3.9 Semester 2: Overall Composite 1.0 to 3.9
1st-12th	WIDA Screener Listening, Speaking, Reading & Writing	Overall Composite 1.0 to 3.9
ELL Committee	Committee Recommendation	

Parents will be notified of the English Language Learner (ELL) classification and ESOL Program eligibility including the reasons for the identification, student's level of English proficiency, methods of instruction to be used in the program, and how it will meet the educational strengths and needs of their student. Within two weeks of the parent notification, the student will be placed in the appropriate English Language Development (ELD) instructional course(s).

Decisions regarding ESOL eligibility and services determined by the ELL Committee will be based on a review of the following:

- academic performance,
- standardized assessments and language acquisition data,
- number of years the student has been enrolled in the ESOL program, with consideration for interrupted instruction,
- the student's English language proficiency, and
- attendance and retention data.

The ELL Committee includes the principal or designee, the parent, an ESOL/English teacher, the ESOL Facilitator, and any other personnel responsible for the instruction of English Language Learners, will meet to:

- determine eligibility,
- review and make placement recommendations,
- evaluate continuation of program services to support language acquisition, or
- provide recommendations for programs and access to additional services.6A-6.0908

Parents can request that their child be removed from the ELD instructional course(s). Removal from the instructional course will not alter the school's responsibility to continue to provide English instruction by ESOL-certified or endorsed instructors. The student will continue to receive appropriate instruction until they are reclassified as English proficient and exited from the ESOL Program.

Upon the parents' request to have their child removed from the ELD instructional course(s), the student's principal or school representative will meet with the parent to ensure they understand the refusal request, by reviewing the ESOL services, the benefits of ESOL support, and the ESOL exit requirements. (Florida Rule: 6A-6.0902)

Equal Access for English Language Learners

English Language Learners, including refugees and other immigrants, and racial and national origin minority students, should not be restricted due to their English proficiency and are entitled to equal access to:

- appropriate programs and services other than ESOL, such as compensatory, exceptional, early childhood, career and technical education, adult education, dropout prevention, extended day, and other supportive services; and
- courses that are equivalent and comparable in scope, sequence, and quality of instruction provided to English proficient students and are understandable at the student's level of English proficiency.

Grading and Progress Reporting

Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services will be graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed, which allowed the student to demonstrate progress in the achievement of the benchmarks and grade-level expectations. A grade of "Unsatisfactory," "D," or "F" may only be assigned to an English Language Learner receiving ESOL services if he/she received appropriate accommodations and strategies in instruction and assessment, and the student demonstrated no progress toward achieving the standards and grade-level expectations at his/her level of English proficiency.

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The teacher will inform parents in the comment section that the English Language Proficiency Level was taken into consideration when planning instruction, assessments, and grading for English Language Learners.

Retention of English Language Learners

An English Language Learner (ELL) may not be retained due to lack of language acquisition alone. The student's academic performance must be based on the student's level of English Language Proficiency (ELP). An ELL who has had less than two years of instruction in the English for Speakers of Other Languages (ESOL) program (not including PreK) should be considered for good cause promotion. Considerations should include the following:

- amount of time in the country
- academic experience(s)
- time needed to reach proficiency based on research
- oral language proficiency in English
- reading and writing proficiency in English
- cultural background.

The ELL Committee (including the parent) must meet to discuss the considerations of any ELL student recommended for retention prior to the retention of that student.

For ELLs who have received ESOL services for less than two years, a district ESOL representative must be invited to and should be present at the ELL Committee Meeting.

Evidence and documentation of the integration of Florida's English Language Development standards with the grade level standards, along with the academic performance of the student based on their EL,P must be reviewed during the ELL Committee meeting. (Florida Rule: 6A-1.09432)

Parent Communication of Progress

All written and oral communication between CCDS personnel and parents of current or former ELLs will be in the parents' primary language or other mode of communication commonly used by the parents, unless clearly not feasible.

Statewide English Language Proficiency Assessment

All English Language Learners will be assessed annually on the ACCESS for ELLs, including Kindergarten ACCESS for ELLs, or the Alternative ACCESS for ELLs for students with significant cognitive disabilities.

Assessment results will be used to evaluate the progress of individual students. The ELL Committee may convene to adjust, modify, or improve the ELL student plan when indicated by annual assessment data. (Florida Rule: 6A-6.09021)

ELL Considerations for Statewide Standards Assessments

All students classified as ELL must participate in the statewide assessment program. There is no categorical exemption from participation in the statewide assessment program for English Language Learners. (Florida Rule: 6A-1.09432)

An exemption from participation in any component of the statewide assessment may only be made through the recommendation of the School's ELL committee and only for an ELL who has been in an English Language Program for less than one (1) year prior to the assessment date.

The School's ELL committee, in making its decision, will consider the following factors:

1. Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards;
2. Grades from the current or previous years; or
3. Other test results

The School's ELL committee will exempt an ELL from participation in a component of the statewide assessment program if it determines that the student's participation would have an unsound instructional effect on the student.

English Language Learners in the third grade, who have been in an ESOL Program for less than two years and fail to meet expectations on the third-grade state assessments in reading, will be exempted for Good Cause from the third-grade mandatory retention.

For the purpose of exemption from mandatory retention of third-grade ELLs, under good cause, two years means no less than a total of two full calendar years as measured from the date the student entered a U.S. school (DEUSS), to the date of the grade three standardized ELA assessment.

The School's ELL committee may consider that the good cause exemption is also appropriate for ELLs traveling in and out of the country, who have NOT had two uninterrupted years of instruction in an English for Speakers of Other Languages (ESOL) program.

The School's ELL committee, in making its decision, will consider the following factors:

1. Documentation of less than two years accumulated time in an ESOL program in the U.S.;
2. Verification of the DEUSS date (starting point);
3. Verification of re-entry dates (code E09, signifying any PK-12 student who enters a Florida school from a country other than the U.S. or U.S. commonwealth/territory);
4. Student level of English language proficiency;
5. Academic experience in both English and the heritage language; and
6. Transcripts from schools outside the United States.

ELL Accommodations for Statewide Assessments

Appropriate and allowable accommodations are provided to English Language Learners who are currently receiving services or have exited and are in the two-year monitoring period, provided these accommodations have been implemented throughout the course of the academic year. Accommodations are defined as adjustments to settings and/or scheduling to include the amount of time for administration, assistance in the heritage language, and the use of an approved translation dictionary or glossary, including:

- testing in a separate room with the ESOL or heritage language teacher;
- scheduling in multiple increments within one school day, when allowed;
- additional time within one school day may be provided to complete a test session;
- access to an approved heritage language dictionary or glossary; and/or
- limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices.

Accommodations that negate the validity of statewide, standardized assessments are not allowable. (Florida Statute § 1008.22)

Graduation Options for English Language Learners

1. English Language Learners who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage standardized grade 10 ELA or alternative assessment is eligible for a standard high school diploma by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

2. English Language Learners who are enrolled in an ESOL program and have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment may participate in the English Language Program during the summer following their senior year and/or return as a fifth-year senior to have the opportunity to meet the graduation requirements.

ELLs receiving such instruction are eligible to take the required state assessment or alternate assessment and receive a standard high school diploma upon passage of the required state assessment or the alternate assessment. (Florida Statute § 1003.433), and SB 6A-1.0942

Exiting the ESOL Program

Each student identified as an English Language Learner shall continue to receive appropriate instruction until the student is reclassified as English proficient and exited from the ESOL Program. (Florida Rule: 6A-6.0903)

Grade	Exit by Criteria	Exit by ELL Committee Criteria
K	WIDA ACCESS 1. 4.0+ Overall Composite and 2. 4.0+ Reading	N/A
1-2nd	WIDA ACCESS 1. 4.0+ Overall Composite and 2. 4.0+ Reading	WIDA Screener* 1. 4.0+ Overall Composite and 2. 4.0+ Reading *Must be administered w/in 30 Days of the ELL Committee's determination to Exit
3rd-12th	WIDA ACCESS 1. 4.0+ Overall Composite and 2. 4.0+ Reading and FAST ELA 3. Level 3+	WIDA Screener* 1. 4.0+ Overall Composite and 2. 4.0+ Reading and *Must be administered w/in 30 Days of the ELL Committee's determination to Exit 3. Academic Criteria Required for Review: • 3+ Years in ESOL Program • Evidence of mastery of basic competencies/skills on a District Approved Formative ELA Assessment • Evidence of quarterly grades demonstrating satisfactory progress towards ELA standards • Written recommendation by current and previous instructional staff

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EXCEPTIONAL STUDENT EDUCATION

Our school district is committed to ensuring that all students with disabilities (SWDs) have the opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The mission of the Exceptional Student Education (ESE) department is to identify and meet the unique educational needs of exceptional students and to provide support and resources to enhance educational opportunities so they may reach their full potential and become independent, productive citizens. The district ESE department, ESE instructional personnel, and related services personnel center all of their work around high-leverage practices in the domains of instruction, social/emotional/behavioral, assessment, and collaboration, which are considered to be fundamental to teaching all students with disabilities.

Each student with a disability has an Individual Education Plan (IEP). The IEP is tailored to meet the individual needs of students with disabilities, and is developed by a collaborative team including appropriate school-based/district personnel, parents or legal guardians, and the student whenever possible. The IEP team will review the IEP on an annual basis, or they may meet to amend the annual IEP if the need arises.

Key components of an IEP include: the student's present level of academic achievement and functional performance, measurable annual IEP goals, accommodations, ESE services including specially designed instruction, transition services as applicable, and an explanation of how the student will participate in State and district assessments. Parents/legal guardians are informed of their child's progress towards the attainment of their annual IEP goals at the regularly scheduled times that all students receive report cards and interim reports.

As IEPs are developed, reviewed, or amended for all SWDs, the IEP team will always consider existing additional services provided to SWDs, such as Title I, English Language Learners, Migratory, Homeless, and Neglected or Delinquent Children.

Assessment

Florida Alternate Assessment for Students with Significant Cognitive Disabilities
All Florida students participate in the state's assessment and accountability system. The Florida Alternate Assessment (FAA) is designed for students whose participation in the general statewide assessment program is not appropriate, even with accommodations. The FAA is based on Florida's B.E.S.T. Standards Access Points for English Language Arts, Mathematics, Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade but at reduced levels of complexity.

Participation Guidelines

Per Florida Statute § 1008.22(3)d and Rule 6A-1.0943 F.A.C., only students with significant cognitive impairment are eligible to participate in the FAA program. Therefore, students

with a primary disability category of SLD must not participate in the FAA program and subsequently should not be enrolled in access courses that align with the FAA program.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments.

In order for a student to participate in the statewide, standardized alternative assessment, all of the following criteria must be met:

- The student must have a "most significant cognitive disability," meaning a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired, or traumatic brain injury or syndrome and is verified by either:
    1. A statistically significant below average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of sixty-seven (67) or under); or
    2. In the extraordinary circumstance when a global, full-scale intelligence quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education and documented in the district's ESE Policies and Procedures, as required by Florida Statute § 1003.57.
- The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility);
- The student must receive exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment;
- The student must be receiving specially designed instruction, which provides unique instruction and intervention supports, that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards;
- The student must be receiving support through systematic, explicit, and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards;
- Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards;
- Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards;
- Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards;
- Even with direct instruction in all core academic areas (i.e., English Language Arts, Mathematics, Social Studies, and Science), the student is exhibiting limited or no progress on the general education curriculum standards and requires modifications;

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- Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least seventy (70) percent of the school year prior to the assessment;
- Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least eighty (80) percent of the school year prior to the assessment;
- Exclusionary Criteria - A student is not eligible to participate in the statewide, standardized alternate assessment if any of the following is true:
    - The student is identified as a student with a specific learning disability or as gifted;
    - The student is identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment; or
    - The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to Florida Statute § 1008.22 (3)(a) and (b), unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complication subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment.
- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

If the student meets all of the criteria for alternate assessment, the student should be enrolled in access courses, and the Florida Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If the student does not meet the criteria, the student should be instructed in general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed on four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score.

The four achievement levels are:

Level 1	Students at this level do not demonstrate an adequate level of success with Florida's B.E.S.T. Access Points Standards.
Level 2	Students at this level demonstrate a limited level of success with Florida's B.E.S.T. Access Points Standards.
Level 3	Students at this level demonstrate a satisfactory level of success with Florida's B.E.S.T. Access Points Standards.
Level 4	Students at this level demonstrate an above-satisfactory level of success with Florida's B.E.S.T. Access Points Standards.

NOTE: Access courses can only be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within

each strand and the functional level(s) applicable to a student will be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FAA.

Assessment Exemption

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including Florida Alternate Assessment (FAA) if based upon medical documentation from a physician that the student is medically fragile and needs intensive care due to a condition such as congenital disorder or acquired multi-system disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The student, if the IEP determines that the student qualifies, has the following options:

- One-year exemption, if approved by the superintendent, from all statewide assessments.
- One to three-year exemption, if approved by the superintendent, from all statewide assessments.
- Permanent exemption, if approved by the superintendent, from all statewide assessments.

Graduation

Graduation Requirements for Students with Disabilities and Types of Diplomas

Beginning no later than the first Individual Education Plan (IEP) to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and the IEP team, whichever occurs first, the IEP team in collaboration with the student's parent(s)/guardian(s) will review the diploma option (including standard diploma designations) annually and, if appropriate, revise the diploma option accordingly. Since the selection of a diploma option will have a significant impact on the student's high school curriculum, the IEP team will collaborate with the student's parents/guardians to select the most appropriate diploma option. The IEP team will discuss specific course and credit requirements for each diploma option in order to make an informed decision. The diploma option selected at the IEP meeting is noted on the IEP. At each annual IEP meeting thereafter, the academic performance of the student in relation to the diploma option selected will be addressed and the diploma recommendation reviewed. If, at any time, a change to the diploma option is recommended or requested, the change must be approved by the parent and is subject to verification of appropriateness by an independent reviewer. Copies of each IEP will be given to the parents.

Requirements for Standard Diploma

The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. See Diploma Options section for full detailed requirements. The standard diploma will be awarded to students who:

- Earn a passing grade on the required statewide assessment(s) or meet the waiver requirements.
- Successfully complete the required credits in grades 9 - 12. Students with disabilities must earn required credits in the district approved education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Students with

disabilities may meet the elective credit requirements by earning credits in basic, vocational, or exceptional student education courses as allowed by the standard diploma option selected.
- Attain the same cumulative grade point average required in the general education section of the Student Progression Plan.

For those who have selected a General Standard Diploma, the following additional options may be discussed at an IEP team meeting and selected if appropriate.

Standard Diploma via Access Courses

This diploma is ONLY available to students with significant cognitive disabilities who are enrolled in access courses and assessed via an alternate assessment. The following may be considered:

- Substitution of eligible Career Technical Education (CTE) courses for required access courses. Eligible CTE courses are noted in the state course code directory.
- Modified expectations or outcomes to the CTE curriculum if CTE substitutions have been selected in lieu of required access courses.
- Waiver of the Florida Standards Alternate Assessment for the purpose of receiving a course grade and a standard high school diploma. If this option is recommended by the IEP team, the parent must approve it. In addition, a Graduation Portfolio must be developed in the area (English Language Arts, Mathematics, Science, and Social Studies) in which the waiver is granted.

Standard Diploma via Academic Courses and Employment Competencies

This may be considered when the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills. Students who choose the academic and employment option must earn at least 0.5 credit via paid employment. If this option is selected, an appropriate and signed Employment Transition Plan must be in place and separate from the IEP. Also, in addition to meeting the requirements noted for the general standard diploma, the IEP team may discuss and opt to substitute eligible Career Technical Education (CTE) courses for required core academic courses. Eligible CTE courses are noted in the state course code directory.

Specific requirements for each of these diploma types can be found in the Secondary Education section of this manual: Standard Diploma Industry Scholar Diploma Designation, Standard Diploma Scholar Designation, Advanced International Certificate of Education, State of Florida High School Performance-Based Diploma, State of Florida High School Diploma, International Baccalaureate, Standard Diploma ACCEL 18-Credit Option.

~~**Certificate of Completion**¶~~

~~According to statute, a Certificate of Completion is awarded to any student with a disability who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program. The awarding of a certificate of completion to students with disabilities does not prevent a student with a disability from pursuing a standard diploma. A student with disabilities may continue to pursue a standard diploma until his/her 22nd birthday.~~

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities

Florida Statute § 1008.22(3)(c)1 requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- The student must be identified as a student with a disability, as defined in Florida Statute § 1007.02. The term "student with a disability" means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
- The student must have an Individual Educational Plan (IEP).
- The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
- In accordance with Florida Statute § 1008.22(3)(c)2, the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

Students with disabilities who choose to pursue the 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, may be eligible for a waiver of statewide, standardized assessment results as long as they meet all of the waiver requirements and the requirements for the ACCEL option.

Students pursuing a standard diploma with a scholar diploma designation are not eligible for a waiver. In order for a student to earn a scholar diploma designation, a student must meet the requirements of Florida Statute § 1003.4285.

Deferral of Graduation/Receipt of Standard High School Diploma

Beginning no later than the first IEP to be in effect when the student enters high school attains the age of 14, or when determined appropriate by the parent and IEP team, whichever occurs first, the IEP team in collaboration with the student's parents/guardian and student must discuss the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma pursuant to Florida Statute § 1003.4282 (10)(c). (Students who receive a special diploma ~~or a certificate of completion~~ do NOT need to defer receipt of the special diploma ~~or certificate~~ in order to continue to receive FAPE.) The IEP team must review the benefits of deferring and describe in writing the services and programs available to the student who wishes to defer. The decision is made by the parent or the student if over the age of 18 during the year the student is expected to meet all of the requirements for a standard diploma, which is the senior year. Additionally, the decision to defer must be made by May 15 of the senior year. A student with a disability may only defer receipt of the standard diploma if:

- The IEP includes special education, transition planning, transition services, or related services through age 21 AND
- The student is enrolled in one or more of the following:
    - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, and credit by examination)
    - Industry certification courses that could lead to articulated college credit (check with the Career Technical Education department for courses that apply)
    - Collegiate high school program (International Baccalaureate program, or Advanced International Certificate of Education program)

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- Courses necessary to satisfy the Scholar designation requirements (the Scholar designation requires satisfactory completion of additional academic courses and assessments; see fldoe.org for additional information)
- A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old).

Services

ESE Services and the Provision of FAPE

Under the Individuals with Disabilities Education Act, students with disabilities may receive public education services until their 22nd birthday. Students who have not graduated with a standard diploma or who have selected the option to defer the receipt of their standard diploma may receive services from the school district until their 22nd birthday.

Extended School Year Services

Extended School Year (ESY) services are special education and related services that are provided to ESE students beyond the normal 180-day school year. The determination of the need for ESY is a data-based decision made by the IEP team in order to ensure the student receives a free and appropriate public education (FAPE).

The criteria used to determine ESY services include but are not limited to regression and recoupment, critical points of instruction, emerging skills, nature or severity of the disability, interfering behaviors, rate of progress, or special circumstances. The IEP team will review all available student assessment data, IEP goal progress data, parent and teacher observations, student performance after previous breaks from school, and a variety of other student-specific data in order to help determine the student's need for ESY.

The IEP team has the flexibility to determine when an individual student needs ESY services. The district may provide ESY services to a student with a disability during the summer or at times other than the summer during the school year, such as before and after regular school hours or during any school break, if it is determined by the IEP team that the student requires ESY services during those time periods in order to receive FAPE.

ESY services may be provided as school-based instruction with related services, computer-assisted programs, take-home instructional materials with consultation support, related services, and other methods determined by the IEP team to address the student's individualized needs.

The IEP team must determine at least annually if ESY services are necessary. ESY is not intended to provide education beyond that which has been determined necessary by the IEP team to ensure FAPE. Also, the school district will not limit the provision of ESY services to particular categories of disabilities or unilaterally limit the type, amount, or duration of the services. Rule 6A-6.03028(3)(g)11.b., F.A.C. Determinations concerning the duration, frequency, and type of ESY services will be individualized and documented on the student's IEP.

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Section 504

Section 504 Eligibility Determination
Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. In order to become eligible under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

The Section 504 Team, consisting of parents, teachers, and other staff members, will meet to discuss all relevant information and acquired data about the student to consider whether the student has a disability that substantially limits a major life activity. Should the student be determined to be eligible under Section 504, the team will then consider need based supports and mitigating factors to determine the need for and, if necessary, design an accommodation plan that provides equal participation and opportunity for access for the disabled student. Section 504 accommodations are intended to provide access to educational opportunities, not to provide the student with an advantage over their non-disabled peers. The Clay County District Schools Section 504 Guide provides more detailed information and implementation guidelines.

Accommodations for ESE & Section 504

Classroom Accommodations for Section 504 and ESE
Students eligible for ESE or 504 plans should receive classroom accommodations as listed in their IEP or 504 Plan. Accommodations are implemented in all general education courses, Career and Technical Education (CTE) courses, and programs of study as needed to ensure students the opportunity to meet requirements for course completion and high school graduation requirements for a standard diploma. The appropriate accommodations will be determined based on the assessed needs of the student and will be reflected in his/her IEP or 504 plan. Accommodations to these courses will not include modifications to the student performance standards.

District and Statewide Assessment Accommodations
Allowable district and state-standardized assessment accommodations should be considered by the IEP or 504 plan team at annual reviews. Note that only allowable accommodations approved by any specified standardized assessments are permissible. Parents and students should be made aware that there may be accommodations used in the classroom that are not permissible on standardized assessments.

Teachers are to use appropriate testing accommodations, identified on the IEP or 504 plan, for eligible students in all situations.

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Gifted

A student is eligible for special instructional programs for the gifted from kindergarten through grade 12 if the student meets one of these criteria:

- The student demonstrates -
    - The need for a special program.
    - A majority of the characteristics of gifted students are according to a standard scale or checklist; and
    - Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.
- The student is a member of an underrepresented group and meets the criteria specified in an Approved School District Plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C., as students with limited English proficiency or students from low socio-economic status families.

When a student is determined eligible for this program, an Educational Plan (EP) is developed. In grades K - 6, Clay County District Schools utilizes the research based Gifted Enrichment Model as the best way to meet the depth and complex needs of elementary students who are gifted. In grades 7 - 8, junior high schools may utilize academic content courses or provide support facilitation. Students who are gifted articulating from grades 8 to 9 will have an Educational Plan articulation meeting to address appropriate services.

In order to ensure that Exceptional Student Education Services are provided for all students who are gifted, the following principles should guide decision making:

The EP drives the gifted service; students must attend the gifted class or receive the gifted services, as they do any other required instruction. Participation in gifted classes cannot be used as a reward.

- The Educational Plan identifies the amount of time a student receives instruction with the gifted teacher. If any changes are needed to the EP, individual EP meetings must be held (including the parent/guardian) to address the changes. The changes must be described in the Present Level of Educational Performance.
- Students who attend gifted enrichment classes are responsible for concepts covered in their general education class. The general education teacher should try to schedule critical lectures, presentations of new material, and tests at a time when the gifted students are present. Any critical material covered when the gifted students are receiving their required gifted service will be provided to students upon their return to class.
- Students who are gifted attending an enrichment class are NOT required to make up classwork or homework missed while participating in activities with the gifted teacher. Additionally, missed classwork must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- Middle school students who attend a gifted class for content instruction receive their grade for that subject from the gifted teacher.
- In order to be considered an ESE service, all gifted classes (enrichment classes at elementary school or gifted academic content courses at the junior high school) must be taught by a gifted endorsed teacher, and the classes must be comprised of only students who are gifted.

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Hospital Homebound

This program is available to K - 12 students and PreK Exceptional Student Education students who have a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, a chronic illness, or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or the hospital and demonstrate a need for specialized instruction. These students may continue their academic instruction in the home or in the hospital. Eligibility, placement, and program services are determined by members of an eligibility determination team meeting. The eligibility determination meeting is scheduled upon receipt of a Hospital/Homebound Request application, which is completed by parent/guardian(s) as well as by a licensed Florida physician or psychiatrist, unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C. The licensed physician must certify:

- That the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days or due to a chronic condition for at least 15 school days; and
- That the student is confined to home or hospital; and
- That the student will be able to participate in and benefit from an instructional program; and
- That the student is under medical care for an illness or injury that is acute, catastrophic, or chronic in nature; and
- That the student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

The Request for the Hospital/Homebound Instruction application can be obtained by contacting the ESE department at your child's school, or by contacting the Clay County ESE District Office Hospital/Homebound department.

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December 11, 2025 - Regular School Board Meeting

Title

C1 - Minutes of School Board Workshop on October 28, 2025; Student Hearings and Regular Meeting on November 6, 2025

Description

Florida Statute 1001.42(1) requires the superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the school board. The minutes of each meeting shall be reviewed, corrected if necessary, and approved at the next regular meeting; provided that this action may be taken at an intervening special meeting if the board desires.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Approve minutes as submitted.

Contact

David S. Broskie, Superintendent of Schools, david.broskie@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- 2025 Oct 28 Workshop.pdf
- 2025 Nov 6 Student Hearings.pdf (Confidential)
- 2025 Nov 6 Organization Mtg.pdf
- 2025 Nov 6 Regular Mtg.pdf

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School Board of Clay County

District Multi-Purpose Center, Corner of Walnut Street and Gratio Place, Green Cove Springs, FL

October 28, 2025 School Board Workshop

Date: Oct 28 2025 (9:00 a.m.)

Invocation (Erin Skipper)

Call to Order (Present: Erin Skipper, District 1; Robert Alvero, District 2; Michele Hanson, District 4; Ashley Gilhousen, District 5; and Superintendent David S. Broskie; Not Present: Beth Clark, District 3)

Workshop Items

1. RSM Update Discussion

DRAFT - RSM Dashboard 10-3-25.pdf

Minutes:

Matthew Blondell, RSM LLC, provided an update on the internal audits being performed for Clay County District Schools. A dashboard has been created to provide monthly updates to the board and Internal Audit Committee (IAC) members summarizing the ongoing projects, state of completion, and next steps. Contract compliance and cybersecurity are the areas being audited. The contracts that will be audited were selected from a list of contracts obtained from procurement and focus on high-risk contracts based on cost, longevity, and amendments. Data is currently being gathered in preparation for the field work. The cybersecurity audit team has completed their internal and external penetration testing and will be discussing the findings with the ITS department and preparing a finalized report. Due to security issues, there will be a public report as well as a comprehensive report for the board and IAC to review. Conversations to establish next year's plan will take place over the summer. Information shared with the public varies from district to district.

Mrs. Skipper obtained consensus from the board to have a private meeting with RSM following the areas of examination being completed. Mrs. Hanson suggested that the website location of the IAC information would be improved by being placed on the School Board Member page. Superintendent Broskie advised that a tab would be created to include IAC information on the school board member page. Mrs. Hanson also suggested that the meetings be streamed and recorded for greater transparency and for interested parties to watch. Board consensus was obtained to record the meetings and post the dashboard with all other IAC information.

2. School Board Member Business

Minutes:

Mrs. Skipper proposed potential revisions to School Board Policy 3140.01, suggesting language that would provide for greater collaboration with the superintendent on certain employee discipline matters.

Mrs. Hanson indicated that recent community input has prompted and confirmed the need for greater collaboration with the superintendent, particularly with volatile subject matter. She advised that other school boards do have the requested verbiage that allows the board to weigh in on special actions and have discussions in confidence. Mrs. Skipper and Mrs. Clark expressed support for adding language back into the policy. Mrs. Gilhousen expressed the need to be very careful legally in these discussions. Jeremiah Blocker, School Board Attorney, noted that the decision rests with the board and that the original review of the Neola template had language removed, noting the large amount of discipline that can take place. Mrs. Gilhousen advised that the policy governs what is added to the agenda and care must be taken not to break policy and past precedent and to ensure that all employees are treated equally.

Mr. Blocker suggested that codifying language noting "public concern" could provide consistency for legal challenges. Mrs. Clark advised she is concerned with lawsuits and the potential for the board not to agree on actions. Mrs. Skipper expressed concern that not all individuals would interpret situations that rise to the level of public concern in the same way, thereby leaving the policy open to interpretation. Mrs. Hanson reiterated her request to have the opportunity to take part in the process and invited board members to return with their ideas and how best to refine the existing policy, particularly on matters that are deeply concerning to parents and involve students.

Mr. Broskie was not opposed to adding language but cautioned that discipline must be timely for the review process to deal with infractions effectively. The past handling of cases should be considered so that comparative analysis determines a consistent and appropriate consequence. If action is taken in opposition to the recommendations being made by the people with the most expertise, the board opens itself up to the potential for litigation when there is a lack of consistency in the process and consequences. Mr. Blocker recommended creating a scenario where conversations are held prior to decisions being made and suggested including language stipulating that the superintendent would inform the board prior to final action being taken. Board consensus was given to add the suggested language across all applicable policies in this area.

Mrs. Hanson would like to establish a schedule for reviewing the Student Code of Conduct. Mr. Broskie suggested a topic be selected for review at the next workshop.

3. School Advisory Council (SAC) Membership Review

ACE SAC Roster_ 2025-2026.pdf

School Improvement_Workshop 10 28 25.pdf

Minutes:

Jennifer Collins, Supervisor of School Improvement and Professional Development, provided the attached visual presentation outlining school impovement efforts at all schools. District personnel conduct learning walks at all schools, using a highly calibrated instrument to enable the use of data and observations to make informed and effective determinations on action steps and ways to improve.

4. Budget Overview

Budget Update - October 28, 2025.pdf

Minutes:

Superintendent Broskie shared the attached visual presentation that provided a budget update for Clay County District Schools. The ideal budget was outlined and the current budget and revenue were reviewed. An analysis of the history of the 2025-2026 budget included the following:

- The state did not disburse $647,000 to CCDS in the 4th calculation of the 2024-2025 year
- Federal Funds were initially held for Titles I, II, III, and IV
- Enrollment did not meet projections resulting in a loss of $3.1 million
- Florida Retirement System (FRS) contributions increased, costing CCDS in excess of $1 million
- Increased vouchers resulted in a $30 million impact
- Revenue provided by the state did not meet inflation rates at a loss of nearly $16 million
- TSIA (Teacher Salary) funds were reduced 55% by the state
- No increase to funding for Safe Schools or Mental Health

Measures taken to reduce the budget included reviewing all school and district allocations, reducing district budgets by 20%, renegotiating and canceling district contracts, reevaluating district programs for return on investment, reduction in all staff travel, and increased monitoring of all expenses.

Compensation increases for the past six years were also outlined.

Mrs. Hanson appreciated the review. Mrs. Skipper confirmed that prior to January, no one was aware that the current budget situation would evolve. She expressed understanding with the increased cost of living and noted the district did a great job of addressing a situation that was not expected. She advised that compensating employees in a challenging economy and finding ways to be creative, support community partnerships, and fund-raise so schools can better meet student needs are ways that demonstrate the board hears employees and is working to find solutions.

Mr. Broskie distributed a pamphlet format of legislative priorities to the board.

5. Review Draft Agenda for Regular School Board Meeting on November 6, 2025

November-6-2025-regular-school-board-meeting_agenda_packet.pdf

Minutes:

Recognitions:

- Recognize Art in the Capitol Winner - no discussion;
- Recognize Outstanding 2025-2026 School Volunteers - no discussion;
- Recognition of the 2025-2026 Clay County Assistant Principal of the Year - no discussion;
- Recognition of the 2025-2026 Clay County Principal of the Year - no discussion;

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Discussion Agenda:

- Public Hearing to Approve as Advertised Revisions to School Board Policies and Bylaws - no discussion;
- Human Resources Special Action A - no discussion;
- Human Resources Special Action B - no discussion;

Consent Agenda:

- C1 Minutes of School Board Special Meeting on September 22, 2025; School Board Workshop on September 23, 2026; Student Herings and Regular Meeting on October 2, 2025 - no discussion
- C2 Proposed Student Calendar 2027-2028 - no discussion;
- C3 Approval of Clay Education Foundation Board of Directors - no discussion;
- C4 School Board Member Out-of-County Travel Expenses Estimated to Attend FSBA/FADSS 80th Annual Joint Conference - no discussion;
- C5 Personnel Consent Agenda - no discussion;
- C6 Proclamation #26-07 to Establish November 17-21, 2025 as National Education Week and November 19, 2025 as Educational Support Professionals' Day - no discussion;
- C7 Elementary Student Out of State Travel - no discussion;
- C8 Approval to Advertise and Notice of Public Hearing to Approve Modifications to the 2025-2026 Student Progression Plan - no discussion;
- C9 Memorandum of Understanding with Clay County Fire and Rescue - no discussion;
- C10 K-12 Academic Services Out of State and Overnight Student Travel - no discussion;
- C11 2027 Early College Program Contract Between the School Board of Clay County and District Board of Trustees of St. Johns River State College - no discussion;
- C12 Affiliation Agreement between Clay County District Schools and Inter American University of Puerto Rico (UIPR) - no discussion;
- C13 Proclamation #26-08 School Psychologist Week - no discussion;
- C14 Mental Health Provider Services Agreement with Clay Behavioral Health Center Inc. - no discussion;
- C15 Proposed Allocation Changes for 2025-2026 - no discussion;
- C16 Monthly Financial Reports for September, 2025 - no discussion;
- C17 Budget Amendment Report for September 30, 2025 - no discussion;
- C18 Deletion of Certain Items Report - October, 2025 - no discussion;
- C19 BID Renewal - no discussion;
- C20 Prequalification of Contractors - no discussion;
- C21 Supplemental Spot Survey Number 7 Version 5 to the Current Educational Plant Survey - no discussion;
- C22 Change Order #4 for Orange Park High School Gym/Locker Room Renovations - no discussion;
- C23 Change Order #3 for Orange Park High School Gym/Locker Room Renovations - no discussion;
- C24 Change Order #5 (Reconciliation of GMP) for Lake Asbury Junior High School Classroom Addition - no discussion;
- C25 Changbe Order #1 for Orange Park Junior High School Restroom Renovation - no discussion;
- C26 Substantial and Final Completion of Orange Park Junior High School Restroom Renovations - no discussion;
- C27 Substantial and Final Completion of Wilkinson Junior High School Control Access - no discussion;
- C28 Substantial and Final Completion of Fleming Island High School HVAC Repair/Replacement - no discussion;
- C29 Change Order #3 for Keystone Heights High School Security Lighting Repair/Replacement - no discussion;
- C30 Change Order #1 for Orange Park High School Restroom Renovation - no discussion;
- C31 Substantial and Final Completion of Orange Park High School Restroom Renovations - no discussion;

6. *Safety and Security Quarterly Update (closed to public)*

Minutes:

This item was addressed following the conclusion of Board Member Comments and after a recess was taken at 10:41 a.m. **This portion of the meeting was closed to the public (10:49 a.m. - 11:29 a.m.).**

7. *Executive Session (closed to the public)*

Minutes:

This item was addressed following the conclusion of the Safety Shade Meeting. **This portion of the meeting was closed to the public (11:30 a.m. - 12:34 p.m.)**

Questions from the Audience (None)

Superintendent Comments (None)

School Board Attorney Comments

8. School Board Attorney Comments

Minutes:

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Jeremiah Blocker, School Board Attorney, advised that there is a legal case involving instructional staff discipline, and attorneys have requested a hearing in front of the board. Mr. Blocker recommends against that request and recommends that the matter be heard in front of the Department of Administrative Hearings (DOAH) with outside counsel engaged. The board gave consensus to proceed with the recommended course of action.

School Board Comments

9. School Board Member Comments

Minutes:

Mrs. Clark noted there is an insurance committee meeting next week and she has discussed an idea with Dawn Posey, Assistant Superintendent of Business Affairs, to utilize self-funding to its fullest potential. She anticipates a similar budget challenge next year and would like to have a budget meeting to explore what, as a board, board members can do to help manage next year.

Mr. Alvero indicated that as someone who stands for employees, his mission is always for the betterment of the teachers and students. Transparency is a main objective, and the board will continue to be truthful and honest and work for the betterment of all. He also expressed trust in Mr. Broskie and the recommendations he provides in good faith.

Mrs. Hanson congratulated Martin Aftuck, Middleburg High School, on being selected as Principal of the Year and commented on her positive interactions and involvement with Middleburg High.

Mrs. Skipper encouraged board members to attend Clay Day in January to advocate for public education and Clay County and to speak to legislators about how issues are affecting Clay County. She recognized Dr. Jen Halter and Matt Mitchell, Clay High School, for the excellent community outreach in which they are engaged. She advised that Clay Education Foundation has classroom supplies that may be provided to teachers in need. All supplies have been donated and do not need to be purchased by teachers.

Adjournment (12:34 p.m.)

Superintendent of Schools

School Board Chair

DRAFT

School Board of Clay County

Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island, FL 32003

November 6, 2025 - School Board Organization Meeting

Date: Nov 06 2025 (6:00 p.m.)

Invocation (Michael Guerra, ConnectPoint Church, Middleburg)

Pledge of Allegiance

Call to Order (Present: Erin Skipper, District 1; Robert Alvero, District 2, Beth Clark, District 3; Michele Hanson, District 4; Ashley Gilhousen, District 5; Superintendent David Broskie)

Swearing-In Ceremony (None (not an election year))

Organization of the School Board

1. Elect School Board Chair

Minutes:

Beth Clark nominated Ashley Gilhousen.

Robert Alvero nominated Erin Skipper.

With no further nominations, the floor was closed, and a verbal/show of hands vote was taken on the nominations.

Voting aye for Ashley Gilhousen: Beth Clark

Voting aye for Erin Skipper: Erin Skipper, Robert Alvero, Michele Hanson, Ashley Gilhousen

Erin Skipper was elected Chair by a 4-1 vote.

2. Elect School Board Vice Chair

Minutes:

Michele Hanson nominated Asley Gilhousen.

With no further nominations, the floor was closed for Vice Chair and a verbal/show of hands vote was taken on the nominations.

Voting aye for Ashley Gilhousen: Erin Skipper, Robert Alvero, Beth Clark, Michele Hanson, Ashley Gilhousen

Ashley Gilhousen was elected Vice Chair by a 5-0 vote.

3. Establish Date and Time of Meetings

DRAFT

Minutes:

Ashley Gilhousen made a motion, seconded by Robert Alvero, to approve the Superintendent's recommendation:

That the Board establish meeting dates and times for Regular School Board meetings for the period December 2025 through November 2026 as the first Thursday of each month with the exception of the December meeting, due to the Joint Conference, being held on Thursday, December 11, 2025, the January meeting, due to the New Year holiday, being held on January 8, 2026, and the July meeting, due to the July 4th holiday, being held on Thursday, June 25, 2026. All meetings will be held at 6:00 p.m. at Fleming Island High School in the Teacher Inservice Center.

Motion carried 5-0.

4. Authorize Payment of Bonds for School Board Chair and Vice-Chair

Minutes:

Motion to approve by Mrs. Gilhousen and seconded by Mrs. Clark.

Motion carried 5-0.

5. Bank Resolutions Due to Change of School Board Chair and Vice-Chair

Minutes:

Due to the re-election of the current Chair and Vice Chair, this item was not required, and no vote was taken.

Adjournment (6:18 p.m.)

Superintendent of Schools

School Board Chair

DRAFT

Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island, FL 32003

November 6, 2025 - Regular School Board Meeting

Date: Nov 06 2025 (6:00 p.m. (immediately following School Board Organization meeting)

Student Showcase (Shadowlawn Elementary School, Zachary Charlebois, Music Teacher and Bonnie Barker, Art Teacher)

Invocation (Given at prior meeting)

Pledge of Allegiance

Call to Order (Present: Erin Skipper, District 1; Robert Alvero, District 2; Beth Clark, District 3; Michele Hanson, District 4; Ashley Gilhousen, District 5; Superintendent David Broskie)

Recognitions and Awards

1. Recognize Art in the Capitol Winner

Minutes:

Chris Gugel, Fine Arts Curriculum Specialist, recognized Athena Early, Lake Asbury Junior High, 8th Grade, for being a 1st Place Winner for Clay County District Schools Art in the Capitol Competition 2025-2026. Athena's artwork will be displayed in the State Capitol, on the second-floor rotunda.

2. Recognize Outstanding 2025-2026 School Volunteers

Minutes:

Tori Granese, Coordinator of Family and Community Engagement, and Paula Summers, Family and Community Engagement Specialist, recognized the outstanding school volunteers as follows:

- Ivy Carroll, Outstanding Student Volunteer
- Tammy Miller, Outstanding Adult Volunteer
- Deborah Garvin, Outstanding Senior Volunteer
- Ashley Pippin-Jones, Outstanding Resiliency Coach Volunteer

3. Recognition of the 2025-2026 Clay County Principal of the Year

Minutes:

Superintendent Broskie recognized Martin Aftuck, Middleburg High School, for being selected as the Principal of the Year.

4. Recognition of S.Bryan Jennings Elementary for consideration as a 2026 Exceeding Expectations "Award School"

Minutes:

Superintendent Broskie recognized S. Bryan Jennings for their consideration as a 2026 Exceeding Expectations "Award School". Exceeding Expectations Project is an initiative through the East Coast Technical Assistance Center (ECTAC), supporting 60 districts across Florida. Eligible schools were identified based on publicly available 2025 school grades, federal index, lunch status report, and enrollment data from the Florida Department of Education. S. Bryan Jennings has been identified as an ECTAC Award School, placed in the top 2% of all Florida schools.

Presenters

DRAFT

School Showcase (Shadowlawn Elementary School, Whitney Johnson, Principal)

Presentations from the Audience (Public Comment on Specific Agenda Items)

5. Public Comment on Specific Agenda Items

Minutes:

There were no public speakers addressing specific agenda items.

Discussion Agenda

School Board Member

6. D1 - Public Hearing to Approve as Advertised Revisions to School Board Policies and Bylaws

Legal Adv Notice of PH for Revisions to SB Policies and Bylaws.pdf

July 2025 Update Revisions to Policies.pdf

Minutes:

Chair Skipper opened the public hearing. With no one coming forward to speak to the item, the public hearing was closed.

Motion	
Motion to Approve as Advertised Revisions to School Board Policies and Bylaws	
Vote Results (*Approved*)	
Motion: Michele Hanson	
Second: Robert Alvero	
Ashley Gilhousen	- Aye
Beth Clark	- Aye
Michele Hanson	- Aye
Erin Skipper	- Aye
Robert Alvero	- Aye

Human Resources

7. D2 - Human Resources Special Action A

Minutes:

There was no Human Resources Special Action A.

8. D3 - Human Resources Special Action B

Minutes:

There was no Human Resources Special Action B.

Consent Agenda

Superintendent

9. C1 - Minutes of School Board Special Meeting on September 11, 2025; School Board Workshop on September 23, 2026; Student Hearings and Regular Meeting on October 2, 2025

2025 Sep 11 Special Mtg.pdf

2025 Sep 23 Workshop.pdf

2025 Oct 2 Student Hearings.pdf (Confidential)

2025 Oct 2 Regular Mtg.pdf

10. C2 - Employee Work Calendar for 2026-2027

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Employee Work Calendar - 2026-2027 (3).pdf

11. C3 - Proposed Student Calendar for 2027-2028 School Year

_DRAFT Student Calendar 2027-2028 (2).pdf

12. C4 - Approval of Clay Education Foundation Board of Directors

Clay Education Foundation Board Members.pdf

School Board Member

13. C5 - School Board Member Out-of-County Travel Expenses Estimated to Attend FSBA/FADSS 80th Annual Joint Conference

14. C6 - Approval to Advertise and Notice of Public Hearing to Revise School Board Policies 1140; 1140.01; 3140; 3140.01;4140; 4140.01

Draft Policy 1140.pdf

Draft Policy 1140.01.pdf

Draft Policy 3140.01.pdf

Draft Policy 3140.pdf

Draft Policy 4140.01.pdf

Draft Policy 4140.pdf

November 6, 2025 - Legal Advertisement & Notice of Public Hearing for Revisions to SB Policies 1140; 1140.01; 3140; 3140.01; 4140; 4140.01.pdf

Human Resources

15. C7 - Personnel Consent Agenda

11_6_2025 Personnel Consent Agenda - 48 Hour.pdf

16. C8 - Proclamation 26-07 to Establish November 17-21, 2025 as National Education Week and November 19, 2025 as Educational Support Professionals' Day

Proclamation 26-07 National Education Week.pdf

Instruction-Academic Services

17. C9 - Elementary Student Out of State Travel

Out of State FT - Elem..pdf

18. C10 - Approval to Advertise and Notice of Public Hearing to Approve Modifications to the 2025-2026 Student Progression Plan

November 6, 2025 - Legal Advertisement & Notice of Public Hearing for Modifications to 2025-2026 Student Progression Plan.pdf

Summary of Changes - 25-26 SPP - HB 1105.pdf

CCDS Student Progression Plan 2025-26 - Revised per HB 1105 Sept. 19, 2025.pdf

Instruction-Career and Technical Education

19. C11 - Memorandum of Understanding with Clay County Fire and Rescue

260013 CCFR Ride-A-Long NEW Agreement.pdf

Instruction-K-12 Academic

20. C12 - K-12 Academic Services Out of State and Overnight Student Travel

November 2025 Student Travel.pdf

21. C13 - 2027 Early College Program Contract Between the School Board of Clay County and District Board of Trustees of St. Johns River State College

260043 SJRSC 2026-2027 Early College.pdf

Instruction-Professional Development

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22. C14 - Affiliation Agreement between Clay County District Schools and Inter American University of Puerto Rico (UIPR).

260041 Inter American University of Puerto Rico & Clay Student Teaching Affiliation Agreement (1).pdf

Executed 260041 Inter American University of Puerto Rico.pdf

Instruction-Climate and Culture

23. C15 - Proclamation #26-08 School Psychologist Week

Proc.pdf

24. C16 - Mental Health Provider Services Agreement with Clay Behavioral Health Center, Inc.

CBHCContract.pdf

Contract Review Form_260012 Clay Behavioral.pdf

Executed 260012 Clay Behavioral Health.pdf

Business Affairs

25. C17 - Proposed Allocation Changes for 2025-2026

11.06.25 - 25-26 Allocation Summary.pdf

Business Affairs-Accounting

26. C18 - Monthly Financial Reports for September, 2025

September 2025 Financials Board Report.pdf

11-6-2025 Board Item$50,000 - $100,000 Contracts Signed by Superintendent _ BAD Financial Report.pdf

July Property Report.pdf

August Property Report.pdf

September Properties Report.pdf

27. C19 - BUDGET AMENDMENT REPORT FOR September 30, 2025

September 2025 Monthly Budget Statement.pdf

Business Affairs-Property

28. C20 - Deletion of Certain Items Report - October, 2025

Monthly Deletion Report - October 2025.pdf

DELETION ANALYSIS Oct. 2025- 2026 - Sheet1.pdf

Business Affairs-Purchasing

29. C21 - BID Renewal

Operations-Facilities

30. C22 - Prequalification of Contractors

Table for Board Backup Contractor Prequal, 11.6.2025

31. C23 - Supplemental Spot Survey Number 7 Version 5 to the Current Educational Plant Survey

Recommendation - SpotSurvey 7.5 Portable Reduction.pdf

32. C24 - Change Order #4 for Orange Park High School Gym/Locker Room Renovations

Change Order #4 OPH Gym Locker Room Renovations

33. C25 - Change Order #3 for Orange Park High School Gym/Locker Room Renovations

Change Order #3 OPH Gym Locker Room Renovations

34. C26 - Change Order #5 (Reconciliation of GMP) for Lake Asbury Junior High School Classroom Addition

Change Order #5 LAJ CLassroom Addition

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35. C27 - Change Order #1 for Orange Park Junior High School Restroom Renovation

Change Order #1 OPJ Restroom Renovation

36. C28 - Substantial and Final Completion of Orange Park Junior High School Restroom Renovations

OPJ Restroom Renovation - Certificate of Substantial and Final Completion

37. C29 - Substantial and Final Completion of Wilkinson Junior High School Control Access

WJH Control Access - Certificate of Substantial and Final Completion

38. C30 - Substantial and Final Completion of Fleming Island High School HVAC Repair/Replacement

FIH HVAC Repair - Substantial and Final Completion Certificate

39. C31 - Change Order #3 for Keystone Heights High School Security Lighting Repair/Replacement

Change Order #3 KHS Security Lighting Repair Replacement

40. C32 - Change Order #1 for Orange Park High School Restroom Renovation

Change Order #1 OPH Restroom Renovation

41. C33 - Substantial and Final Completion of Orange Park High School Restroom Renovations

OPH Restroom Renovation Certificate of Substantial and Final Completion

Adoption of Consent Agenda

42. Adoption of Consent Agenda

Motion	
Motion to Adopt Consent Agenda	
Vote Results (*Approved*)	
Motion: Ashley Gilhousen	
Second: Beth Clark	
Ashley Gilhousen	- Aye
Beth Clark	- Aye
Michele Hanson	- Aye
Erin Skipper	- Aye
Robert Alvero	- Aye

Presentations from the Audience (Public Comment on Non-Specific Agenda Items)

43. Public Comment on Non-Specific Agenda Items

Minutes:

Public speakers on non-specific agenda items:

- John Meeks
- Nikita Copeland
- Christine DeVault
- Sherry Sommers
- Kelly Stoudnour
- D. Jean-Baptiste
- Victoria Tompkins
- Shana Bell
- Roberto Torres
- Caitylyn Tomazinis
- Kimberly DuPuis
- Donna Ganas
- Winona Melton
- Chris Harris
- Justine Galbraith
- Molly Geeser
- Jason Doane
- Jessica Kitterell

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- Judith Chapple
- Liz Crane
- Christopher Trahan
- Mary Howle
- Tara Richardson
- Chanda Holsey

CCEA Update (Victoria Kidwell)

CESPA Update (Dianna Boase)

Superintendent's Update and Presentations

44. Superintendent's Update

Minutes:

Superintendent Broskie shared the attached visual presentation highlighting the following:

- Budget Update
- Superintendent's Stuidents of the Month
- Schools of the Month
- October Recap
- Virtual Parent Academy
- Upcoming Events

School Board Attorney Remarks (None)

School Board Member Remarks

45. School Board Member Comments

Minutes:

Mrs. Clark noted communications from citizens concerned about the shortage of school crossing guards and advised anyone willing to work part-time for Clay County Sheriff's Office as a crossing guard is needed.

Mrs. Hanson advised that she, the board, and the superintendent do understand the challenges of working as a teacher, citing her personal experience of 20 years teaching in a variety of settings, and she stated that teachers are close to heart, always in their thoughts, and they are working hard to fix the situation.

Adjournment (8:33 p.m.)

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Superintendent of Schools **School Board Chair**

December 11, 2025 - Regular School Board Meeting

Title

C2 - Controlled Open Enrollment (COE) Plan for the 2026-2027 School Year

Description

The Clay County School District's Controlled Open Enrollment (COE) Plan is being brought to the School Board for approval for the 2026-2027 school year. Florida Statute § 1002.31 directs each school district to develop a controlled open enrollment plan. The Clay County School Board has previously developed a policy to establish how students may attend schools outside of their attendance zone. The COE Plan will set the threshold capacity number to be used by the district in determining which schools have available capacity and will participate in controlled open enrollment throughout the 2026-2027 school year.

Gap Analysis

The Controlled Open Enrollment plan allows the Clay County School District to make student school assignments using the parent or guardians' indicated preferential school choice as a significant factor when capacity allows at specific, previously identified schools.

Previous Outcomes

In 2017, Clay County School District administered Controlled Open Enrollment for the first time. The number of applicants for each previous year, and the current year, is reflected in the chart below.

COE Year	Number of Applicants
2017-2018	417
2018-2019	406
2019-2020	516
2020-2021	657
2021-2022	241
2022-2023	56*
2023-2024	110*
2024-2025	96*
2025-2026	288*
Total	2,731

*56 applicants between July 1 - December 6, 2022
*110 applicants between July 1 - March 26, 2024
*96 applicants between June 3 - November 18, 2024
*288 applicants between June 3 - November 12, 2025

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Expected Outcomes

For the 2026-2027 Controlled Open Enrollment process, the Clay County School District aims to once again incorporate parental choice as a significant factor in student school assignment, where available capacity allows. Schools with available capacity will accept students based on the previously approved School Board policy for COE, which identifies priority categories to be used when filling open seats. Should more students apply than seats available for any given school, the Clay County School District will conduct a random lottery selection process based on School Board policy.

Strategic Plan Goal

The Controlled Open Enrollment process furthers the district's strategic plan of Goal 1: Engage all students to attain the necessary skills and knowledge to be future-ready graduates.

Recommendation

The School Board recommends approval of the Controlled Open Enrollment (COE) Plan for the 2026-2027 school year

Contact

Kelly Watt, Chief of Staff, kelly.watt@myoneclay.net

Chastity Lee Coordinator of School Choice and Charter Schools, chastity.lee@myoneclay.net

Financial Impact

No Financial Impact. Note: Students transferring to the Clay County School District from surrounding counties will bring a positive cash flow to our district based upon increased FTE dollars.

Review Comments

Attachments

- Clay County District Schools COE Plan 2026-2027.pdf

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Clay County School District

Controlled Open Enrollment Plan

Clay County School District strives to provide parents an opportunity to choose the desired school for their children. In addition to the established attendance zone, Special Pupil Requests due to hardship and career academies, the Clay County School District will provide additional options for school assignment based on Controlled Open Enrollment in accordance with Florida Statute 1002.31. Controlled Open Enrollment (COE) provides parents and legal guardians of children and youth entering grades K-12 the opportunity to seek enrollment in a school other than the zoned school of attendance. Under this statute, parents/legal guardians currently residing in any school district in the State of Florida may select schools from a list identified by the Clay County School District as having available seats based upon published guidelines.

I. Determination of Capacity

As per legislative changes in July 2022, each school district will determine the capacity of its schools by grade level and post availability on the district website with updated information every 12 weeks. A Clay County District school will be subject to Controlled Open enrollment when the school's enrollment is less than 80%. The FISH (Florida Inventory of School House) capacity report and teacher allocation model will be compared with each school's enrollment numbers to determine impacted schools. The principals of the impacted schools will then share grade-level space availability to publish on the district website.

The determination of capacity and space availability takes three additional factors into account. First, schools that host specialized programs that require a lower student-to-teacher ratio would be exempt if the regular education classrooms are at or above 80%. Secondly, Clay County is experiencing rapid growth. To allow the District to plan for future growth and establish efficient attendance zones and boundaries, a new school will not be subject to Controlled Open Enrollment until it has been in operation for three (3) years. Upon completion of the school's third full year of operation, it will be included in the annual FISH calculation of available school capacity. Finally, schools impacted by rezoning will also be exempt for two (2) years to allow enrollment to stabilize.

12 Week Dates for 2025-2026
September 10, 2025
December 10, 2025
March 10, 2026
June 3, 2026*

12 Week Dates for 2026-2027
September 9, 2026
December 9, 2026
March 10, 2027
June 2, 2027*

**For the following school year*

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II. Application Process and Lottery

Open COE schools along with an electronic application, can be found on the OneClay Open Enrollment page of the CCDS website. A paper-based copy of the application can be obtained upon request from the District Office. Submitting an application for Controlled Open Enrollment does not guarantee that the student will be approved to transfer to the requested school. Applications will not be received by the school(s). Instead, applications must be submitted online or sent in the mail to the School District central office.

Clay County School Board
Attn: School Choice Department: Open Enrollment
900 Walnut Street
Green Cove Springs, Florida 32043

Students subject to a current expulsion or suspension will not be permitted to take advantage of the Controlled Open Enrollment choice.

A student who enrolls or transfers under Controlled Open Enrollment may remain at the Controlled Open Enrollment school until the student completes the highest grade level at the school. Once the student has completed the highest grade level of that school, the student must return to their zoned school or apply for another available seat through Controlled Open Enrollment. The application will always be available on the CCDS School Choice website.

Link to FAQs

Once an application for an available seat is received, and space is verified, registration information will be sent to the parent through the email provided in the application. Parents have a two-week window to complete registration and enroll the student. After two weeks (10 working days), incomplete registrations will not be processed and reapplication will be required.

If more applications are received than seats are available, the district will hold a lottery. Parents will be notified of lottery results through an acceptance email with registration information or a waitlist email. All students who do not receive a seat through the initial lottery will be put on a waitlist. Applications received after the lottery will be put on a waitlist in the order received. As capacity becomes available, parents will be emailed with registration information. Incomplete or incorrect applications will not be processed. The waitlist will expire on the last day of school each year. Parents will need to reapply annually if a seat does not become available for the requested school year.

There is no appeal process for Controlled Open Enrollment as it is based strictly on a lottery procedure.

III. Siblings and Preferential Placement

The Controlled Open Enrollment Application includes a section for the parent/guardian to indicate if they have submitted an application for other siblings to attend the same school. Placement of siblings within the same school is facilitated whenever feasible during the open enrollment period if appropriate

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educational services are available for each sibling at the requested school. There is no guarantee that sibling preference will be given.

Priority for school assignment pursuant to Controlled Open Enrollment is given based upon:

- Dependent children of active-duty military personnel whose move resulted in military orders;
- Children who have been relocated due to a foster care placement in a different school zone;
- Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent;
- Students residing in the school district.

IV. Transportation

As per the legislation passed in July 2022, school districts must provide information on transportation options. The following information is located on the district website.

Transportation Options

Clay County District Schools does not offer transportation to schools outside of a student's zoned school.

For other transportation opportunities, parents can look into the following.

- Clay County Public Transportation (This is **NOT** a part of the public school system)

- The Florida Department of Education offers transportation scholarships of $750 to eligible students who attend a Florida public school that is different from the school to which the student was assigned if the school district does not provide the student with transportation to/from the school. Visit FDOE's website for more information.

V. Rescinding of Placement

Controlled Open Enrollment placement may be rescinded if:

- Incorrect or false information was provided in the application;
- Attendance, tardiness, or discipline/behavior problems develop at the receiving school;
- Academic Criterion is not met based on the Florida High School Athletic Association (FHSAA) requirements of a 2.0 GPA.

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December 11, 2025 - Regular School Board Meeting

Title

C3 - Personnel Consent Agenda

Description

Florida Statutes, State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters. Actions regarding personnel have been recommended by Supervisors, approved by the Superintendent and are being forwarded to the Board for action or, if appropriate, for information. Personnel Actions, Transfer Requests, Pre-employments, Leave Forms or Directives from the Superintendent are available for review in the Human Resources Division.

Gap Analysis

These personnel actions are necessary for the effective operation of the school district.

Previous Outcomes

The Clay County School Board has approved each month a Personnel Consent Agenda which contains appointments, re-appointments, transfers, redesignations, retirements, resignations, and conclude employments.

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

Goal 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.
Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.
Strategy 2.1.3 Expand involvement in community-sponsored career fairs, providing the opportunity to recruit a diverse population to the multiple career paths within CCDS.
Strategy 2.1.4 Continue to streamline the application and onboarding process to successfully engage and hire quality applicants.
Strategy 2.1.5 Collaborate to strengthen CCDS' branding and marketing to increase the awareness and presence of career opportunities.

Recommendation

To approve the Personnel Consent Agenda.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

Financial Impact

Personnel changes involving already-allocated positions will result in salary impact per the current Board-approved Salary Schedule. This also includes supplemental positions. See current backup for allocation changes for impact of new positions.

Review Comments

Attachments

Personnel Consent Agenda - 12_11_2025.pdf

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DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA
December 11, 2025
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None

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I. Administrative Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
GUIDO, DIONICIO DENNY JOEL TRN SUPV TRANSPORTATION 12 MONTH	Transportation	Effective 2025-11-04 12 MONTH / Annual
HILLIS, JOSHUA TODD ITS COOR, IT 12 MONTH	INFORMATION AND TECH SERVICES	Effective 2025-11-10 12 MONTH / Annual
MOODY, JODI HARGROVE AREA MANAGER, TRANSPORTATION 12 MONTH	Transportation	Effective 2025-11-05 12 MONTH / Annual

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I. Administrative Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract

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I. Administrative Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignments

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I. Administrative Actions

D. TRANSFER

Name/Assignment	Site	Contract
LUBNOW, RODNEY LEE OPH MGR SATELLITE BASE I CAFETERI	Orange Park High	Effective 2025-10-29 /transfer from / FNS MANAGER FOOD SERVICES INTE
PETERKINS, ALICE LYNETTE TBE MGR SELF CONTAINED I CAFETERI	Thunderbolt Elementary	Effective 2025-11-06 /transfer from / FNS MANAGER FOOD SERVICES INTE

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I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
HILLIS, JOSHUA TODD ITS NETWORK SPECIALIST 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2025-11-07 RESIGNATION
JOHNSON, JAMES W MNT SUPV MNT TECH/GEN 12 MONTH	Division of Support Srvcs	Effective 2026-01-02 RETIREMENT

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I. Administrative Actions

F. SUPPLEMENT

	Name/Assignment	Site	

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III. Instructional Actions

A. APPOINTMENT

	Name/Assignment	Site	Contract
	BATTEN, SHANNON LEIGH TES TEACHER, SC, FIFTH GR 10 MONTH	Tynes Elementary	Effective 2025-11-06 10 MONTH / Instructional Probationary Annual
	BELANGER, AJAY EDWIN LUCIEN CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	Effective 2025-10-23 10 MONTH / Instructional Probationary Annual
	BURROUGHS, APRIL GAYLE POE VE SELF-CONTAINED-ASD 10 MONTH	Plantation Oaks Elementary	Effective 2025-11-03 10 MONTH / Instructional Probationary Annual
	CARTER, KATHRYN DANIELLE CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	Effective 2025-11-03 10 MONTH / Instructional Probationary Annual
	CURTIS, B'NEKIA SHANTELL DOE TEACHER, SC, FIFTH GR 10 MONTH	Discovery Oaks Elementary	Effective 2025-11-04 10 MONTH / Instructional Probationary Annual
	DUVALL, CHERYL ANNE WES TEACHER, SC, SIXTH GR 10 MONTH	Wilkinson Elementary	Effective 2025-11-06 10 MONTH / Annual
	HARLEY, KACIE ROBERTSON SCHOOL SAFETY COMMUNICATION SP 10 MONTH	SAFETY AND SECURITY	Effective 2025-11-03 10 MONTH / Instructional Probationary Annual
	HOLMES MITCHELL, HANEEFAH STRANGE TES TEACHER, SC, FIFTH GR 10 MONTH	Tynes Elementary	Effective 2025-11-07 10 MONTH / Instructional Probationary Annual
	HUNTER, JEFFERY C BLC TEACHER, LANGUAGE ARTS, SH 10 MONTH	Bannerman Learning Center	Effective 2025-11-03 10 MONTH / Instructional Probationary Annual
0.5	LUSARARIAN, TANYA OVE TEACHER, PRE-K 10 MONTH	Oakleaf Village Elementary	Effective 2025-11-03 10 MONTH / Instructional Probationary Annual
0.5	LUSARARIAN, TANYA OVE TEACHER, PRE-KDG ESE 10 MONTH	Oakleaf Village Elementary	Effective 2025-11-03 10 MONTH / Instructional Probationary Annual
	MEACHAM, BLAKE GARRETT LJH TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lakeside Junior High	Effective 2025-11-13 10 MONTH / Instructional Probationary Annual
	NEELY, MELISSA NICOLE SPS TEACHER SC SECOND GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	Effective 2025-11-06 10 MONTH / Annual
	NEWTON, ERICA LEE ROE TEACHER, SC, FOURTH GR 10 MONTH	Rideout Elementary	Effective 2025-10-23 10 MONTH / Annual
	PATTERSON, RICHARD JAMES OPH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Orange Park High	Effective 2025-11-10 10 MONTH / Annual
	ROMAN, CHRISTINA MELTON ESE SCHOOL SITE SPECIALIST 10M 10 MONTH	Exceptional Student Education	Effective 2025-10-23 10 MONTH / Instructional Probationary Annual

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III. Instructional Actions

A. APPOINTMENT

	Name/Assignment	Site	Contract
	ROSS, DANIEL RAY ALEXANDER MHS COUNSELOR, SH 11 MO 11 MONTH	Middleburg High	Effective 2025-10-23 11 MONTH / Annual
	WALTBILLIG, ANGELA MEYN LAJ TEACHER, SCIENCE, JH 10 MONTH	Lake Asbury Junior High School	Effective 2025-11-06 10 MONTH / Instructional Probationary Annual

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III. Instructional Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract

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III. Instructional Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignment
VANDYKE, JOHNISHA GLORI AES TEACHER, SC, SECOND GR 10 MONTH	Argyle Elementary	Effective 2025-11-03 / redesignated from / AES TEACHER, VE/INCLUSION / SPECIAL

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III. Instructional Actions

D. TRANSFER

Name/Assignment	Site	Previous Assignment
ALTWATER, ALLISON GAIL GPE TEACHER, TITLE I, ELEM 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	Effective 2026-01-05 /transfer from / SPS TEACHER SC FOURTH GR
BRADLEY, COURTNEY NICHOLE LAE TEACHER, SC, FIRST GR 10 MONTH	Swimming Pen Creek Elem	Effective 2025-12-01 /transfer from / SPC TEACHER, SC, FOURTH GR
LEVO, BLAIR ELIZABETH LAE TEACHER, PRE-KDG ESE 10 MONTH	Lake Asbury Junior High School	Effective 2025-11-17 /transfer from / LAJ TEACHER, SUPP FACIL
SOMMERS, SHERRY L LAJ COUNSELOR, JH 10 MONTH 10 MONTH	Lake Asbury Junior High School	EFFECTIVE 08/04/2025 / OPJ COUNSELOR, JH 10 MONTH / 10 MONTH

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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action
	ABREU-FIGUEROA, ALEXANDRA OHS TEACHER, MUSIC, SH 10 MONTH	Oakleaf High School	Effective 2026-01-02 RESIGNATION
	ARANA-ELWOOD, EILEEN M INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2025-11-12 CONCLUDE EMPLOYMENT
	BOROWS, ROBERT DANIEL AES TEACHER, SC, SECOND GR 10 MONTH	Argyle Elementary	Effective 2025-10-31 RESIGNATION
	BOWEN, SHANNON MARIE POE TEACHER, SC, FIRST GR 10 MONTH	Plantation Oaks Elementary	Effective 2025-12-19 RESIGNATION
	BUCK, ANDREW DANGER LJH TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lakeside Junior High	Effective 2025-11-07 RESIGNATION
	BUCK, COURTNEY MICHELLE OVE TEACHER, SC, SECOND GR 10 MONTH	Oakleaf Village Elementary	Effective 2025-10-31 RESIGNATION
	CAGE, STACEY KAY WES TEACHER, SC, FIFTH GR 10 MONTH	Wilkinson Elementary	Effective 2025-11-07 RESIGNATION
	CROSBY, CHRISTOPHER WAYNE CHS TEACHER, SOC STUD, SH 10 MONTH	Clay High	Effective 2025-10-31 RESIGNATION
	FLOYD, NANCY M LAE TEACHER, SC, SECOND GR 10 MONTH	Lake Asbury Elementary	Effective 2025-12-19 RETIREMENT
	HARWELL, JOSHUA SEAN OPH VE SELF-CONTAINED-EBD 10 MONTH	Orange Park High	Effective 2026-01-02 RESIGNATION
0.5	HEMPHILL DAVIS, MARY JACKSON AES TEACHER, VE/INCLUSION SPECIAL	Argyle Elementary	Effective 2025-10-31 RESIGNATION
	HIGH, CAROLYN BROOKS OPH TEACHER, SUPP FACIL 10 MONTH	Orange Park High	Effective 2025-12-05 RESIGNATION
	HOWINGTON, ELBA MARGARITA FIH TEACHER, MATHEMATICS, SR 10 MONTH	Fleming Island High School	Effective 2026-01-02 RETIREMENT
	LANG, SAMANTHA PATRICIA FIE VE SELF-CONTAINED-ASD 10 MONTH	Fleming Island Elementary	Effective 2025-11-14 RESIGNATION
	MARQUEZ, MALISSIA BALEIGH GPE TEACHER, SC, KINDERGARTEN 10 MONTH	Grove Park Elementary	Effective 2025-11-07 CONCLUDE EMPLOYMENT
	RAY, ALLYSON MICHELLE LAE TEACHER, SC, FIRST GR 10 MONTH	Lake Asbury Elementary	Effective 2025-10-31 RESIGNATION

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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
REHMAN, JUDY REBECCA GCJ TEACHER, SUPP FACIL LNG TRM	Green Cove Springs Junior High	Effective 2025-11-21 RESIGNATION
RICHARDSON, STEPHEN DELVIN DOE TEACHER, VE/INCLUSION 10 MONTH	Discovery Oaks Elementary	Effective 2025-11-14 RESIGNATION
SMITH, CAITLYN ROSE AES TEACHER, SC, SECOND GR 10 MONTH	Argyle Elementary	Effective 2025-11-07 RESIGNATION
STOKES, PEARL FAY GCJ TEACHER, SUPP FACIL 10 MONTH	Green Cove Springs Junior High	Effective 2025-11-10 RESIGNATION
THOMPSON, MILLICENT R MRE TEACHER, PRE-KDG ESE 10 MONTH	Mcrae Elementary	Effective 2026-01-05 RETIREMENT
WATERS, DONNA KAYE KHE MEDIA SPECIALIST, ELEM 10 MONTH	Keystone Heights Elementary	Effective 2026-01-05 RETIREMENT

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III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	ABREU-FIGUEROA, ALEXANDRA OHS CHORAL DIRECTOR SH/JH SUPPLEME	Oakleaf High School	Resignation
0.5	ALTWATER, ALLISON GAIL SPS DEPT HD (3-5) SUPPLEME	SPRING PARK ELEMENTARY SCHOOL	Resignation
0.5	BREINDEL-HILL, JULIE ANN CHS JUNIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
0.5	BREINDEL-HILL, JULIE ANN CHS WRESTLING SUPPLEME	Clay High	Appointment
	BROWN, RACHEL ELIZABETH SUPPORT PEER TEACHER SUPPLEME	Oakleaf Junior High School	Appointment
0.6	CARLISLE, JESSICA M LAJ SOCCER HEAD JH SUPPLEME	Lake Asbury Junior High School	Appointment
	CLARK, TREVOR M RHS SOCCER HEAD JV SUPPLEME	Ridgeview High School	Appointment
0.3	COWART, JACKSON TYLER OHS FOOTBALL HD JV 75% SUPPLEME	Oakleaf High School	Appointment
0.5	DURANT JR, REGINALD ERIC OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
	DZIWULSKI, KIMBERLY ANN SUPPORT PEER TEACHER SUPPLEME	Tynes Elementary	Appointment
	ELMORE, KEVIN BIELTIA RHS FLAG FOOTBALL HD SH/JH SUPPLEME	Ridgeview High School	Appointment
	FATIMA, BATUL OPJ CO-CURR CLUB SUPPLEME	Orange Park Jr High	Appointment
	FEAGLE, CARLEY LAYNE SUPPORT PEER TEACHER SUPPLEME	Career And Technical Education	Appointment
	FEHRS, AMBER KAYE SUPPORT PEER TEACHER SUPPLEME	Middleburg High	Appointment
	GRANDBERRY, TAMECIA INEZ SUPPORT PEER TEACHER SUPPLEME	Oakleaf Junior High School	Appointment
	GRANGER, CHRISTINA LYNN SUPPORT PEER TEACHER SUPPLEME	Career And Technical Education	Appointment
	HALL, KATHERYN LEE SUPPORT PEER TEACHER SUPPLEME	Middleburg High	Appointment
	HAMPTON JR, GERALD LYNN WJH WRESTLING HD JH SUPPLEME	Wilkinson Jr High	Resignation
	HIGH, CAROLYN BROOKS	Orange Park High	Resignation

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III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	OPH ESE INTERVENTION FAC. SUPPLEME		
	HOLDREN, BRANDEN KYLE RHS SOCCER HEAD JV SUPPLEME	Ridgeview High School	Appointment
	HUBE, SHANNON RENEE LJH CO-CURR CLUB SUPPLEME	Lakeside Junior High	Appointment
0.1	JONES, AMANDA GAYLE LAJ (.128) SIXTH PERIOD SUPPLEME	Lake Asbury Junior High School	Appointment
	KINDLE, GERARD KRISHAWN WJH FOOTBALL HD JH 25% SUPPLEME	Wilkinson Jr High	Appointment
	KINDLE, GERARD KRISHAWN WJH FOOTBALL HD JH 75% SUPPLEME	Wilkinson Jr High	Appointment
	LEE-DELACRUZ, WILLIAM J OHS DISCRETIONARY SUPPLEME	Oakleaf High School	Appointment
	LEE-DELACRUZ, WILLIAM J OHS STUDENT COUNCIL SH SUPPLEME	Oakleaf High School	Appointment
0.5	LINDSEY, JARROD KEITH OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
	MAULDIN, ADDYSON VICTORIA RHS SOFTBALL FP ASST SH SUPPLEME	Ridgeview High School	Appointment
	MILLER, HEATHER D SPS DEPT HD (3-5) SUPPLEME	SPRING PARK ELEMENTARY SCHOOL	Appointment
0.5	MITCHELL, ELIJAH MATTHEW CHS JUNIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
0.5	PRESSLEY, TRAVIS JAMAINE OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
0.4	SAURI, PRISCILLA MARIE LAJ SOCCER HEAD JH SUPPLEME	Lake Asbury Junior High School	Appointment
	THOMAS, KRISTAL MCDONALD SUPPORT PEER TEACHER SUPPLEME	Lakeside Elementary	Appointment
0.1	WILLIAMS, TARICO DEVONNE OLJ (.128) SIXTH PERIOD SUPPLEME	Oakleaf Junior High School	Appointment

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III. INSTRUCTIONAL ACTIONS 2025-2026

G. PENDING APPOINTMENTS

Last Name	First Name	Site	Subject	OOF Subject

NONE

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III. INSTRUCTIONAL ACTIONS 2025-2026

H. OUT OF FIELD

Last Name	First Name	Site	Subject	OOF Subject

DRAFT

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
NONE		

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IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2025-2026

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2025-2026

C. ADULT EDUCATION

Appointments

NONE

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V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2025-2026

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

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VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	ADKINS, ROSE ANN TRN BUS DRIVER TRANSPOR	Transportation	Effective 2025-11-03 TRANSPOR / Annual
	BAUER, BRIAN EVANS ITS PROGRAMMER/ANALYST 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2025-11-03 12 MO SU / Annual
0.9	BELTRAN, FELICITY STARR DOE BEHAVIORAL HEALTH ASST 9 MON SU	Discovery Oaks Elementary	Effective 2025-11-06 9 MON SU / Annual
	BUSSEY, BRITAN REMARD TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2025-11-03 TRANSPOR / Annual
	CASANOVA FIGUEROA, JOSELYNE D GCJ CAFE ASSISTANT 4.5 HOURS 9 MON SU	Green Cove Springs Junior High	Effective 2025-11-06 9 MON SU / Annual
0.8	DAVIDS, DEANNA NICOLE KHE GENERIC CLASSROOM ASSISTAN 9 MON SU	Keystone Heights Elementary	Effective 2025-11-03 9 MON SU / Annual
	HARRIS, MESHELL ROBERSON GPE TITLE I ASSISTANT 9 MON SU	Grove Park Elementary	Effective 2025-11-10 9 MON SU / Annual
	HICKS, ALEXANDRIA NICOLE OHS REGISTERED NURSE 10 MONTH	Oakleaf High School	Effective 2025-11-13 10 MONTH / Annual
0.9	HILL, MORGAN ELIZABETH OPJ TITLE 1 ASSISTANT 9 MON SU	Orange Park Jr High	Effective 2025-11-10 9 MON SU / Annual
	HIRSCH, ALYSSA TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2025-11-03 TRANSPOR / Annual
	KRONFORST, ERIC SCOTT TRN MECHANIC 12 MO SU	Transportation	Effective 2025-11-03 12 MO SU / Annual
0.9	MADERA, SHERRY A RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	Effective 2025-11-03 9 MON SU / Annual
	MANIS, LAYLA MARIE TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2025-11-03 TRANSPOR / Annual
	PEGUERO GIL, CLAUDIA MIGUELINA OPJ CUSTODIAN 12 MO SU	Orange Park Jr High	Effective 2025-11-05 12 MO SU / Annual
0.8	PEREZ, COURTNEY PES IN SCHOOL SUSPENSION 9 MON SU	Robert M. Paterson Elementary	Effective 2025-11-06 9 MON SU / Annual
	PHILLIPS III, WILLIAM TRICE MNT CARPENTER 12 MO SU	Division of Support Srvcs	Effective 2025-11-10 12 MO SU / Annual
	STRAYER, AUTUMN ROSE MBE PRINCIPAL SECRETARY 12 MO SU	Middleburg Elementary	Effective 2025-11-03 12 MO SU / Annual

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VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	TIESMAN, CYNTHIA J TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2025-11-03 TRANSPOR / Annual
0.8	TRASK, LAURA MARIE GPE ESOL CLASSROOM ASSISTANT 9 MON SU	Grove Park Elementary	Effective 2025-11-10 9 MON SU / Annual
0.2	TRASK, LAURA MARIE GPE TITLE I ASSISTANT 9 MON SU	Grove Park Elementary	Effective 2025-11-10 9 MON SU / Annual

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VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	

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VI. Support Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous
BOYLES, APRIL DAWN WES CAFE VAN DRIVER 6.5 HOURS 9 MON SU	Wilkinson Elementary	Effective 2025-11-07 / redesignated from / WES CAFE ASSISTANT 5.75 HOURS / 9 MON SU
TONEY, YOLONDA P SUPPORT - CWL 12 M0 LNG TRM	COUNTY-WIDE LEAVE	Effective 2025-11-12 / redesignated from / CVA ST RECORD SEC 12 MO / LNG TRM
WENZEL, KATHRYN DIANE WES CAFE ASSISTANT 6.5 HOURS 9 MON SU	Wilkinson Elementary	Effective 2025-11-07 / redesignated from / WES CAFE ASSISTANT 5.5 HOURS / 9 MON SU

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VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	
	BALL, AMY MARIE RISK MANAGEMENT SPECIALIST CONFIDEN	BAF BENEFITS/INSURANCE	Effective 2025-11-17 /transfer from / BAF INSURANCE ASSISTANT
	CHAPMAN, KIMBERLY D ESE MEDICAID ASSISTANT 12 MO SU	Exceptional Student Education	Effective 2025-11-17 /transfer from / ESE PROG ACCT
	GLISSON, OLIVIA BRADLEY BAF INSURANCE ASSISTANT CONFIDEN	Grove Park Elementary	Effective 2025-12-01 /transfer from / GPE PRINCIPAL SECRETARY
	MELTON, WINONA LEONA TRN PAYROLLSEC 12 MO SU	Transportation	Effective 2025-11-03 /transfer from / TRN ROUTING SPECIALIST
	RAY, SHAQUITA OSSHAUN OHS CHILD CARE ASSISTANT 10 MONTH	Oakleaf High School	Effective 2025-09-02 /transfer from / OHS CHILD CARE ASSISTANT
	SAFI, SEMIN CHS CAFE ASSISTANT 4.5 HOURS 9 MON SU	Clay High	Effective 2025-11-03 /transfer from / CHS CAFE ASSISTANT 4.25 HOURS
0.9	SANTIAGO, ANGELA D KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	Effective 2025-11-03 /transfer from / KHH DROP OUT PREV. CR ASST
	SPRATLEY, LAURA MICHELLE PES SECRETARY 11 MO 11 MONTH	Robert M. Paterson Elementary	Effective 2025-11-03 /transfer from / PES IN SCHOOL SUSPENSION

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
0.9	ACRA, SUSAN A WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2025-11-06 RESIGNATION
	BUNTING, JAMIE LYNETTE PES CAFE ASSISTANT 3.5 HOURS 9 MON SU	Robert M. Paterson Elementary	Effective 2025-11-14 RESIGNATION
	CABIGAO, ELIZABETH ALAS OPH CUSTODIAN LNG TRM	Orange Park High	Effective 2025-10-30 RETIREMENT
0.9	COE MORRELL, CHRISTINA JO KHE TITLE I ASSISTANT 9 MON SU	Keystone Heights Elementary	Effective 2025-12-19 RESIGNATION
	DEGOTHSEIR, CHLOE DANIELLE BAF PAYROLL ASSISTANT CONFIDEN	BAF PAYROLL	Effective 2025-11-21 RESIGNATION
	ESPOSITO, JOHN MICHAEL TRN BUS DRIVER TRANSPOR	Transportation	Effective 2025-11-06 RESIGNATION
0.9	FISK, APRIL MARIE SBJ GENERAL ASSISTANT 9 MON SU	S. Bryan Jennings Elementary	Effective 2025-11-03 RESIGNATION
	KIRKPATRICK, TAYLOR JAMES ITS NETWORK SPECIALIST 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2025-11-14 RESIGNATION
	KNAUSS, ASHLEY ANN KHE CAFE ASSISTANT 4 HOURS 9 MON SU	Keystone Heights Elementary	Effective 2025-11-07 CONCLUDE EMPLOYMENT
	LAURIN BARWICK, STEPHANIE H TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2025-11-14 RESIGNATION
0.9	LEE, KORNEY NICOLEA OPJ TITLE 1 ASSISTANT 9 MON SU	Orange Park Jr High	Effective 2025-10-20 CONCLUDE EMPLOYMENT
	MARTINEZ, EDWIN JEREMY OLJ CAFE ASSISTANT 6.5 HOURS 9 MON SU	Oakleaf Junior High School	Effective 2025-11-07 CONCLUDE EMPLOYMENT
0.8	PONCE, CELESTE CITLALI GCJ ESOL CLASSROOM ASSISTANT 9 MON SU	Green Cove Springs Junior High	Effective 2025-11-21 RESIGNATION
	RAYMOND, SERGE GERARDO LAJ CUSTODIAN 12 MO SU	Lake Asbury Junior High School	Effective 2025-10-31 RESIGNATION
	REYNOLDS, LACY CHRISTINE SPC CAFE ASSISTANT 7 HOURS 9 MON SU	Swimming Pen Creek Elem	Effective 2025-10-22 RESIGNATION
	SIKES, JARED TROY MNT HVAC TECH 12 MO SU	Division of Support Srvcs	Effective 2025-11-17 RESIGNATION
	VANCE, CAROL JANE	INFORMATION AND TECH	Effective 2025-10-28

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
	ITS DATA SERVICES ASSISTANT 12 MO SU	SERVICES	Conclude Employment

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VI. Support Actions

F. SUPPLEMENT

	Name/Assignment	Site	Previous
0.5	LANOIR, JERARD TYLER OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
0.5	MEDLOCK, LAWARREN SEAQUESE CHS WRESTLING SUPPLEME	Clay High	Appointment
	SHIVER, JONATHAN HUNTER OHS BASEBALL HEAD SH SUPPLEME	Oakleaf High School	Appointment

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December 11, 2025 - Regular School Board Meeting

Title

C4 - Elementary Student Out of State Travel

Description

The School Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips supplement and enrich classroom instruction by providing learning experiences that will enhance mastery of the curriculum standards of the State of Florida. A field trip is defined as any planned, student-travel activity which is approved as part of the district's educational program and is under the direct supervision and control of an instructional staff member or any advisor as designated by the Superintendent.

Field Trips Details

School	Date	Destination	Group	Purpose
Doctors Inlet Elem.	**May 26, 2026**	**Valdosta, GA**	**6th grade**	Students will benefit educationally from this field trip by engaging in hands-on, real-world learning experiences that connect science, math, and environmental concepts to the natural world and theme park operations. They will also have the opportunity to apply problem-solving and critical-thinking skills in a fun, interactive setting.

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Gap Analysis

Field trips provide students with a window to the real world that they don't get in the classroom, and they can help students understand real-world applications to abstract concepts.

Previous Outcomes

All out of county activity trips are selected, planned, evaluated, and approved or rejected in conformity with written district policy.

Expected Outcomes

It is important to recognize that learning outcomes from field trips can range from cognitive to affective outcomes. Exposing students to new experiences and can increase interest and engagement in academics regardless of prior interests.

Strategic Plan Goal

Ensure that every classroom provides a quality and rigorous instructional experience in order to elevate student outcomes.

Recommendation

That the Clay County School Board approve out of state student travel.

Contact

Roger Dailey, Chief Academic Officer; roger.dailey@myoneclay.net; 904-336-6904

Heather Teto, Chief of Elementary Education, heather.teto@myoneclay.net; 904-336-6906.

Financial Impact

None

Review Comments

Attachments

- Elem. Out of State Travel.pdf

DRAFT

Clay County District Schools
Field Trip Request Form

School Requesting:	*EL* Doctors Inlet Elementary
Staff Requesting:	Hannah Long, Teacher hannah.long@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade 5th and 6th Grade NA
Destination:	Wild Adentures, 3766 Old Clyattville Rd, Valdosta, GA 31601
Education Value	Students will benefit educationally from this field trip by engaging in hands-on, real-world learning experiences that connect science, math, and environmental concepts to the natural world and theme park operations. They will also have the opportunity to apply problem-solving and critical-thinking skills in a fun, interactive setting.
FLDOE Standards/Benchmarks	SC.5.L.17.1 – Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments. SC.6.L.14.2 – Investigate and explain how the structure and function of cells, tissues, organs, and organ systems support the life of organisms.
Field Trip Details: Start/End Date/Time	Starts: 5/26/2026 7:00:00 Ends: 5/26/2026 19:00:00
Overnight:	No
Out-Of-State:	Yes
Type of Transportation:	Charter Bus
Charter Bus Company (if applicable):	Echo East Coach Transportation
Legal Name of Approved Drivers (if applicable)	NA
Anticipated # of Students:	120
Cost Per Student and What it Covers:	100 Entry to the park, lunch, bus transportation
Anticipated # of Chaperones:	12
Cost Per Chaperone and What it Covers:	100 Entry to the park, lunch, bus transportation
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.

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Budget Code/Course to Be Charged:	Internal Account #3106
Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	*Hannah Long* 10/23/2025 15:33:37
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 10/24/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 10/27/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here

***District Use Only**
☑ ADMINISTRATIVELY APPROVED: Pending School Board approval for next School Board meeting on (Date) 12-11-25
☐ ADMINISTRATIVELY APPROVED: Received too late for the upcoming School Board meeting on (Date)_____. Item will be placed on the following School Board meeting agenda for retroactive approval on (Date) _____.
☐ CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C5 - School Affiliation Agreement between Baptist Health and The School Board of Clay County, Florida, Department of Career and Technical Education

Description

The Department of Career and Technical Education, a subpart of the School District of Clay County, Florida, seeks to enter into an Agreement with Baptist Health, for the purpose of allowing CTE Health Science interns to complete their internship at Baptist Health medical centers, specifically Baptist Health in Fleming Island, FL. The attached School Affiliation Agreement sets forth the terms by which that can be accomplished.

Gap Analysis

The Certified Nursing Assistant (CNA) industry certification requires students to participate in clinical hours at a hospital to earn their CNA certification. Baptist Health allows CTE students to conduct these clinical hours at their hospital. Industry certifications prepare students for college and careers, provide bonus funding for CTE programs, and contribute to each school's grade from FLDOE.

Previous Outcomes

N/A

Expected Outcomes

Hands-on experiences like clinical rotations in healthcare facilities prepare students for college and careers. Additionally, an increase in CNA industry certifications is also expected.

Strategic Plan Goal

Strategy 1.3: Prepare all students to be full option graduates who are prepared for college, eligible to enlist in military services, or able to compete in the workforce.

Recommendation

Approve Affiliation Agreement.

Contact

Kelly Mosley, Supervisor of Career and Technical Education, 904-336-4503, kelly.mosley@myoneclay.net

Financial Impact

None

Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C6 - K-12 Academic Services Out of State and Overnight Student Travel

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Description

The School Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips supplement and enrich classroom instruction by providing learning experiences that will enhance mastery of the curriculum standards of the State of Florida. A field trip is defined as any planned, student-travel activity which is approved as part of the district's educational program and is under the direct supervision and control of an instructional staff member or any advisor as designated by the Superintendent.

Field Trips Details

School	Date	Destination	Group	Purpose
District Office	3/31 - 4/3/26	Lakeland, FL	Science	State Science fair competition
District Office	5/10 - 5/15/26	Phoenix, AZ	Science	National Science fair competition
Clay High	5/1 - 5/4/26	Pigeon Forge, TN	Chorus	Choral competition at Dollywood
Clay High	2/27 - 2/28/26	Adel, GA	Baseball	Baseball Tournament
Keystone Heights High	2/2 - 2/3/26	Orlando, FL	Culinary	Culinary competition
Middleburg High	2/26 - 2/28/26	Montverde, FL	Softball	Softball Tournament
Middleburg High	1/23 - 1/24/26	Waycross, GA	NJROTC	Area 10 Air Rifle competition
Oakleaf High	12/12/25 - 3/8/26	Various location see schedule	Wrestling	Wrestling tournaments
Oakleaf High	12/6/25	Waycross, GA	NJROTC	Air Rifle tournament
Oakleaf High	11/22/25	Waycross, GA	NJROTC	Air Rifle training/practice
Orange Park HIgh	11/14 - 11/17/25	Ocala, FL	Swimming	FHSAA 3A State Swimming Championship
Ridgeview High	2/5 - 2/9/26	Kissimmee, FL	Cheerleading	UCA National competition
Ridgeview High	1/21 - 1/22/26	Lakeland, FL	Cheerleading	FHSAA State Cheer Championship
Ridgeview High	12/12 - 12/13/25	Orlando, FL	Cheerleading	UCA Regional competition
Ridgeview High	1/23 - 1/24/26	Waycross, GA	NJROTC	Area 10 Air Rifle championship

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Gap Analysis

Field trips provide students with a window to the real world that they don't get in the classroom, and they can help students understand real-world applications to abstract concepts.

Previous Outcomes

All out of county activity trips are selected, planned, evaluated, and approved or rejected in conformity with written district policy.

Expected Outcomes

It is important to recognize that learning outcomes from field trips can range from cognitive to affective outcomes. Exposing students to new experiences and can increase interest and engagement in academics regardless of prior interests.

Strategic Plan Goal
Ensure that every classroom provides a quality and rigorous instructional experience in order to elevate student outcomes.

Recommendation
That the Clay County School Board approve out of county student travel.

Contact
Roger Dailey, Chief Academic Officer; roger.dailey@myoneclay.net; 904-336-6904
Treasure Pickett, Chief of Secondary Ed; treasure.pickett@myoneclay.net; 904-336-6918

Financial Impact
None

Review Comments

Attachments

- December 2025 Student Travel.pdf

DRAFT

12/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*OTH* District Office
Staff Requesting:	Kathryn Ruelas, Specialist kathryn.ruelas@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Science N/A
Destination:	RP Funding Center 701 W Lime St, Lakeland, FL 33815
Education Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 3/31/2026 8:00:00 Ends: 4/3/2026 14:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Rental Vans
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Kathryn Ruelas, William Derousie, Bethany Derousie
Anticipated # of Students:	10
Cost Per Student and What it Covers:	Cost is covered by Title IV Grant Transportation, hotel, affiliation fees, per diem cost
Anticipated # of Chaperones:	3
Cost Per Chaperone and What it Covers:	Cost is covered by Title IV Grant Transportation, hotel, affiliation fees, per diem cost
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Title IV
Blanket Request:	No
Schedule for Blanket Requests:	

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(if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	*Kathryn Ruelas* 11/3/2025 14:56:10
Principal Signature and Date	~~Principal Signs Here~~ Principal Inserts Date Here
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here

***District Use Only**
☑ ADMINISTRATIVELY APPROVED: Pending School Board approval for next School Board meeting on (Date) 12/25
☐ ADMINISTRATIVELY APPROVED: Received too late for the upcoming School Board meeting on (Date)_____. Item will be placed on the following School Board meeting agenda for retroactive approval on (Date) _____.
☐ CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.

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12/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*OTH* District Office
Staff Requesting:	Kathryn Ruelas, Specialist kathryn.ruelas@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Science N/A
Destination:	Phoenix Convention Center 100 N 3rd St, Phoenix, AZ 85004
Education Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 5/10/2026 8:00:00 Ends: 5/15/2026 22:00:00
Overnight:	Yes
Out-Of-State:	Yes
Type of Transportation:	Commercial Airline, Rental Car
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Kathryn Ruelas
Anticipated # of Students:	2
Cost Per Student and What it Covers:	Cost is covered by Title IV funds transportation, hotel, per diem, affiliation and registration fees
Anticipated # of Chaperones:	1
Cost Per Chaperone and What it Covers:	Cost is covered by Title IV funds transportation, hotel, per diem, registration fees
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Title IV
Blanket Request:	No
Schedule for Blanket Requests:	

DRAFT

(if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Kathryn Ruelas 11/4/2025 8:27:04
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here

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12/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Clay High
Staff Requesting:	Prince Byrd, Teacher prince.byrd@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Fine Arts N/A
Destination:	Dollywood, Pigeon Forge, Tennessee - 2700 Dollywood Parks Blvd, Pigeon Forge, TN 37863
Education Value	Students will compete in a choral competition and in the process evaluate their own performance in a competitive scenario and evaluate the performances of other groups.
FLDOE Standards/Benchmarks	MU.912.C.2.3 Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. MU.912.C.2.2 Evaluate performance quality in recorded and/or live performances. MU.912.C.3.1 Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
Field Trip Details: Start/End Date/Time	Starts: 5/1/2026 9:00:00 Ends: 5/4/2026 21:00:00
Overnight:	Yes
Out-Of-State:	Yes
Type of Transportation:	Charter Bus
Charter Bus Company (if applicable):	MCA Transportation
Legal Name of Approved Drivers (if applicable)	N/A
Anticipated # of Students:	50
Cost Per Student and What it Covers:	$526 MSB Fee, Transportation, Hotel, Dollywood Tickets and Competition Entry

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3r

Anticipated # of Chaperones:	5
Cost Per Chaperone and What it Covers:	$502 MSB Fee, Transportation, Hotel, Dollywood Tickets
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Chorus 2200
Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Prince Byrd 10/13/2025 10:45:19
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 10/20/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 10/24/25

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12/11/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Clay High
Staff Requesting:	Joshua Persinger, Coach joshua.persinger@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Baseball
Destination:	Cook County HS, 9900 GA-37, Adel, GA 31620
Education Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 2/27/2026 11:00:00 Ends: 2/28/2026 15:00:00
Overnight:	Yes
Out-Of-State:	Yes
Type of Transportation:	Private Vehicle(s)
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Joshua Persinger, Travis McQuaig, John Rosette
Anticipated # of Students:	20
Cost Per Student and What it Covers:	75 Travel, Hotel, Meal Money
Anticipated # of Chaperones:	4
Cost Per Chaperone and What it Covers:	75 Travel, Hotel, Meal Money
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Baseball,1141
Blanket Request:	No
Schedule for Blanket Requests:	

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(if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	*Joshua Persinger* 11/10/2025 13:38:13
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 11/10/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 11/12/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 11/13/25

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12/11/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Keystone Heights Junior/Senior High
Staff Requesting:	Laura Leach, Teacher laura.leach@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade CTE N/A
Destination:	UCF Rosen College of Hospitality Management, 9907 Universal Blvd., Orlando, Florida 32819
Education Value	Students are competing in STAGE TWO: Top 10 selected teams to Orlando on Tuesday, December 2, 2025. Students could possibly be competitors in STAGE THREE: Top 3 selected teams cook and present handheld in Orlando on Tuesday, February 3, 2026.
FLDOE Standards/Benchmarks	14.01 Explore competitions and scholarship opportunities available to the culinary student. 47.06 Create a meal and present it to a panel.
Field Trip Details: Start/End Date/Time	Starts: 2/2/2026 14:30:00 Ends: 2/3/2026 19:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	District Vehicle
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Laura M. Leach
Anticipated # of Students:	5
Cost Per Student and What it Covers:	$50.00 Food
Anticipated # of Chaperones:	1
Cost Per Chaperone and What it Covers:	$100.00 Food
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.

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Budget Code/Course to Be Charged:	3180 CTE Culinary
Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Laura M. Leach 11/4/2025 14:36:13
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here Barry Tuckwood 11/5/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here Hilton 11/6/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here D. Blue 11/10/25

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12/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Middleburg High
Staff Requesting:	Ashley Houston, Coach ashley.houston@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Softball
Destination:	Montverde Academy, 17235 Seventh St., Montverde, FL 34756
Education Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 2/26/2026 12:00:00 Ends: 2/28/2026 22:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Private Vehicle(s)
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Ashley Houston, Steve Houston
Anticipated # of Students:	12
Cost Per Student and What it Covers:	75 hotel, gas
Anticipated # of Chaperones:	4
Cost Per Chaperone and What it Covers:	0 N/A
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	1146
Blanket Request:	No
Schedule for Blanket Requests:	

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(if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Ashley Houston 8/21/2025 8:20:53
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 10/15/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 10/24/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 10/24/25

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12/11/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Middleburg High
Staff Requesting:	Shannon Clark, Teacher shannon.clark@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade ROTC N/A
Destination:	Ware County Shooting Complex, 950 New Mexico Ave, Waycross GA.
Education Value	Competing in Area 10 Shoulder to Shoulder Air Rifle Competition
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 1/23/2026 15:00:00 Ends: 1/24/2026 17:00:00
Overnight:	Yes
Out-Of-State:	Yes
Type of Transportation:	Private Vehicle(s)
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Shannon Clark
Anticipated # of Students:	4
Cost Per Student and What it Covers:	0 N/A
Anticipated # of Chaperones:	1
Cost Per Chaperone and What it Covers:	0 N/A
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	3167
Blanket Request:	No
Schedule for Blanket Requests:	

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4/4

(if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Shannon Clark 10/30/2025 10:41:03
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 11/3/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 11/6/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 11/10/25

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12/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Oakleaf High
Staff Requesting:	Rory Roderick, Coach rory.roderick@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Wrestling, Boys and Girls
Destination:	Alachua County Sports & Event Center, 4870 celebration pointe ave, gainesville, fl 32608; Advent Fieldhouse & convention center; 210 Cypress Gardens Blvd, Winter Haven, Fl 33880; Orange City University 1000 W Rhode Island Ave, Orange City, Fl 32763; Wolfson High School, 7000 Powers Ave, Jacksonville, Fl 32217; Fletcher High School 700 Seagate Ave, Neptune Beach, Fl 32266; Osceola High School 420 S Thacker Ave, Kissimmee, Fl 34741; Fleming Island High School, 2233 Village square pkwy, Fleming Island Fl 32003; Flagler Palm Coast High School, 5500 state rte 100, palm coast, fl 32164; 1149 w 13th st jacksonville fl 32209; Lincoln High School, 3838 Trojan Trail, Tallahassee, Fl 32311; Mosely High School, 501 Mosely Drive, Lynn Haven, Fl 32444; Silver Spurs Arena, 1875 Silver Spur Ln, Kissimmee, Fl 34744
Education Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 12/12/2025 0:00:00 Ends: 3/8/2026 12:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Private Vehicle(s)
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Rory Roderick and Paul Bess
Anticipated # of Students:	14
Cost Per Student and What it Covers:	0 N/A
Anticipated # of Chaperones:	5

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Cost Per Chaperone and What it Covers:	0 n/a
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Wrestling - 1126
Blanket Request:	Yes
Schedule for Blanket Requests: (if applicable)	https://drive.google.com/open?id=1gfjqfCJUScKZFsmMLsrWnU18bYUW7AtFmAmdyO4vf_E
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Rory Roderick 10/22/2025 12:52:44
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 10/23/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 10/24/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 10/24/25

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Oakleaf Knights Wrestling 2025-2026
Boys and Girls Regular Season Schedule

Date	Event	Location	Wrestling Time
12/05	6th Annual Friday Knight Lights A Team B Team Girls + Junior High work tables)	Oakleaf High School	3:30 pm
12/09	Wrestling Dual vs. Middleburg A Team B Team Girls	Oakleaf High School	5:30 pm
12/12 - 12/13	Bobcat Round Robin A Team B Team Girls	Alachua County Sports & Event Center	10 am on 12/12 9 am on 12/13
12/20	5th Annual Hammer Invitational A Team (B Team works tables)	Oakleaf High School	9:30 am
12/19 - 12/20	Knockout Christmas Classic Girls	Osceola High School	9 am on 12/19 8:30 am on 12/20
01/02 - 01/03	Braves Invitational A Team B Team Girls	Advent Fieldhouse Winter Haven, FL	10:30 am
01/10	District Duals A Team B Team	Fletcher High School	TBA
01/10	Clash of the Titans Girls	Orange City University	10:00 am
01/14	Senior Knight vs. Orange Park A Team B Team Girls	Oakleaf High School	5:30 pm
01/15	Regional Duals A Team	TBA	TBA
01/17	Wolfpack Challenge A Team or B Team	Wolfson High School	9:30 am
01/17	Girls Brawl in Duval Girls	Fletcher High School	10:30 am
01/23	2nd Annual Ladies Knight Out Girls (A Team B Team work tables)	Oakleaf High School	3:30 pm
01/23 - 01/24	State Duals	Osceola High School	TBA
01/28	Dual @ Fleming Island HS A Team B Team	Fleming Island High School	6:00 pm
01/31 - 02/01	40th Annual Flagler Rotary A Team	Flagler Palm Coast High School	1:30 pm 01/31 9 am 02/01
01/31	Stanton Invitational B Team	Stanton Preparatory Academy	TBA
01/31	Lady Trojan Girls	Lincoln High School	10:30 am

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Oakleaf Knights Wrestling 2025-2026
Boys and Girls Wrestling Post Season Schedule

Date	*Event*	*Location*	*Time*
TBA	***JV State** (hotel)*	*Osceola High School*	*TBA*
TBA	***Girls Districts***	*TBA*	*TBA*
02/16	***Boys Districts***	*TBA*	*TBA*
02/21	***Girls Regionals***	*Mosely High School*	*TBA*
02/27 - 02/28	***Boys Regionals***	*TBA*	*TBA*
03/05 - 03/07	***FHSAA 3A State Championships***	*Silver Spurs Arena*	*TBA*

DRAFT

12/11/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Oakleaf High
Staff Requesting:	jamielee Willis, Department Head jamie.willis@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade ROTC N/A
Destination:	Mike Roess Gold Head Branch State Park, Ware County Shooting Complex 950 New Mexico Ave Waycross, Ga.31503
Education Value	Team work
FLDOE Standards/Benchmarks	Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories
Field Trip Details: Start/End Date/Time	Starts: 12/6/2025 8:00:00 Ends: 12/6/2025 15:00:00
Overnight:	No
Out-Of-State:	Yes
Type of Transportation:	District Vehicle
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Jamie Willis
Anticipated # of Students:	13
Cost Per Student and What it Covers:	30 Meal, event entry fee, awards
Anticipated # of Chaperones:	2
Cost Per Chaperone and What it Covers:	0 N/A
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	3167
Blanket Request:	No

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Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Jamielee Willis 11/4/2025 8:54:54
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 11/6/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 11/7/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 11/12/25

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DRAFT

2025 CMP Gary Anderson Invitational
November 22nd, 2025

www.warecountyrifle.com **warecountyrifle@gmail.com**
HOSTED BY WARE COUNTY JR. RIFLE TEAM

Welcome to our Meg-A-Link Total Electronic Scoring System Rifle Range

Saturday November 22nd 2025 1st relay starts at 9:00
Range will be open at 7:30am for sign in and registration

EVENT

Three-Position Air Rifle Tournament: This tournament has four competition events: Individual Sporter, Individual Precision, Team Sporter and Team Precision. All competitors will fire a three-position 3X20 course of fire in order of Kneeling, Prone and Standing followed by a 10-shot final that will be fired immediately following each relay. For individual rankings, the 10-shot final round scores will be added to the 60-shot scores of the competitors who had the top eight sporter and precision class 60-shot totals (Rule 10.1.3.) The individual 3X20 scores fired by the four members on each team will be used to determine team winners. Final round scores are not used for team totals. Loaner rifles will be available for anyone who does not have a sporter class air rifle.

TEAM EVENTS

All teams are 4-member teams that represent a school or club. Teams may enter as scholastic or club in the sporter or precision class. Mixed teams (precision and sporter) must shoot as precision teams. Schools may enter as many teams as they wish. All team members do not have to shoot on the same relay as long as all team members are named at registration.

NEW SHOOTER

New Shooters are classified as those athletes who started shooting starting after April 1 of the current year. This applies to the start of an athlete's time in the sport. Athletes are not new to the category of Precision if they have previously participated in the Sporter category. Upon registration, select Yes if you started shooting after April 1. Those athletes in the New Shooter category that finish in the top 40% of new shooters will receive an Achievement Pin. See Awards.

RULES

The competition will be governed by the 2024-2026 National Standard Three-Position Air Rifle Rules. Copies of the rules may be downloaded from the CMP website at http://thecmp.org/youth/air/national-standard-three-position-air-rifle-rules/. The match is sanctioned by the National Three-Position Air Rifle Council as a CMP Cup Match so that scores may be recognized as National Records and competitors can earn EIC credit points that count towards earning the Junior Distinguished Badge.

DRAFT

WHAT TO BRING. Shooters will not need spotting scopes, Compressed air will be provided.
Our Range is a 40 Firing Point Megalink Full Electronic range with Cameras allowing outside viewing

- THE RANGE IS LOCATED AT:
  Ware County Shooting Complex
  950 New Mexico Avenue
  Waycross, GA. 31503

- POINT OF CONTACT:
  Maurice England
  2469 Minnesota Avenue
  Waycross, GA. 31503

  Phone # 1-912-281-3200 e-mail: warecountyrifle@gmail.com
  Web page www.warecountyrifle.com

Concessions will be available for purchase during the match. We accept debit cards, Venmo and cash.

If you have a relay preference, please let us know. Otherwise, relays will be assigned based upon registration. .

Maurice England 912 281-3200 Louise England 912-283-0815

2025 CMP Gary Anderson Invitational	
Name of Team	Oakleaf H.S.
Name of Coach	MCyS3T Willis
Cell #	850-525-8723
E-mail	jamie.willis@myokclay.net
Team / Shooter Name	

Number of shooters		X $30.00	
Number of teams		1	
Total		120.00	

Please make checks payable to **Ware County Rifle Team

Saturday November 22nd 2025

Preferred Relay (Relays cannot be guaranteed unless fees are paid in advance)

# 1 relay	9:00a.m.	Air Rifle
# 2 relay	12:00 a.m.	Air Rifle
# 3 relay	3:00 P.M.	Air Rifle

8 teams each relay

When you send the name of your shooters, include their CMP#.

	Name	P/A or Sporter	CMP #	Birthday	M /F	School / Club Name
	TEAM # 1					
1						
2						
3						
4						
	TEAM # 2					
1						
2						
3						
4						
	INDIVIDUAL					
1						
2						
3						
4						

If you have any questions, please give us a call at (912) 281-3200

Or e-mail me at warecountyrifle@gmail.com

DRAFT

Naval Junior Reserve Officers' Training Corps
NJROTC Area Manager
Area Ten
P.O. Box 152
NAS Jacksonville, FL 32212

2 July 2025

From: NJROTC Area Manager, Area Ten
Ridgeview H.S. NJROTC
To: NJROTC Area Ten

Subj: **NJROTC AREA 10 ORIENTEERING CHAMPIONSHIP 2025 LETTER OF INSTRUCTION**

Encl: (1) Registration Form
(2) Liability Indemnity Form
(3) Safety Brief
(4) Directions

DRAFT

1. Ridgeview High School, the Florida Orienteering Club, and the Suncoast Orienteering Club will host a sanctioned orienteering meet at Mike Roess Gold Head Branch State Park on Saturday, 6 DEC 2025. We will be at Pavilion 16. This is the Area 10 Orienteering Championship. All Florida JROTC units are welcome to compete. The park does not open until 0800. Please try not to arrive early because it is not safe to park alongside the highway. We will pay all the park entrance fees ($2 per person) so that there will be no line of vehicles backing up on the highway. The event will NOT be canceled for rain unless there is lightning. The makeup date is Sunday, 7 DEC. No cadet will be allowed to run if he or she cannot use his or her compass to point to the panic azimuth, which is WEST. **Instructors MUST give their cadets the attached Safety Brief. There is some very important information that your cadets must know before they run. All cadets must bring a camelback or a backpack with at least two water bottles**, a compass, and a whistle. **FULLY CHARGED Cell phones are strongly encouraged but** may only be used if a cadet gets lost. Make sure your cadets don't drain their batteries listening to music on the trip to the meet. The SI system with finger sticks will be used. The first run will go at 0900. The second block starts at 1030. Be sure your cadets are at the starting line at least 10 minutes before their start time. The cost is $13 per runner plus $15 each for T-shirts, with a $2 upcharge for XXL. A hot hamburger **and** hot dog, chips, cookies, and soda or water will be available for $8.00 per cadet. Seconds are usually available. Instructors, chaperones, and all adults are free. 169-ص 195-ص 104-ق

2. Courses consist of Yellow and separate Orange and Green for males and females. Male and female courses are just as difficult; however, the female courses are slightly shorter. Yellow is restricted to cadets who are orienteering in their first year. Overall trophies, per Florida JROTC rules, will be computed by adding together the three top scores of your top Orange team x 1 and the three top scores of your top Green team x 1.5. Yellow team scores do not count towards the overall school trophies. Medals will be awarded to the top five males and females on each course. First through fifth place trophies will be awarded for each course, as well as overall school trophies. Top-scoring cadets from every school on each course will receive a medal.

3. For teams to participate in the Area-10 Orienteering Championship, they must qualify at one of the meets below:

a. Brunswick's Pirate's Classic O-Meet" Brunswick, GA (4 OCT 2025)
b. Orange Park Dunns Creek State Park, Pomana Park, FL (25 OCT 2025)

The top 10 Area-10 schools in each of these meets will automatically qualify for the Championship. However, non-qualifying schools are welcome to submit standby team(s).

Note: Dual qualification will be allowed, but must occur at the same meet. In other words, if a school/unit has two separate teams finish in the top 10 in the same event, both teams will qualify for the Championship. At a minimum, one of the two qualifying teams must have a Varsity (Green/Brown) team entered in the event. A maximum of two teams per unit may qualify.

c. Competing teams in the Championship event do not need to field a team on all three courses; however, for any team/school to participate, they MUST field at least a full team (3-5 runners) on the Green/Brown (Varsity) or Orange (Junior Varsity) course. A max of 5 cadets may be entered on any one course.

Register your team HERE NO LATER THAN 14 NOV for all Area 10 qualifying schools, after which time any other Area 10 and Florida schools may enter until the entry limit (450 runners) is reached or by 17 NOV, whichever comes first. **17 NOV is a hard deadline for all entries in order to order t-shirts.**

Schools can place as many cadets as desired on any course; however, only the top 3 runners' scores will be used for competition computations. Be sure to open the MASTER ROSTER tab in the registration spreadsheet to fill in your cadet's name, school abbreviation, sex, course level, T-Shirt size, and SI number (if you have your own). If you do not have your own, then type in "rent" and you can rent finger sticks for $3 each. If you do not know your school's abbreviation, check the tab with all the abbreviations. If your school's abbreviation is not listed, please call me at 719-649-6395. If you wish to enter a second (or third) team, be sure to identify your teams with a 2 or 3 after your school abbreviation on the MASTER ROSTER tab (i.e. RGVW2 for Ridgeview High School's second team). Also, be sure to enter instructor/adult t-shirt sizes in the master roster. Just type in the name, school, and t-shirt size.

4. Cadets must complete indemnity forms and return them to their SNSI/NSI. Instructors will verify the accuracy and completeness of forms and scan all forms into **ONE PDF** file and email to: Heery.Sean.SNSI@NavyJROTC.org no later than 17 November.

5. **Required smartphone preps for orienteering participants:**

For safety and event management reasons, we **STRONGLY** request all participants and support staff get the following 2 apps installed and set up on their phones **before** coming to the orienteering event:

what3words

Incredibly useful app for conveying precise locations anywhere in the world using a 3-word address. Such addresses can be easily communicated via voice or text message and can be fed into navigation apps like Waze and Google Maps to obtain turn-by-turn directions to the corresponding locations.

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2025 AREA 10 Championship Orienteering Meet Dec 6th

Name of Leader	EMAIL		SCHOOL	Starting Block 0900 or 1030	# of Female Yellow	# of Male Yellow	# of Female Orange	# of Male Orange	# of Female Green	# of Male Green	Total # of Runners	Total per runner ($11.00 map & $2 park fee)	Rental E-Sticks ($3 ea)	Total Fee for Rental E-Sticks	Total T-Shirts $15 with $2 upcharge for XXL	Total # of Meals $12 each	Total Cost of Meals	Grand Total (includes $150 Per Team Registration Fee) Make school checks out to: Ridgeview HS	Paid
LtCol Heery	heery.sean.snsi@navyjrotc.org	719-649-6395	RGVW		1	1					2	$26.00		$0.00	$0.00	10	$80.00	$256.00	
CPO Ingram	ingram.daniel.nsi@navyjrotc.org	775-515-5700	Vanguard HS	0900	2	1	1	3	2	2	11	$143.00		$0.00	$0.00		$0.00	$293.00	
CMSgt Ed Spiezio	spiezioed@nassau.k12.fl.us	904-583-4173	West Nassau	1030							0	$0.00		$0.00	$0.00		$0.00	$150.00	
CMDCM Green	green.donald.nsi@navyjrotc.org	904-482-2364	Clay	0900							0	$0.00		$0.00	$0.00		$0.00	$150.00	
CMDCM Dee Spears	spears.duane.nsi@navyjrotc.org	904-864-6149	Nease	0900	3	7	3	7	3	7	30	$390.00		$0.00	$450.00	30	$240.00	$1,230.00	$1,190.00
SCPO Willis	sheldon.willis@gocats.org	904-742-7824	Valdosta	1030							0	$0.00		$0.00	$0.00		$0.00	$150.00	
CDR Clark	clark.shannon.snsi@navyjrotc.org	904-887-8832	Middleburg	0900	0	0	1	4	2	3	10	$130.00		$0.00	$180.00	10	$80.00	$540.00	
MGySgt J.L. Willis	willis.jamie.snsi@navyjrotc.org	850-529-8723	Oakleaf	1030	5	1	0	4	0	3	13	$169.00	0	$0.00	$0.00	15	$120.00	$439.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
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											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
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											0	$0.00		$0.00	$0.00		$0.00	$150.00	
											0	$0.00		$0.00	$0.00		$0.00	$150.00	
					11	10	5	18	7	15	66								

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12/11/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Oakleaf High
Staff Requesting:	Jamielee Willis, Coach jamie.willis@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade ROTC N/A
Destination:	Ware County Shooting Range 950 New Mexico Ave Waycross, Ga. 31503
Education Value	N/A
FLDOE Standards/Benchmarks	Demonstrate competency in many, and proficiency in a few, movement forms from a variety entify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.
Field Trip Details: Start/End Date/Time	Starts: 11/22/2025 9:00:00 Ends: 11/22/2025 15:00:00
Overnight:	No
Out-Of-State:	Yes
Type of Transportation:	Enterprise Rental
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	N/A
Anticipated # of Students:	4
Cost Per Student and What it Covers:	$30.00 competition Fees
Anticipated # of Chaperones:	1
Cost Per Chaperone and What it Covers:	$0.00 N/A
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	1220

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6.1

Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Jamie Lee Willis 10/29/2025 7:58:46
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 10/29/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 11/6/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 11/12/25

***District Use Only**
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☐ CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.

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12/25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Orange Park High
Staff Requesting:	Susan Johnson, Coach susan.johnson@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics N/A
Destination:	FHSAA 3A State Championships, Florida Aquatics Swimming and Training pool, 4635 SW 67th Ave, Ocala, FL 34474
Education Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 11/14/2025 12:00:00 Ends: 11/17/2025 10:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Rental Van
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	N/A
Anticipated # of Students:	2-6 - Impossible to know for sure until 5 days before the meet.
Cost Per Student and What it Covers:	$200 Per diem, rental van, hotel rooms
Anticipated # of Chaperones:	2 Coaches
Cost Per Chaperone and What it Covers:	$200 Per Diem, rental van, hotel rooms
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Athletics
Blanket Request:	No

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Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Susan Andra Johnson 10/23/2025 11:21:07
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 10/28/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 10/28/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 11/4/25

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☐ CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.

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10-22-25

Clay County District Schools
Field Trip Request Form

R/25

School Requesting:	*HS* Ridgeview High
Staff Requesting:	Abigale Anderson , Coach abigale.anderson@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Competitive Cheerleading
Destination:	UCA Nationals / ESPN Wide World of Sports / 700 S Victory Way, Kissimmee, FL 34747
Education Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 2/5/2026 15:00:00 Ends: 2/9/2026 17:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Parents will drive their students.
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	N/A
Anticipated # of Students:	14
Cost Per Student and What it Covers:	$500-$900 Depending on the package the parents agree too, we will either be staying at a hotel on Disney property or staying at a different hotel that is not linked to Disney. With this fee, it includes their competition entry fee, their park tickets, transportation to and from the park and the competitions.
Anticipated # of Chaperones:	2 Coaches
Cost Per Chaperone and What it Covers:	$500-$900 Depending on the package the parents agree too, we will either be staying at a hotel on Disney property or staying at a different hotel that is not linked to Disney. With this fee, it includes their competition entry fee, their park tickets, transportation to and from the park and the competitions.

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Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Cheer 1200
Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	*Abigale Anderson* 10/1/2025 12:33:37
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 10/1/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 10/24/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here D. Lee 10/29/25

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10-22-25

Clay County District Schools
Field Trip Request Form

12/25

School Requesting:	*HS* Ridgeview High
Staff Requesting:	Abigale Anderson , Coach abigale.anderson@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Competitive Cheerleading
Destination:	FHSAA State Championships, RP Funding Center, 701 W Lime Street, Lakeland, FL 33815
Education Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 1/21/2026 15:00:00 Ends: 1/22/2026 19:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Parents will drive their students.
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	N/A
Anticipated # of Students:	14
Cost Per Student and What it Covers:	0 Students do not pay this competition fee.
Anticipated # of Chaperones:	2 Coaches
Cost Per Chaperone and What it Covers:	0 Chaperones do not pay this competition fee.
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Cheer 1200
Blanket Request:	No

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Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Abigale Anderson 10/1/2025 12:27:28
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 10/1/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 10/24/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 10/29/25

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☐ CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.

DRAFT

10-22-25

Clay County District Schools
Field Trip Request Form

12/15

School Requesting:	*HS* Ridgeview High
Staff Requesting:	Abigale Anderson , Coach abigale.anderson@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Competitive Cheerleading
Destination:	UCA Regionals, 9800 International Drive, Orlando, FL 32819
Education Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 12/12/2025 15:00:00 Ends: 12/13/2025 21:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Parents will drive their students.
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	N/A
Anticipated # of Students:	14
Cost Per Student and What it Covers:	0 Students do not pay this competition fee.
Anticipated # of Chaperones:	2 Coaches
Cost Per Chaperone and What it Covers:	0 Chaperones do not pay this competition fee.
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Cheer 1200
Blanket Request:	No
Schedule for Blanket Requests:	

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(if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	*Abigale Anderson* 10/1/2025 12:18:12
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 10/1/25
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 10/24/25
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 10/29/25

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12/11/25 TPD25

Clay County District Schools
Field Trip Request Form

School Requesting:	*HS* Ridgeview High
Staff Requesting:	Sean Heery, JROTC Instructor sean.heery@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade ROTC N/A
Destination:	Ware County Shooting Complex, 950 New Mexico Ave, Waycross, GA
Education Value	Cadets will compete in the Area 10 Air Rifle Championships which will test their athletic ability, self discipline and attention to detail.
FLDOE Standards/Benchmarks	PE.912.C2, PE.912.5
Field Trip Details: Start/End Date/Time	Starts: 1/23/2026 15:00:00 Ends: 1/24/2025 16:00:00
Overnight:	Yes
Out-Of-State:	Yes
Type of Transportation:	Enterprise rental car
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Sean Heery, LtCol USMC Ret
Anticipated # of Students:	4
Cost Per Student and What it Covers:	0 yes
Anticipated # of Chaperones:	2
Cost Per Chaperone and What it Covers:	0 yes
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	3167
Blanket Request:	No

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C7 - Addition of a component to the Professional Learning Catalog to provide additional professional learning opportunities for Deans.

Description

The Florida legislature recognizes the importance of planning for developing human potential and requires each district to develop a comprehensive Professional Learning Catalog, which outlines the professional learning opportunities available to CCDS teachers. Each district is required to update, revise, and submit a Professional Learning Catalog to provide a detailed description of each professional learning component. Each unique type of professional learning experience requires a corresponding component. Changes to the professional learning catalog are required to be approved by the board.

Gap Analysis

Deans have unique professional learning needs. While they do benefit from many of the professional learning sessions that are currently offered, there is a need for more specific learning opportunities tailored to their context. A component for Dean Professional Learning will be added to the Professional Learning Catalog to allow Deans to be awarded points for engaging in these professional learning opportunities.

Previous Outcomes

The 2025-2026 CCDS Professional Learning Catalog was approved in May 2025.

Expected Outcomes

The CCDS Professional Learning Catalog will include a new component for Dean Professional Learning and will allow Deans to earn in-service points for this role specific professional learning.

Strategic Plan Goal

Goal: Goal 2: Talent, Recruitment, Development, and Retention
Strategy: 2.3 Retain employees through opportunities for growth and career development leading to high satisfaction and increased student outcomes.

Recommendation

That the Clay County School Board approve the additions to the CCDS Professional Learning Catalog.

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact

$0.00

Review Comments

Attachments

6-404-002_Dean Professional Learning_2024.pdf

DRAFT

Component Title: Dean Professional Learning

Component Number: 6-404-002

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Description of Objectives and Activities to be Completed:
Participants will: 1) Develop their knowledge and skills in the Vision and Mission of CCDS and One Clay Culture: Professional and Ethical Norms; School Operations, Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; and Meaningful Parent, Family, and Community Engagement, 2) Partner with school based administration to design and enact school-based action steps aligned to the CCDS Instructional Vision, the One Clay Culture and School Improvement Plans, 3) Reflect on data and action steps to assist school based administration to make adjustments as needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of strategies to improve the climate and culture of their schools and instructional practices. 2) Small group collaborative discussions, 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

a. Address the specific objectives;
b. Component efficacy of increasing educator knowledge and skill;
c. Component efficacy of changing educator dispositions or practice in educational settings and
d. Component efficacy of improving student outcomes

Component Evaluation Criteria - Detail component effectiveness on:
a. Address the specific objectives;
b. Component efficacy of increasing school climate and culture;
c. Component efficacy of changing educator dispositions or practice in educational settings and
d. Component efficacy of decreasing office discipline referrals

Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
Participants will design and enact action steps aligned to the One Clay Culture, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
Student achievement will increase as evidenced by state, district, and/or school-based state reported data regarding SESIR and Student Discipline Resultant Action and Attendance.

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C8 - 2024-2026 School Health Plan

Description

FS 381.0056 requires each local Department of Health to develop, jointly with the school district and school health advisory committee, a school health services plan that outlines the provisions and responsibilities to provide mandated health services in all public schools.
This plan ensures compliance with Florida Health Statutes and outlines specific services that the Department of Health Clay will provide and delineates services that Clay County District Schools will provide.

Gap Analysis

Department of Health Clay evaluates clinic statistics and services in order to determine needed services and best allocate resources in support of student health.

Previous Outcomes

Upholding FS 381.0056 to provide health services has proven to serve the health needs of the students of Clay County District Schools.

Expected Outcomes

This agreement will continue to provide clear responsibilities for mandated health services.

Strategic Plan Goal

Goal 4: Safe and Positive Learning Environment, 1. Enhance supports surrounding student mental health and wellness.

Recommendation

Approve the 2024-2026 School Health Services Plan as submitted.

Contact

Kellie Guilfoyle, Director of Climate and Culture (904)336-6513, kellie.guilfoyle@myoneclay.net, Kristin Riebe, Coordinator of Nursing Services (904)336-6884, kristin.riebe@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- 24-26 School Health Services Plan.pdf

DRAFT

Docusign Envelope ID: A4C8886C-8AC5-454F-8FE1-AB41E6C7EB43

Mission: To protect, promote & improve the health of all people in Florida through integrated state, county, and community efforts.

2024 – 2026 School Health Services Plan

for

Clay County

DRAFT

Due by September 16, 2025

E-mail Plan as an Attachment to: HSF.SH_Feedback@flhealth.gov

Docusign Envelope ID: A4C8886C-8AC5-454F-8FE1-AB41E6C7EB43

2024 - 2026 School Health Services Plan Signature Page

My signature below indicates that I have reviewed and approved the 2024 - 2026 School Health Services Plan and its local implementation strategies, activities, and designations of local agency responsibility as herein described:

Position	Name and Signature	Date
County Health Department Health Officer	Heather Huffman, MS, RDN, LD/N, IBCLC *Printed Name* H Huffman *Signature*	10/20/25 *Date*
County Health Department Nursing Director	Courtney Cabush, MPH, BSN, RN *Printed Name* C. Cabush *Signature*	10/20/2025 *Date*
County Health Department School Health Coordinator	Jacqueline Copeland, MPH, BSN, RN, NCSN, CPH *Printed Name* Jacqueline Copeland *Signature*	10/20/2025 *Date*
School District School Board Chairperson	Erin Skipper, BSN, RN *Printed Name* *Signature*	*Date*
School District Superintendent	Superintendent David S. Broskie, MS *Printed Name* *Signature*	*Date*
School District School Health Coordinator	Kristin Riebe, BAS, RN *Printed Name* Kristin Riebe *Signature*	10-25-25 *Date*
School Health Advisory Committee Chairperson	Andrea M. Crowder *Printed Name* *Signature*	10/25/2025 *Date*
School Health Services Public / Private Partner	Monique Johnson, MSW Signed by: *Printed Name* Monique Johnson E6A8CFE909FC4DA... *Signature*	10/22/2025 *Date*

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Docusign Envelope ID: A4C8886C-8AC5-454F-8FE1-AB41E6C7EB43

SUMMARY – SCHOOL HEALTH SERVICES PLAN 2024-2026

Statutory Authority: Section (s.) 381.0056, Florida Statutes (F.S.) requires each county health department (CHD) to develop, jointly with the school district and school health advisory committee, a School Health Services Plan (SHSP) that outlines the provisions and responsibilities to provide mandated health services in all public schools. Rule 64F-6.002, Florida Administrative Code (F.A.C.) requires the plan to be completed biennially. Please note that items that are colorized blue are internet links that enable you to directly view the relevant reference material.

The Plan format is arranged in 4 parts relating to the services provided and funding streams, as follows:

- Part I: Basic School Health Services - General school health services which are available to all students in Florida's public and participating non-public schools in all 67 school districts.
- Part II: Comprehensive School Health Services - Includes increased services in section 381.0057, Florida Statutes, for student health management, interventions and classes. These services promote student health; reduce high-risk behaviors and their consequences (substance abuse, unintentional/intentional injuries and sexually transmitted diseases); provide pregnancy prevention classes and interventions; and provide support services to promote return to school after giving birth.
- Part III: Full Service School (FSS) Health Services– Includes basic school health services and additional specialized services that integrate education, medical, social and/or human services such as nutrition services, basic medical services, Temporary Assistance for Needy Families (TANF), parenting skills, counseling for abused children, counseling for children at high risk for delinquent behavior and their parent/guardian and adult education to meet the needs of the high-risk student population and their families. These services are required of schools as defined in section 402.3026, Florida Statutes.
- Part IV: Detailed Description of Local Agency(s) Roles and Responsibilities: The local agencies determine their roles and responsibilities for providing the services as described. Local agencies include CHD, Local Educational Agency (LEA), School Health Advisory Committee (SHAC), and other public and private partners providing school health services described within parts 1-3.

The Plan contains 3 columns, as follows:

- Column 1 – Statute and/or Rule References. This column includes Florida Statutes, administrative rules and references demonstrating best practices related to school health.
- Column 2 – Program Standard/Requirement. This column provides specific requirements related to the statutes, administrative rules and references listed in column 1.
- Column 3 – Local Implementation Strategy & Activities. This column describes the implementation strategies and activities to fulfill requirements in columns 1 and 2.

Plan submission:

(1) If the Plan signature page has not been signed by all parties on or before September 16, 2025, you may submit the plan at that time and submit the scanned signature page as a PDF file when it is fully signed.

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PART I: BASIC SCHOOL HEALTH SERVICES		
Statute and/or Rule References	**Program Standard/Requirement**	**Local Implementation Strategies and Activities**
School Health Services Plan; Basic School Health Services; Comprehensive School Health Services and Full-Service Schools: Rule 64F-6.002, F.A.C.; ss. 381.0056, 381.0057; 402.3026, F.S.	1a. Each local School Health Services Plan shall be completed biennially and approved and signed by, at a minimum, the superintendent of schools, the school board chairperson and the CHD administrator/director/health officer.	School Health Services Plan (SHSP) is reviewed and completed biennially, at a minimum, by the CHD and LEA. All designated parties listed sign, as required.
	1b. The local school health services plan shall be reviewed each year for the purpose of updating the plan. Amendments shall be signed by the school district superintendent and the CHD administrator/director/health officer and forwarded to the School Health Services Program office.	The SHSP is reviewed and updated, as needed by the CHD and LEA. CHD will forward to the Health Officer for review by May 1st. CHD and LEA will update the SHSP every two (2) years as required by s. 381.0056, F.S. The plan will be finalized and ready for signatures by August 1st of the year it is due. CHD will submit the SHSP to the School Program Office in Tallahassee by September 15, of the year it is due.
	1c. The local school health services plan shall describe employing or contracting for all health-related staff and the supervision of all school health services personnel regardless of the funding source.	CHD employs all CHD staff which includes 3 CHD Registered Nurses (RN), 1 CHD Licensed Practical Nurse (LPN) and 1 RN School Health Coordinator. LEA employs all school health room staff including School Health Room Nurses (RN or LPN), Unlicensed Assistant Personnel (UAPs), 2 ESE RNs, and 1 RN Coordinator of Nursing Services.
	1d. Each CHD uses annual Schedule C funding allocation to provide school health services pursuant to the School Health Services Act and the requirements of the Schedule C Scope of Work.	CHD uses Schedule C funds from School Choice Option for Learning (SCHOL) for the provision of basic school health services at all schools, as well as at schools designated as full-service schools and comprehensive schools. Funds from SCHOL are utilized to fund the CHD staff salaries and fringe benefits. Additional expenditures are incurred to fund the CHD staff utilizing Local Government Funds (LOGOV) and Non-Categorical General Revenue (NCGRV). Any revenues the CHD receives in Sale of Goods and Services (SALGS), from contractual school health services provided to the charter schools or private schools, are utilized to fund CHD staff salaries and fringe benefits. The roles and

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		responsibilities between the CHD and LEA pursuant to the School Health Services Act and the requirements of the Schedule C Scope of Work are outlined in this SHSP. CHD and LEA will comply with the most updated requirements of the Scope of Work for each school year. CHD and LEA do not exchange any monies for school health services.
	1e. The CHD and LEA shall each designate one person, RN recommended, to be responsible for the coordination of planning, development, implementation and evaluation of the program. These individuals should collaborate throughout the school year to assure program compliance and to plan and assess the delivery of program services.	CHD - Jacqueline Copeland, MPH, BSN, RN, NCSN, CPH LEA - Kristin Riebe, BAS, RN CHD and LEA communicate regularly, by phone and email, as needed. School Health Services Program meetings are scheduled regularly, throughout the year, and include the CHD Director of Nursing, CHD Health Officer, and the LEA Director of Climate and Culture. LEA will exercise control over the administrative aspects of the School Health Services Program to ensure that the delivery of health services is coordinated with and supportive of the primary role of the school system - the education of the child.
	1f. Protocols for supervision of school health services personnel shall be described in the local school health services plan to assure that such services are provided in accordance with statutory and regulatory requirements and professional standards and are consistent with the Nurse Practice Act.	Each school principal is responsible for the direct supervision of LEA personnel, who perform school health services. LEA supervises Clay County District Schools' (CCDS) school health services, except in charter schools. LEA has a district wide LEA Coordinator of Nursing Services, who is a Registered Nurse (RN), to supervise the licensed practical nurses (LPN), and all unlicensed assistive personnel (UAP). LEA RNs will delegate care to the UAP, when appropriate, except in charter schools. LEA will develop care plans and perform child specific training in schools without an RN, except in charter schools. LEA will notify the CHD within 5 business days of any school health personnel changes. LEA will ensure that each public school within the district has a minimum of one licensed nurse (LPN or higher) to provide basic school health services. CHD recommends at a minimum one RN in each school health room, including the charter schools.

EXHIBIT

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		LEA will ensure that all persons staffing the health room and at least two (2) school staff members, excluding health room personnel, are currently certified by a nationally recognized certifying agency to provide first aid and cardiopulmonary resuscitation (CPR) as required by Chapter 64F-6.004, F.A.C., and the Florida School Health Administrative Resource Manual (2021), Chapter 9. The LEA will ensure or provide Basic School Health Services to all students in all public schools in the county in accordance with s. 381.0056, Florida Statutes. At a minimum, LEA will provide the following Basic School Health Services, unless the student has a parent or guardian opt-out form or other written exemption, is not able to be screened due to profound disability, or is currently in treatment for the condition: 1) Vision Screenings 2) Hearing Screenings 3) Scoliosis Screenings 4) Growth and Development Screenings 5) Refer all students who are outside the limits for a health screening and require a referral to the appropriate health care providers for further evaluation and treatment within forty-five (45) days of receiving the screening results. Document all referrals made in the student cumulative health record. 6) Confirm that all students referred to state contracted vision service providers have a signed parent or guardian consent form that includes permission for a Comprehensive Eye Exam, which may involve refraction and dilation. 7) Provide students who are pregnant with information on assistance, counseling, education, prenatal care, and the Healthy Start Program as needed. 8) Provide additional Basic School Health Services as specified in the current School Health Services Plan.

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		The CHD is responsible for the supervision of all the CHD personnel and/or agents. The CHD provides program oversight of the school health program. CHD will assure that a CHD nurse is assigned to each Clay County District School to provide school health services oversight, including consultative and support services and monitoring the compliance with the SHSP. Support services include scheduled and unscheduled periodic in-person and/or virtual school visits by CHD nurses to meet with records and health room personnel. CHD will assure that CHD nurses have documented training on and knowledge of both pediatrics, as well as growth and development. CHD will complete the Focus Visit Tool during the health room visits as determined by the outcomes of previous health room reviews. CHD school visits will be scheduled as follows: • Schools with a licensed nurse will be visited a minimum of every other month. • If a school is staffed by a UAP only, it will be visited a minimum of monthly. This includes temporary UAP assignments. Upon request, and as identified through CHD activities, CHD will assist school personnel to identify the physical, social, and emotional needs of students. CHD will perform annual fall School Health Services Program reviews utilizing the Fall and Spring School Health Services Program Review Tool in all the schools. Primary schools will receive another review in the spring to review mass health screening performance measures. Programs employing UAPs working independently under delegation in health room settings should conduct several School Health Program Reviews annually at intervals determined by the local

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		leadership. CHD will share results of the School Health Services Program reviews with the LEA principal, the LEA Technical Services Manager, the LEA Coordinator of Nursing Services, the LEA record secretary staff, and the LEA school health room staff. If opportunities for improvement are identified, a process improvement plan (PIP) will be requested from the school. PIPs will be completed by the LEA for all identified deficiencies and returned to the CHD within 15 business days of the receipt of the noted deficiencies. Upon completion, the LEA will forward the entire Excel PIP workbook, with supporting documents, to the CHD. Within 15 days of CHD's secondary review, the CHD will either approve the proposed actions to address the PIP, or the CHD will work with the school to address the deficiencies and will provide periodic reviews for compliance. In the absence of a school-based health room nurse (LPN or RN), an LEA district nurse will be present during the duration of the school health services program reviews, which includes a records review for school entry health requirements during the fall review. CHD will notify the LEA within 5 business days of any CHD school health personnel changes. Charter schools will need to provide their own RN for school health services. Charter Schools will have the option to enter into a fee for service contract with CHD. During SY 24-25 CHD contracted with Clay Charter Academy (CCA) to staff one Crisis Response Cooperative Agreement (CoAg) nurse, through SnapCare. Nursing services will continue at CCA, as long as CoAg funding is available, the same RN remains active with SnapCare, and CCA desires to continue contracted coverage.

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		CHD will ensure that their staff pass Level 2 background screening as required by s.1012.465, F.S. and pursuant to Chapter 435, F.S. The CHD and LEA will ensure that their nurses are Florida licensed RNs or LPNs who work according to the Florida Nurse Practice Act and Chapter 464, F.S. The CHD and LEA shall comply with all applicable federal and state confidentiality laws, rules, regulations, and policies governing school and health records. The CHD shall only be entitled to receive records and information from the LEA which can be lawfully made available to CHD, and the CHD shall be held strictly accountable for the protection of such records and information consistent with both state and federal laws protecting the confidentiality of student records and other information which may be available through the LEA and which is necessary for the CHD to deliver the services required in this plan. CHD staff must have access to paper and electronic records pertaining to or supporting the delivery of school health services which includes, but is not necessarily be limited to, the Cumulative Health Record of each student, names of students involved in Free and Reduced Lunch Program, and students enrolled in Medicaid.
	1g. Decisions regarding medical protocols or standing orders in the delivery of school health services are the responsibility of the LEA in conjunction with district school boards, local school health advisory committees, the school district medical consultant if employed or the student's private physician.	The CHD and LEA will review and revise the School Health Services Manual (SHSM) for the delivery of School Health Services Program annually and update, as needed, or at least every 2 years. LEA will present documentation to the CHD that the SHSM was approved by August 15th, the year it is due. The school board approves the SHSM by July 1st for the following school year. LEA policy related to health is in the Student & Family Handbook and Code of Student Conduct and is approved by the school board.

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		Individual student medical needs are addressed in that student's Medical Management Plan (MMP) provided by their health care clinician. LEA updates all required forms for the School Health Services Program on an annual basis, or as needed. The CHD can be the 2nd reviewer, for content only, to provide consultative support, as needed, with 5 days advance notice prior to implementation of the form(s). The LEA will send the forms to CHD by March 1st. CHD will review the forms and provide feedback to the LEA by March 31st. The LEA informs the CHD of any changes to the forms made throughout the school year. Any new forms that are created throughout the remainder of the year shall be sent to CHD for review at least five (5) business days prior to intended implementation of the form. LEA forms should only have the LEA logo and name and may not use the CHD or DOH logo.
	1h. Establish procedures for health services reporting in Health Management System (HMS) and the annual report, to include services provided by all partners.	On or before the 5th day of each month during the school calendar year, the LEA (including all charter schools), will submit to the CHD via email, the prior month's school health services data for the following reports: 1) Yearly Health Room Activity Log, 2) Monthly Outcome Disposition Report, 3) Monthly Screening Statistics, 4) Health Education Classes Taught in Basic, Full Service, and Comprehensive Schools. The schools that have an Exceptional Student Education (ESE) Health Room and a regular health room will submit via email, one combined report to CHD. LEA and CHD will comply with any changes for data reporting, as indicated on the Scope of Work, as received from Central Office. CHD inputs data into the State's Healthcare Management System (HMS), as indicated in Scope of Work, as received from central office.

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		LEA will work collaboratively with the CHD to collect the data for the Annual School Health Report based on the data requested by the State's School Health office on the template. If the data collected below is modified by Central Office mid-year, required data will be submitted to CHD by the LEA. The following data is anticipated to be needed, and upon confirmation by the CHD, LEA will forward said data to the CHD by June 30, 2026 (see attached Exhibit I 24-25 Annual School Health Report): 1) School District Contact Information 2) Overview of Schools and Students 3) Types of Health Conditions 4) Number of Students Needing Medication and/or Procedures 5) Disposition of Health Room/Clinic Visits 6) Student Referrals 7) Health Education Classes Provided by Basic, Comprehensive and Full-Service Schools 8) Agencies that Provide In-Kind Services at Local Schools 9) Schools with Any Health Staff On-Site Full-Time 10) Schools with a Registered Nurse On-Site Full-Time 11) Community/Public-Private Partners Providing Staff or Funds for the Partner Staff 12) School Health Staffing 13) School District Revenue and Expenditures for School Health Services and Health Education 14) Community and Public-Private Partner Expenditures (Non-Contracted) for School Health Services and Health Education 15) Accomplishments and Challenges 16) Number of Care Plans Written by Condition (obtained from health room personnel) Data on #3, #4, and #16 (above) will be requested by the CHD from the LEA, through the LEA health room staff, LEA health room staff shall submit the data to the CHD by April 5,

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		2026. The CHD will compile the data collected from the LEA and will complete the Annual School Health Report for the 2025-2026 school year and submit it to the School Health Program Office in Tallahassee by August 15, 2026. See Exhibit I.
	1i. Each SHAC should include members representing the eight components of the Centers for Disease Control and Prevention's Coordinated School Health (CSH) model. The SHAC is encouraged to address the eight CSH components in the school district's wellness policy.	SHAC redesign was implemented in SY 2017-2018, and members were recruited to include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model, expanding upon the Coordinated School Health (CSH) model. Locally, the LEA renamed their SHAC to be called School Health Wellness Advisory Council (SHWAC) to include the Wellness component. CHD and LEA will work collaboratively in the coordinating and planning of the SHWAC. The LEA will appoint one of its members to serve as the liaison to the SHWAC, as per the SHWAC bylaws. Bylaws were created and approved by the SHWAC. Staff support to the SHWAC shall be provided by the LEA and other Clay County District School Staff, as needed, as per the SHWAC Bylaws. SHWAC will hold quarterly meetings.
2. Health Appraisal s. 381.0056(4)(a)(1), F.S.	2a. Determine the health status of students.	Student records are reviewed by the LEA; students with medical conditions are referred to the LEA nurse for further inquiry and evaluation with the parent or healthcare provider. Daily health needs of students are met by LEA school health room personnel in the health rooms. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service. Charter schools that contract with the CHD notify the CHD regarding any students with chronic health conditions at which time the nurse can provide further evaluation in consultation with the parent or healthcare provider.
3. Records Review s. 381.0056(4)(a)(2), F.S.; s.1003.22(1)(4) F.S.; Rules 64F-6.005(1), F.A.C.; 64F-6.004(1)(a), F.A.C.	3a. Perform initial school entry review of student health records, to include school entry physical, immunization status, cumulative health record, emergency information, school health screenings and student-specific health related documents.	Student health records are reviewed by LEA personnel (i.e. administration, registrars, or nurse) for initial school entry requirements. CHD performs yearly record reviews at each school, as part of their oversight activities during the health room reviews in the fall. CHD performs additional record reviews, as schools are visited, in-person and virtually, as

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		needed, via the school district database(s) for compliance with school health entry requirements. If virtual records are requested, CHD will initiate a file sharing mechanism into which the LEA will upload any requested documents or records within 10 business days of the request. The documents will be removed from the drive by the LEA after 30 days. In the absence of LEA records personnel, the LEA will be responsible for uploading the documents into the file sharing mechanism if the LEA records secretary is absent for the entire 10-day window. CHD communicates the school health entry requirements and the outcomes of the reviews with the LEA principal, the LEA Technical Services Manager, the LEA Coordinator of Nursing Services, the LEA school health room staff, and the LEA record secretary staff. CHD completes weekly immunization compliance reports during the first full week of school through the middle of October in preparation for FTE week and then monthly, to ensure immunization documentation compliance is met. It is the responsibility of the LEA principals to assure that all students produce evidence of immunizations and school health entry exams and other health records which are required for admittance to Florida public schools, as required by s. 1003.22 F.S., and Florida School Health Administrative Resource Manual (2021), Chapter 11. The LEA will follow-up with parents of students out of compliance to assure school entry requirements are satisfied. LEA agrees to enforce noncompliance and exclusion for students who do not have the required documentation. The LEA will ensure that all records personnel and health room personnel will be registered with Florida SHOTS, the statewide immunization database, for access to DH 680/681 Form. CHD will provide a group monthly virtual orientation class on school entry health requirements to new records personnel and

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		current records personnel, if a refresher is needed. LEA will ensure all new records personnel attend the group monthly virtual orientation class on school health entry requirements.
	3b. Emergency information card/form for each student shall be updated each year.	Per the School Health Services Program Scope of Work, the LEA will ensure student emergency information cards or forms are sent, in writing or electronically, to parents and guardians throughout the current school year, as required (either upon initial entry of student into school or other locally defined instance). The LEA will ensure that each student's emergency information card or equivalent records are updated by parents or guardians annually and list the contact person, family physician, allergies, significant health history and permission for emergency care for the student, as required by s. 64F-6.004, F.A.C. and Florida School Health Administrative Resource Manual (2021), Chapter 9. Student health records are reviewed by LEA personnel (i.e. administration, registrars, and/or nurse) for initial school health entry requirements. LEA obtains an electronic emergency information update (electronically via LEA's contracted software application, Synergy's "ParentVUE") for the current school year, on each student, and it is accessible to the health room staff by September 30th. The LEA will notify parents to complete via monthly emails. Once the records secretary staff for the LEA receives the emergency information it is uploaded into the system. As per the School Health Services Program FY 2024-2025 Scope of Work, the LEA will ensure that • 45% of the estimated student population emergency information cards or equivalent records are collected by September 30 of each school year, and • 95% of the estimated student population emergency information cards or forms by December 31 of each school year. The LEA will ensure emergency information cards or equivalent records are reviewed for

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		• a minimum of 15 percent of students by September 30, • a minimum of 50 percent of students by December 31, and • a minimum of 90 percent of students by March 31, of each school year to ensure the documents list the contact person, family physician, allergies, significant health history, and permission for emergency care for the student is accurate and up to date. LEA has locally defined processes for parents to update the emergency information in ParentVUE. LEA will utilize a method to track the collection of emergency information cards or equivalent records. The method and timeline for reporting compliance with the emergency information will align with the minimum established baselines. CHD performs record reviews at each school, during school visits and as part of their oversight activities to ensure each student has electronic emergency information on file in ParentVUE that is updated yearly. These record reviews are completed quarterly, at a minimum. CHD may perform additional in-person or virtual record reviews, as needed.
4. Nurse Assessment s. 381.0056(4)(a)(3), F.S.; Rules: 64F-6.001(6), F.A.C.; 6A-6.0253, F.A.C; 6A-6.0252, F.A.C.; 6A-6.0251, F.A.C.	4a. Perform nursing by a Registered Nurse (RN) assessment of student health needs.	LEA staffs health rooms with RNs or LPNs. Some schools are also staffed with a UAP. LEA RNs complete assessment of student health needs based on health conditions, as indicated on the school health entry exam, emergency contact information, health condition questionnaire, and upon student visits to the health room. Student health needs are assessed in collaboration with the parent, and in consultation with the healthcare provider, as the RN completes the Individual Health Care Plan (IHP[1]) and Emergency Action Plan (EAP) while reviewing the MMP. The LEA RNs (ESE RNs and LEA Coordinator of Nursing Services) signs the

[1] IHP: A coordinated plan of care developed by a RN in accordance with s. 464.003, Florida Statutes, and Chapters 6A-6.0251, 64A-6.0252, and 6A-6.0253, Florida Administrative Code. The IHP is child-specific and includes a written format for nursing assessment (health status, risks, concerns, and strengths), nursing diagnosis, interventions, delegation, expected outcomes, goals to meet the health care needs of a student with an acute or chronic health condition and to protect the safety of all students from the misuse or abuse of medications, supplies, and equipment

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		MAR if completed by a LEA LPN or LEA UAP. LEA RNs assess student health needs in schools not staffed with a LEA RN. The LEA will prepare and complete IHPs, EAPs and Child Specific Training, immediately, upon entry or upon identified need. Identified need is defined as when the medication or MMP is received by the LEA.
	4b. For day-to-day and emergency care of students with chronic and/or complex health conditions at school, the RN develops an individualized health care plan (IHP) and Emergency Care Plan (ECP).	The LEA RN assesses periodic health needs through MMP, students' daily visits, healthcare provider consultation, and parental input. IHPs and EAPs created by LEA RNs, LEA ESE RNs, or LEA RN Coordinator of Nursing Services in schools staffed by an LPN or UAP. The LEA will prepare and complete IHPs, EAPs, and Child Specific Training, immediately, upon entry or upon identified need. Identified need is defined as when the medication or MMP is received by the LEA. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service. Local Agencies Responsible: CHD (Charter schools), LEA
5. Nutrition Assessment s. 381.0056(4)(a)(4), F.S.; Florida School Health Administrative Resource Manual, 2017	5a. Identify students with nutrition related problems and refer to an appropriate health care provider.	Information regarding student nutrition is received by LEA from communication and collaboration with the parents and students. Emergency contact records are reviewed by LEA for chronic illnesses involving nutritional management such as diabetes, celiac disease, cystic fibrosis, food allergies (including peanuts), and other conditions. Special dietary health needs are coordinated by the LEA's nutritional services department. Height, weight, and BMI screenings are conducted in 1st, 3rd, and 6th grades by LEA. CHD assists with BMI screenings, as requested. LEA and CHD have established a 3-step notification process for students with a measurement outside the recommended range. LEA will attempt the first two notifications to the parent/guardian; CHD will work with LEA for the third

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		notification. See Exhibit II for the Screening and Notification Process. Referral resources lists are utilized and updated, as needed, to assist parents/guardians and nurses in coordinating services. LEA provides CHD with final follow-up list so that final outcomes can be recoded into the CHD's Health Management System (HMS).
6. Preventive Dental Program s. 381.0056(4)(a)(5), F.S.	6a. Provide services such as oral health education, screenings and referrals, dental sealants, fluoride varnish and/or fluoride rinse as appropriate.	LEA is partnering with DOH-BAKER to provide Preventative Dental Care in full-service schools and Title 1 schools. Services provided through the School Based Sealant Program include dental exams/assessments, teeth cleanings, oral hygiene instructions, fluoride applications, and sealants.
7. Health Counseling s. 381.0056(4)(a)(10), F.S.	7a. Provide health counseling as appropriate.	LEA partners with qualified agency for health counseling, as needed.
8. Referral and Follow-up of Suspected and Confirmed Health Problems s. 381.0056(4)(a)(11), F.S.	8a. Provide referral and follow-up for abnormal health screenings, emergency health issues and acute or chronic health problems. Coordinate and link to community health resources.	LEA rescreens students that did not pass the initial screening within 2 weeks to determine if the student requires a referral. LEA and CHD work together through a notification process to provide referrals for students with results outside the recommended range for each category. See Exhibit II. LEA provides CHD with final follow-up list so that final outcomes can be recoded into the HMS. LEA conducts multiple attempts to follow up, until the parents are contacted, for coordinating services for students with chronic health conditions and needs.
9. Provisions for Screenings s. 381.0056(4)(a)(6-9), F.S.; Rule 64F-6.003(1-4), F.A.C.	9a. Provide mandated screenings unless the parent requests in writing an exemption: (1) Vision screening shall be provided, at a minimum, to non-exempted students in grades kindergarten, 1, 3 and 6 and students entering Florida schools for the first time in grades kindergarten – 5. (2) Hearing screening shall be provided, at a minimum, to non-exempted students in grades kindergarten, 1	LEA will conduct vision, hearing, growth and development, and scoliosis screenings for school age children as per current Florida law, s. 381.0056 F.S. and Rule 64F-6.003 F.A.C. unless: 1) the parent/guardian actively opted them out, 2) the student is unable to be screened due to profound disability or illness, or 3) the student is currently in treatment for a disease or condition related to the health screening. LEA will notify CHD when screening assistance is requested. The request will include a) all schools conducting screenings,

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	and 6; to students entering Florida schools for the first time in grades kindergarten – 5; and optionally to students in grade 3. (3) Growth and development screening shall be provided, at a minimum, to non-exempted students in grades 1, 3 and 6 and optionally to students in grade 9. (4) Scoliosis screening shall be provided, at a minimum, to non-exempted students in grade 6.	b) dates of screening, c) screening time period start and end, d) identification of schools requesting assistance, e) type of assistance requested: (i) volunteer training, (ii) manning a screening station, or (iii) managing student flow. The request is submitted via email on the Mass Health Screening Assistance Request Tracker 2025-2026 SY to CHD through the CHD School Health Coordinator by September 5, 2025. CHD will assist with screening, between September 15, 2025, and October 10, 2025, as available. LEA will notify CHD within 24 hours of the scheduled screening, if the LEA determines that CHD screening assistance is no longer needed. LEA will be notified by CHD of available assistance within 5 business days of receipt of screening assistance request. LEA shall solicit potential volunteers from Future Health Professionals or HOSA, school volunteers, (and community agencies). LEA will provide one LEA nurse (with no other assigned duties) for the duration of the screening, as well as other staff and volunteers, to ensure the appropriate number of qualified personnel are available to conduct each screening session. CHD cannot support the screening unless the required one LEA nurse and sufficient volunteers are on site for the event. LEA agrees to reschedule the screening, if the predetermined appropriate number of qualified personnel (staff and volunteers) needed for the screening are not available. LEA will complete screenings, and all rescreens, by November 7, 2025. Screening timelines and responsibilities are to be met by the LEA, as agreed upon and per the Dates to Remember SY 2025-2026. See Exhibit III. LEA will provide manual counts of the mass health screening results on the Screening Results, Initial, and Final Outcomes 2025-2026 Excel workbook - Mass Health Screening Results spreadsheet to CHD by November 21, 2025.

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		LEA will document follow-up, parental non-response to referral, refusal to follow-up, or student withdrawal from school. Screening results and referrals are coded into HMS by CHD. CHD will input initial screening data into the Department of Health's (DOH) HMS by December 31, 2025. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service. Charter schools are responsible for maintaining student records and submitting data as mandated by state law and LEA.
	9b. Provide screening services to all specified students pursuant to s. 381.0056(4)(a) unless a parent/guardian requests exemption from the screening services in writing.	Parents can opt out of the health screenings online during the registration process. The parents must update this status on a yearly basis but can make changes to their consent, as needed, at any time. The LEA will ensure that before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, it will provide the questionnaire or health screening form to the parent and obtain the permission of the parent for the submission of the questionnaire or health screening.
	9c. The school shall obtain parent/guardian permission in writing prior to any invasive screening, (e.g. comprehensive eye exam, covid testing).	For all students who are referred to the state contracted vision service provider or any other agency, the LEA will ensure that consent is obtained in writing by the entity offering the services, such as before comprehensive eye exams (which may include refraction and dilation) or other screenings involving invasive screenings.
	9d. Refer students with abnormal screening results to service providers for additional evaluation and/or treatment (e.g. state contracted vision service providers).	Local and state contracted vision service providers are utilized for referral services. Providers include Vision is Priceless and the Florida Heiken Children's Vision Program. Referral resource lists are utilized by the nurses to refer the families for services. Vision provider information is provided to school nurses at a yearly School Health Services Program

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		meeting or the Annual Screening training, or periodically throughout the year, as needed. LEA refers all students, through notification to the parent/guardian, who are outside the recommended range for a health screening to the appropriate health care providers for further evaluation and treatment within forty-five (45) days of receiving the screening results. LEA documents all referrals made using the Mass Health Screening form and LEA's Synergy Software. LEA will provide the results of the student mandated health screenings to parents/guardians by December 12, 2025. As per s. 381.0056, F.S., this notification letter includes referral information for the parent/guardian of students who are outside the range for a health screening thus requiring a referral. This will be considered the first attempt to contact. The LEA will send 2nd referral follow-up letter to notify parents of those students requiring a referral (second contact) by January 16, 2026. LEA will forward the Initial Screening Outcomes worksheet contained in the Screening Results, Initial, and Final Outcomes 2025-2026 Excel workbook - to the CHD by February 6, 2026, for those students who are outside the limits of a health screening, required a referral, but their parents did not reply to either the first or second referral letters. CHD will create and electronically send back 3rd referral follow-up letters to the school nurses/health room designees for distribution to parents/guardians of students who are outside the range of a health screening and require a referral (BMI, hearing, vision, scoliosis), and whose parents/guardians have not responded to the first and second contact initiated by the LEA. CHD will electronically forward the letters (third contact) to the LEA for distribution by February 20, 2026.

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		LEA will forward the final screening outcomes to the CHD by March 24, 2026, using the Screening Results, Initial, and Final Outcomes 2025-2026 Excel workbook – Final Screening Outcomes spreadsheet from the responses to the initial notification letters from LEA or based on the follow-up letter from CHD. The LEA will document follow-up, parental non-response to referral, refusal to follow-up, or student withdrawal from school. On or before the 5th of the month (with the monthly reports) after mass health screenings are conducted, the LEA will forward the New Student Screening Workbook (Post-Mass Health Screening 2025-2026) with the monthly reports (approximately November through May) to the CHD. This data will include the mass health screening results and outcomes of new students screening in the mandated grades after mass health screenings were completed in the primary schools. The LEA will conduct vision and hearing screenings for ESE students and students entering Florida schools for the first time enrolling in grades KG through 5th grade in accordance with s. 64F-6.003, F.A.C. CHD will enter all screening outcomes into HMS by June 19, 2026.
10. Meeting Emergency Health Needs s. 381.0056(4)(a)12., F.S.; s. 1006.165, F.S.; Rule 64F-6.004(1), F.A.C.; Emergency Guidelines for Schools, 2019 Florida Edition	10a. Ensure written health emergency policies and protocols are maintained and include minimum provisions. Ensure that student emergency information forms/cards are updated annually and completed for each student listing contact person, family physician, allergies, significant health history and permission for emergency care.	Health room policies, guidelines, and procedures are reviewed yearly and updated as needed by LEA. CHD will review, upon request, to ensure compliance with Florida Statutes and to provide recommendations on best practices. The CHD and the LEA will follow all the evidence-based protocols, guidelines, and procedures outlined in the Clay County SHSM. Emergency Guidelines for Schools (2019 Florida Edition) is utilized in the health rooms by the LEA. The Emergency Guidelines will serve as basic what-to-do-in-an-emergency information, for school staff without nursing or medical training when the school nurse is not available. These are the recommended procedures.

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		LEA will continue to utilize a published reference to guide school health practices and procedures based on joint agreement by both CHD and LEA. LEA and CHD will follow evidence-based practices, as outlined in, "School Nursing a Comprehensive Text" (2020), except as noted in local guidelines, procedures, or policy. One copy will be purchased by the LEA for each health room and ESE health room. The LEA will be given the recommendation to purchase Managing Childhood Infectious Diseases in Child Care and Schools a Quick Reference Guide (6th Edition) by Timothy R. Shope and Andrew N. Hashikawa. The LEA can utilize this published reference on childhood diseases and treatments to guide school health practices. Medical Emergency Plans are created yearly by each school and posted at required locations on each school campus. CCSD Safety Plans are updated and distributed annually by LEA. LEA and CHD comply with and utilize the School Health Administrative Resource Manual, (2021) for the administration of the School Health Services Program.
	10b. Ensure health room staff and two additional staff in each school are currently certified in cardiopulmonary resuscitation (CPR) and first aid and a list is posted in key locations.	LEA requires all Health Room Personnel to have current CPR and First Aid certification. CPR and First Aid classes are provided yearly, and as needed by LEA, for school health personnel to maintain current certification. School employees that hold CPR and First Aid instructor certificates offer classes on planning days for school employees. Each school nurse sends out an annual letter to faculty to identify those school employees that hold current CPR and First Aid certifications. Medical Emergency Plans are created yearly by each school and are posted at required locations on each school campus. CHD audits this measure yearly, during the School Health Services Program Reviews, to ensure compliance.
	10c. Assist in the planning and training of staff responsible for emergency situations.	Annually, LEA provides First Aid and CPR training for health room personnel. LEA has a pool of American Red Cross certified instructors available to train school personnel. LEA and CHD jointly provide or coordinate emergency updates at

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		the annual School Health Services Program meeting or at trainings throughout the year, as needed (i.e. Stop the Bleed Training SY 2022-2023, Naloxone Training 2022-2023).
	10d. The school nurse shall monitor adequacy and expiration of first aid supplies, emergency equipment and facilities.	LEA health room personnel maintain first aid bags with adequate supplies. CHD performs annual School Health Services Program reviews assessing for expiration dates of student emergency medications and locations of Automatic External Defibrillators (AEDs). LEA school nurses perform quarterly maintenance checks on AEDs in the health room and document the performance of the check using the Automated External Defibrillator Maintenance Checklist. The LEA athletic departments are responsible for checking all other AEDs on campus located outside of the health rooms.
	10e. The school principal (or designee) shall assure first aid supplies, emergency equipment and facilities are maintained.	LEA health room personnel maintain first aid bags with adequate supplies. Each school replaces first aid supplies each summer before students arrive for the next school year. The supplies are replenished according to the Health Room Supplies List.
	10f. All injuries and episodes of sudden illness referred for emergency health treatment shall be documented and reported immediately to the principal or the person designated by the principal or the acting principal.	Injuries and illnesses are documented in the student data system or in the Student Health Room Visit Record by LEA health room personnel. LEA notifies school principal and completes applicable accident reports, when indicated. Treatments provided to the student by the LEA are documented in Edplan.
	10g. It is the responsibility of each school that is a member of the Florida High School Athletic Association to: (1) Have an operational automatic external defibrillator (AED); (2) Ensure employees expected to use the AED obtain appropriate training; and (3) Register the AEDs with the county emergency medical services director.	A minimum of 2 AEDs are in each Junior and Senior High School, one is in the athletic department, and the other is in the health room. There is 1 AED in each elementary school. All the LEA nurses and the UAPs in the health rooms are trained in the use of the AED. Additional LEA staff have been trained including coaches, clinic relief staff, general health assistants, and behavioral health assistants. For AEDs located in the health room, an individual school-created AED Maintenance Checklist is completed quarterly by the LEA and maintained by LEA Coordinator of Nursing Services. The Emergency Crisis Plan, a plan that is available to emergency responders such as the county emergency medical services director and the Clay County Sheriff, provides the location of AED devices in LEA schools.

FOR REVIEW

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11. Assist in Health Education Curriculum s. 381.0056(4)(a)(13), F.S.	11a. Collaborate with schools, health staff and others in health education curriculum development.	CHD and LEA work collaboratively through SHWAC to review and recommend a health curriculum. Health resources from the CHD can be provided upon request when available. CHD may purchase supplies and educational materials for the School Health Services Program, as funding allows.
12. Refer Student to Appropriate Health Treatment s. 381.0056(4)(a)(14), F.S.	12a. Use community or other available referral resources. Assist in locating referral sources for Medicaid eligible, uninsured and underinsured students.	Students and families are referred for health treatment upon discovery or as needed. A list of available community resources are listed in the Resource Guide, which is updated by Clay County Government, and can be found on the Clay County Government Community Services web page (https://www.claycountygov.com/community/community-services/resource-guide) Local provider agency, the Clay SafetyNet Alliance meets monthly to discuss community resources; the LEA and CHD has representation at the meetings.
13. Consult with Parent/Guardian Regarding Student's Health Issues s. 381.0056(4)(a)(15), F.S.; Rule 64F-6.001(1), F.A.C.	13a. Provide consultation with parent/guardian, students, staff and physicians regarding student health issues.	Forms are available on the LEA website and portal for communication of health needs between physicians, parents, and school staff. Care Planning meetings are held, as needed, by the LEA. The LEA creates a Clinic Nurse Guide for the health room staff. The Clinic Nurse Guide is reviewed yearly and updated, as needed. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
14. Maintain Health-Related Student Records s. 381.0056(4)(a)(16), F.S.; s. 1002.22, F.S.; Rule 64F-6.005(1)(2), F.A.C.	14a. Maintain a cumulative health record for each student that includes required information.	Files are maintained at each school in the cumulative record for the individual student. Daily health room charting is entered in the student data system or on the School Health Visit Record by school health room personnel. Records are retained per the LEA's record retention schedule and school district policy and guidelines. CHD audits school health entry records yearly to ensure compliance during the fall School Health Services Program reviews. To ensure school health entry requirements are met, the CHD reviews records throughout the school year, as needed and during school visits.

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		The LEA will maintain the following documentation and information, either in written or electronic format, in accordance with s. 1002.22, F.S.; Rule 64F-6.005, F.A.C., the Family Educational Rights and Privacy Act, and HIPAA: 1) Cumulative health record for each student, which contains: i. Florida Certificate of Immunization (Form DH 680) or Part A, Part B, or DH 681 exemption. ii. School Entry Health Exam form (DH3040-CHP-7/2013) or other form as specified in s. 1003.22, Florida Statutes, and Florida Administrative Code Rule 6A-6.0024; and iii. Documentation of screenings, results, referrals, follow-up attempts, and outcomes. 2) IHP and EAP for each student as applicable. 3) Medication Administration Records (MAR): A clinical record developed by the RN which details each occurrence of administration of the applicable medication to a student. An individualized record must be maintained for each student needing medication, treatment, or a health procedure. 4) Documentation of medical procedures and treatments. 5) Clinic log used daily to record, at a minimum, student identifiers, chief complaints, dates, times of arrival and departure, person on duty, and outcome disposition of the student. The log should undergo regular/consistent evaluations and verifications by school health professionals, School Health Coordinators, and other program leadership. 6) Child-specific training and periodic follow-up monitoring of unlicensed assistive personnel as determined by the nursing process as specified in s. 1006.062(4), F.S., and Chapter 64B9-14, F.A.C.

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15. Nonpublic School Participation s. 381.0056(4)(a)(18), F.S.; s. 381.0056(5)(a)-(g), F.S.	15a. Notification to the local nonpublic schools of the school health services program, allowing the nonpublic school to request participation in the school health services program provided they meet requirements.	CHD notifies private schools yearly by letter or email of the option to participate by contract with the CHD. Private schools contact the CHD for specific needs. CHD invites private schools to request assistance with mandatory health screenings, as needed. If additional assistance is needed, schools are invited to enter a fee for service contract with the CHD.
16. Provision of Health Information for Exceptional Student Education (ESE) Program Placement s. 381.0056(4)(a)(17), F.S.; Rules 6A-6.0331, F.A.C.; 64F-6.006, F.A.C.	16a. The District School Board will ensure that relevant health information for ESE staffing and planning is provided.	LEA RNs are present at Individualized Educational Plan (IEP) and 504 meetings to address health issues when requested. Information is updated, as needed. Vision and hearing screenings are completed by LEA health room staff, upon request. LEA has 2 ESE RN positions. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
17. Provide In-service Health Training for School Personnel s. 381.0056(6)(b), F.S.; Rule 64F–6.002, F.A.C.	17a. The District School Board will ensure that district staff are provided with training to assist with the day-to-day and emergency health needs of students.	CHD will provide monthly School Health Services Program Orientation to all newly hired school health personnel (new school health room licensed nurses, new UAPs, and new school health room substitutes) that can take up to 4 hours. Current school health room staff are welcome to attend if a refresher or update is needed. LEA will notify CHD of attendees scheduled to attend within 3 business days of the scheduled orientation class. The training will be held at: The Florida Department of Health in Clay County, 1845 Town Center Blvd. Building 600, Fleming Island, Florida, 32003. LEA will ensure all new school health room licensed nurses, new UAPs, and new school health room substitutes attend the CHD four (4) hour monthly group orientation. LEA will develop an agenda and coordinate an annual School Health Services Program meeting and training prior to the start of the school year. CHD can also provide program updates and assistance, as requested. The LEA will ensure attendance of all school health room personnel, school health room relief personnel, school health room substitutes, ESE nurses, and the LEA Coordinator of Nursing Services. The

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		CHD will ensure attendance of all CHD school nurses and the CHD School Health Coordinator. LEA may plan additional in-service training(s) throughout the year on various health topics. LEA provides yearly CPR/First Aid training to all school health and ESE assistant personnel. The LEA provides an online medication training course, or makes a PowerPoint available, for all school staff who assist with medication administration and for those ESE assistants that require it as part of their job description. Medication training is followed by a skills checklist completed by a LEA RN, to assess understanding and document return demonstration. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service. Child Abuse and Blood Borne Pathogens trainings are provided annually to faculty by LEA. Mandatory Health Screening Training is provided to new health room staff by CHD. Community partners are invited to facilitate training needs, as appropriate, throughout the year.
18. Health Services and Health Education as Part of the Comprehensive Plan for the School District. s. 381.0056(6)(a), F.S.; Rule 64F-6.002, F.A.C.	18a. The District School Board will ensure that school-based health services and health education are provided to public school children in grades pre-kindergarten - 12.	Each July, the LEA sends an automated email via Synergy to notify parents and guardians that students are eligible to receive health services outlined in the District's School Health Services Plan. To proceed, parents/guardians must log into Synergy and navigate to the Parental Preferences section to review and select to participate in the health and screening services offered or to opt-out of one or more of these services. Families must choose to either opt-in or opt-out of these services. If no selection is made, the student will not receive any health or screening services until consent is provided.

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		To ensure families are informed and consent is properly documented, the following timeline is followed by LEA for school-based health screenings: • 30 Days Prior: The LEA distributes a screening notification letter and screening form via Tuesday folders. This communication includes the scheduled date and time of the health screenings at each school. • 14 Days Prior: A screening report is generated in Synergy to verify which students have received parental consent – either opting-in or opting-out. Families who have not submitted a consent decision are sent a Notice of Mandated Health Screenings letter. Students whose parents or guardians have not responded will not participate in the health screenings. LEA is providing instruction in mental health which includes child / human trafficking, substance use/abuse, and healthy relationship education in K-12. LEA will include health education as part of the comprehensive plan in compliance with s. 381.0056, F.S.
19. Physical Facilities for Health Services s. 381.0056(6)(c), F.S.; State Requirements for Educational facilities, 2014 and/or State Requirements for Existing Educational Facilities 2014	19a. The District School Board will ensure that adequate health room facilities are made available in each school and meet the Florida Department of Education requirements.	The LEA will ensure adequate physical facilities, health room supplies, office supplies, and equipment for school health services are available at each school as defined in State Requirements for Educational Facilities, s. 381.0056(5)(b), F.S., and Chapter 64F-6.004, F.A.C. CHD conducts annual School Health Program Reviews and ensures adequate facilities are made available in each school.
20. Helping Children be Physically Active and Eating Healthy s. 381.0056(6)(d), F.S.	20a. The District School Board will ensure that at the beginning of each school year, a list of programs and/or resources is made available to the parent/guardian so they can help their children be physically active and eat healthy foods.	LEA disseminates information about available resources to parents through school newsletters, social media, the food and nutrition services department, Physical Education (PE)/Health curriculum, and the LEA website. LEA provides the Free Summer Meals Program (breakfast & lunch) for children, 18 and under, at approved schools across

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		the district. The number of feeding sites for the Free Summer Meals Program could change based on the needs of the district (increase in sites due to summer program or decrease because of participation later in the summer). LEA also participates in the National School Lunch, National School Breakfast, and Snack Program. The updated Clay County Food & Nutrition Services website **https://www.oneclay.net/o/ccds/page/food-and-nutrition-services/** gives the public, parents, students, and staff access to department specific content such as menus, allergen/nutrient content of all menu items, free & reduced applications, and Food and Nutrition Services (FNS) announcements. This website is linked from the LEA's website and all 42 individual school websites.
21. Inform Parent/Guardian of the Health Services Provided s. 381.0056(6)(e), F.S. s. 1001.43(7), F.S. s.1004.06, F.S.	21a. The District School Board will ensure that at the beginning of each school year, the parent/guardian will be informed in writing that their children will receive specified health services as provided for in the district health services plan and the opportunity to request an exemption of any service(s) in writing.	Information on the School Health Services Program and the statutorily mandated screenings is posted on the LEA's website and is in the Student & Family Handbook and Code of Student Conduct.
22. Declaring a Communicable Disease Emergency s. 1003.22(9), F.S.; Rule 64F-6.002(2)(d), F.A.C.	22a. The county health department director, administrator or the state health officer may declare a communicable disease emergency in the event of any communicable disease for which immunization is required by the Florida Department of Health in a Florida public or private school. A communicable disease policy must be developed and needs to provide for interagency coordination during suspected or confirmed disease outbreaks in schools.	The LEA's Communicable Disease Notification policy/procedure is in the Student & Family Handbook and Code of Student Conduct which is posted on the LEA's webpage. Communicable Disease reporting requirements are included in the School Health Services Manual, with appropriate reporting paperwork. Influenza Like Illness (ILI) is indicated on the LEA student data system and the CHD Disease Prevention and Control Program monitors ILI reporting, as needed, during flu season. CHD Disease Control and Prevention is notified of potential outbreaks by school personnel. CHD provides education to LEA on communicable diseases, as requested. LEA uses the CHD provided CDC Childhood Diseases poster for prevention recommendations and to determine exclusion and reporting. LEA purchased American Academy of Pediatrics, Managing

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		Childhood Infectious Diseases in Child Care and Schools a Quick Reference Guide (5th edition) by Timothy R. Shope and Andrew N. Hashikawa for managing suspected or confirmed disease outbreaks in schools. CHD recommends purchasing the 6th edition. LEA created procedures for schools on handling common diseases and conditions.
23. Administration of Medication and Provision of Medical Services by District School Board Personnel s. 1006.062(1)(a), F.S.;	23a. The District School Board will include provisions to provide training, by a registered nurse, a licensed practical nurse, a physician or a physician assistant (pursuant to Chapter 458 or 459, F.S.), to the school personnel designated by the school principal to assist students in the administration of prescribed medication.	LEA requires all school staff, who assist with medication administration, and all ESE Assistants, who have medication administration required in their job description, to complete the Medication Administration Basics (Full Course-online) course. After the LEA staff complete the Medication Administration Basics (Full Course-online) or the Medication Administration PowerPoint, the medication administration skills checklist for delegation of duties must be completed by the LEA RN and UAP. Child specific training is provided by LEA for UAPs, as needed, and in schools staffed by an LEA LPN. The CHD provides program oversight and monitors compliance during annual program reviews. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service. LEA will ensure that at least two (2) school staff members, excluding health room personnel, are trained in the administration of medication and provision of medical services as required by s. 1006.062, F.S., and Chapter 64F-6.004, F.A.C. Such staff members will serve as health room relief/UAP. Per the Scope of Work, LEA and CHD will throughout the fiscal year, track and establish, at minimum, annual review of following data: 1) cumulative number of medication management errors reported, 2) cumulative number of medical service errors reported, and 3) cumulative number of incidents that involved emergency medical services activation and response to a school.

EXHIBIT

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24. Policy and Procedure Governing the Administration of Prescription Medication s. 1006.062(1)(b), F.S.; Rule 64B9-14, F.A.C.	24a. The District School Board will adopt policies and procedures governing the administration of prescription medication by district school board personnel and be consistent with delegation practices.	The CHD and LEA will review and revise the SHSM for the delivery of School Health Services Program annually and update, as needed, or at least every 2 years. The LEA develops the medication policy and health related forms for the School Health Services Program. Forms are available on the school district website, and the LEA's Google Drive. The SHSM has provisions for all school health personnel that will assist with medication administration to complete the online medication course (Medication Administration Basics - Full Course-online) and have a skills checkoff completed by a LEA RN. The school LEA RN may delegate one-on-one child specific medication training for staff required to administer medications in the health room, on field trips, or school sponsored events as per chapter 464, F.S. The LEA will comply with the "Technical Assistance Guidelines: The Role of the Professional School Nurse in the Delegation of Care in Florida Schools" (2022), during the process of delegating. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service. The CHD provides program oversight for compliance with policies/procedures regarding medication administration. LEA will provide high level security for <u>all</u> controlled/scheduled medications. LEA will ensure all student specific controlled/scheduled substances received from the parent/guardian are to be counted and immediately secured. This extra level of security will be maintained throughout the day. LEA will ensure controlled/scheduled substances are kept under additional security (double locked cabinet) with two (2) different keys that are stored separately. LEA will ensure the double locked cabinets are securely mounted to a solid surface; cabinets will have solid doors to prevent

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		breaking and ensure privacy. The medication storage unit will be secure such that it will not be easily lifted or removed. The bare minimum standard would be in a locked cabinet/drawer. LEA will limit access of controlled and scheduled medications to school health room personnel. LEA will maintain a record for audit and safety purposes of any doses used and the amount of the controlled/scheduled medication received and released back to the parent/guardian. LEA will ensure controlled/scheduled medication is counted/documented upon receipt and with each dose administered. LEA will ensure documented controlled/scheduled medication counts are completed by two (2) school staff personnel weekly. CHD recommends that at least one of the school staff performing the count is a licensed healthcare professional to comply with best practices. LEA will ensure controlled/scheduled medication is counted/documented upon returning unused or expired doses to the parent/guardian. LEA will assure controlled/scheduled medication that is discarded at the end of the school year (or student transfers where medication is left behind) must be witnessed by two personnel with one being a licensed school nurse. Only licensed or trained health room personnel in LEA will accept/receive medication. Upon receiving the medication, a Medication Administration Record (MAR) and Parent Authorization for the Administration of Medication (PAAM) will be completed.
25. Policy and Procedure for Allowing Qualified Patients to use Marijuana. s. 1006.062(8), F.S.; s. 381.986, F.S.	25a. Each district school board shall adopt a policy and a procedure for allowing a student who is a qualified patient, as defined in s. 381.986, to use marijuana obtained pursuant to that section.	LEA requires each parent/caregiver to be solely responsible for safely administering to their student and for transporting medical marijuana to and from school.

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	25b. Pursuant to the district policy, develop procedures to follow when parents of students, that are qualified patients, request that medical marijuana be administered to their child at school.	Parent/caregiver is solely responsible for safely administering and transporting medical marijuana to and from school. Per Student and Family Handbook and Code of Student Conduct for SY 2025-2026, the administration of medical marijuana may be administered in accordance with state law and district policy. Local Agency Responsible: LEA
	25c. Ensure that all school health room/clinic staff and school staff designated by principals have read and have on file the school district policy on medical marijuana.	Per Student and Family Handbook and Code of Student Conduct for SY 2025-2026, the administration of medical marijuana may be administered in accordance with state law and district policy.

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26. Students with Asthma Carrying a Metered Dose Inhaler s. 1002.20(3)(h), F.S.; National Association of School Nurses (NASN) Position Statement, The Use of Asthma Rescue Inhalers in the School Setting	26a. Students with asthma whose parent/guardian and physician provide written approval, may carry a metered dose inhaler on their person while in school. Ensure written authorization for use of metered dose inhaler at school is completed and signed by health care provider and parent/guardian.	School Health policies and procedures, developed jointly by the CHD and LEA, require that a student who carries medication on their person have a current MAR with parental signature, PAAM, and MMP with physician authorization. LEA holds care planning meetings, as needed, where IHPs and EAPs are needed for students. LEA documents child specific training completed by staff on skills checkoff sheets, in the student's IHP, and in EdPlan, the LEA's medical activity management program. The CHD provides program oversight for compliance with the process. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service. Schools are encouraged to apply for Asthma Friendly School Recognition.

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	26b. If the school district has chosen to maintain supplies of short-acting bronchodilators and components from a wholesale distributor or manufacturer as defined in s. 499.003, F.S., the participating school district shall adopt a protocol developed by a licensed physician for the administration by school personnel who are trained to recognize symptoms of respiratory distress and to administer a short-acting bronchodilators or components. The protocol shall include: (1) Guidance for administering short-acting bronchodilators or components in instances of respiratory distress for a student with a known diagnosis of asthma. (2) If approved by the school district, guidance for administering short-acting bronchodilators or components in instances of respiratory distress for students with no known diagnosis of asthma. (3) A school nurse or trained school personnel shall only administer short-acting bronchodilators and components to students if they have successfully completed training and believe in good faith that the student is experiencing respiratory distress.	N/A
	26c. The school district or school shall provide written notice to the parent of each student enrolled in the school district or school of the school's adopted protocol. The public school must receive prior permission from the parent or guardian to administer a short-acting bronchodilator or components to a student.	N/A

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27. Students with Life Threatening Allergies s. 1002.20(3)(i), F.S.; Rules 6A-6.0251, F.A.C.; 64F-6.004(4), F.A.C.; NASN Position Statement on Rescue Medications in School; Students with Life-Threatening Allergies, 2017 Updated Guidance	27a. Ensure that written parent/guardian and physician authorization has been obtained from students who may carry an epinephrine auto-injector and self-administer while enroute to and from school, in school, or at school-sponsored activities.	School Health policies and procedures, developed jointly by the CHD and LEA, require that a student who carries medication on their person have a current MAR with parental signature, PAAM, and MMP with physician authorization. Care planning meetings are held, as needed where IHPs and EAPs are created for those needs by LEA. LEA documents child specific training completed by staff on skills checkoff sheets, in student's IHP, and in EdPlan. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	27b. For students with life threatening allergies, the RN shall develop and update annually IHP that includes an ECP, in cooperation with the student, parent/guardian, physician and school staff. The IHP shall include child-specific training to protect the safety of all students from the misuse or abuse of auto-injectors. The ECP shall direct that 911 will be called immediately for an anaphylaxis event and have a plan of action for when the student is unable to perform self-administration of the epinephrine auto-injector.	School Health policies and procedures, developed jointly by the CHD and LEA, require that a student who carries medication on their person have a current MAR with parental signature, PAAM, and MMP with physician authorization. LEA holds care planning meetings, as needed, where IHPs and EAPs are needed for students. LEA documents child specific training completed by staff on skills checkoff sheets, in student's IHP, and in EdPlan. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
28. Epinephrine Auto-injectors Use and Supply s. 1002.20(3)(i)(2), F.S.	28a. If the school district has chosen to maintain supplies of epinephrine auto-injectors from a wholesale distributor or manufacturer as defined in s. 499.003, F.S., the School District Board will insure that a standing order and written protocol be developed by a licensed physician and is available at all schools where the epinephrine auto-injectors are stocked. The participating school district shall adopt a protocol developed by a licensed physician for the administration by school personnel who are trained to recognize an anaphylactic reaction	N/A

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	and to administer an epinephrine auto-injection.	
29. Emergency Allergy Treatment s. 381.88, F.S.	29a. The School District Board will ensure that school staff, who are designated by the principal, (in addition to school health staff in the school clinic), to administer stock epinephrine auto-injectors (not prescribed to an individual student) are trained by a nationally recognized organization experienced in training laypersons in emergency health treatment or an entity approved by the Florida Department of Health.	N/A
	29b. The curriculum must include at a minimum: (a) Recognition of the symptoms of systemic reactions to food, insect stings, and other allergens; and (b) The proper administration of an epinephrine auto-injector.	N/A
30. Diabetes Management s. 1002.20(3)(j), F.S.; Rule 6A-6.0253, F.A.C.-Diabetes management	30a. Students with diabetes must have a Diabetes Medical Management Plan (DMMP) from the student's health care provider that includes medication orders and orders for routine and emergency care.	Clay County District Schools has no restrictions on which school students with diabetes may attend and currently has students with diabetes at most schools. LEA ensures completion of MMP with physician authorization, MAR, and PAAM form with physician authorization. LEA holds care planning meetings, as needed, where IHPs and EAPs are needed for students. LEA documents child specific training completed on skills checkoff sheets, in IHP, and in student data system. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	30b. An IHP will be developed from the DMMP by the RN in collaboration with the parent/guardian, student, health care providers and school personnel for the management of diabetes while enroute to and from school, in school, or at school-sponsored activities.	LEA ensures completion of MMP with physician authorization, MAR, and PAAM form with physician authorization. LEA holds care planning meetings, as needed, where IHPs and EAPs are needed for students. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.

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	30c. An ECP will be developed as a child-specific action plan to facilitate quick and appropriate responses to an individual emergency in the school setting.	LEA documents child specific training completed by staff on skills checkoff sheets, in student's IHP, and in EdPlan. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	30d. Maintain a copy of the current physician's diabetes medical management plan and develop and implement an IHP and ECP to ensure safe management of diabetes.	LEA holds care planning meetings, as needed, where IHPs and EAPs are needed for students. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
31. Diabetes Self-Management s. 1002.20(3)(j), F.S.; Rule 6A-6.0253, F.A.C.-Diabetes management	31a. Students with diabetes that have physician and parent/guardian approval may carry their diabetic supplies and equipment and self-manage their diabetes while enroute to and from school, in school, or at school-sponsored activities. The written authorization shall identify the diabetic supplies, equipment and activities the student can perform without assistance for diabetic self-management, including hypoglycemia and hyperglycemia.	School Health policies and procedures require that a student who carries diabetic supplies on their person have a current MMP with physician authorization, MAR, and PAAM form with physician authorization. LEA holds care planning meetings, as needed, where IHPs and EAPs are needed for students. LEA documents child specific training completed by staff on skills checkoff sheets, in student's IHP, and in EdPlan. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	31b. Maintain a copy of the current physician's diabetes medical management plan and develop and implement an IHP and ECP to ensure safe self-management of diabetes.	School Health policies and procedures require that a student who carries diabetic supplies on their person have a current MMP with physician authorization, MAR, and PAAM form with physician authorization. LEA holds care planning meetings, as needed, where IHPs and EAPs are needed for students. LEA documents child specific training completed by staff on skills checkoff sheets, in student's IHP, and in EdPlan. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
32. Use of Prescribed Pancreatic Enzyme Supplements s. 1002.20(3)(k), F.S.; Rule 6A-6.0252, F.A.C.	32a. Develop and implement an IHP and ECP for management of the conditions requiring pancreatic enzyme supplements and to ensure that the student carries and self-administers such supplements as prescribed by the physician.	School Health policies and procedures require that a student who carries diabetic supplies on their person have a current MMP with physician authorization, MAR, and PAAM form with physician authorization. LEA holds care planning meetings, as needed, where IHPs and EAPs are needed for students. The CHD provides program oversight. Charter

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		schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	32b. Maintain documentation of health care provider and parental/guardian authorization for a student to self-carry and self-administer a prescribed pancreatic enzyme supplement while enroute to and from school, in school, or at school sponsored activities.	School Health policies and procedures require that a student who carries diabetic supplies on their person have a current MMP with physician authorization, MAR, and PAAM form with physician authorization. LEA holds care planning meetings, as needed, where IHPs and EAPs are needed for students. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
33. Naloxone Use and Supply s. 1002.20(3)(o), F.S.	33a. If the school district has chosen to obtain and maintain supplies of naloxone the School District Board will ensure that a written protocol regarding storage, accessibility and administration of naloxone be developed and available at all schools where naloxone is stocked.	LEA has procedure for administering Naloxone, along with appropriate forms used to document when Naloxone is administered. LEA Nurses train UAPs on the administration of Naloxone and document said training on the Naloxone skills training form which is used to delegate skill to a UAP. School nurses, resource officers, and school administrators have all been trained on the administration of Naloxone. LEA nurses and UAPs complete the online Naloxone Training course (Opioid Overdose Response Awareness) at least annually and the certificate is kept in the health room.
34. Use and possession of headache medications s.1002.20(3)(p), F.S.	34a. The School District Board will develop a policy that ensures a student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.	If a student has permission from a parent/guardian to self-carry over-the counter (OTC) headache medication, then they must adhere to the following guidelines: 1. Students must have a signed permission slip, PAAM on file in the health room. 2. Headache medications must be in their original container. 3. Students may not share headache medications. 4. Nurses will give a copy of the signed permission slip to the student, who should keep this document on their person. If a student is caught taking OTC headache medication, LEA staff will determine if the student has a permission slip. If a student does not have a permission slip on file, LEA nurse will call the parent and review OTC medication procedures with them.

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		For elementary students: Given their age, we recommend that all headache medications are kept in the clinic and administered under adult supervision.
35. Administration of Medication and Provision of Medical Services by Nonmedical Assistive Personnel s. 1006.062(4), F.S.; Rules: 64B9-14.002(3), F.A.C., 64B9-14, F.A.C.;	35a. The School District Board will ensure that nonmedical assistive personnel be allowed to perform health-related services upon successful completion of child specific training by a registered nurse or advanced registered nurse practitioner, physician, or physician assistant.	The LEA registered nurses will provide medication administration training and medication skills verification for unlicensed staff administering medications. Per Florida Statutes s. 1006.062, UAPs are permitted to administer prescribed medication at school, provided appropriate training has taken place. Documentation of completion of said training will be noted on the Medication Skills Checklist Form. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	35b. An RN must document health related child-specific training for delegated staff. The delegation process shall include communication to the unlicensed assistant personnel (UAP) which identifies the task or activity, the expected or desired outcome, the limits of authority, the time frame for the delegation, the nature of the supervision required, verification of delegate's understanding of assignment, verification of monitoring and supervision. The documentation of training and competencies should be signed and dated by the RN and the trainee.	Documentation of child specific training completed by staff will be noted on skills checkoff sheets, child specific training sheets, in student's IHP, and in EdPlan. LEA nurses will provide child specific training for unlicensed assistant personnel (UAP), as needed. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	35c. The School District Board will ensure that the use of nonmedical assistive personnel shall be consistent with delegation practices per requirements.	LEA RNs follow F.S. 464 and "Technical Assistance Guidelines: The Role of the Professional School Nurse in the Delegation of Care in Florida Schools" (2022), when delegating tasks and procedures to UAPs. The CHD provides program oversight. The LEA will provide Child-specific training and periodic follow-up monitoring of UAPs as determined by the nursing

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		process as specified in s. 1006.062, Florida Statutes, and Chapter 64B9-14, Florida Administrative Code.
36. Background Screening Requirements for School Health Services Personnel Chapter 435, F.S., s. 381.0059, F.S.; s. 1012.465, F.S.	36a. The District School Board and CHD will ensure that any person who provides services under this school health services plan must meet the requirements of a level 2 background screening.	All school health employees from LEA, CHD, and community agencies undergo Level 2 background screenings prior to employment; employees are re-screened every 5 years.
37. Involuntary Examination s. 394.463, F.S. including: s. 1002.20(3)(l), F.S.; s. 1002.33(9), F.S.; s. 381.0056(4)(a)(19), F.S.	37a. The School District Board will ensure that it develops policies and procedures for the implementation of this statutory requirement. A reasonable attempt must be made to notify a student's parent/guardian, or caregiver before the student is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination.	LEA has policies and procedural guidelines in place when a student is removed from school, school transportation, or a school-sponsored activity and taken to a facility for an involuntary examination under the Baker Act. These guidelines provide for the immediate notification to a student's parent/guardian, or other contact listed, if the student is removed from school as stipulated in s. 381.0056(4)(a)(19), F.S. LEA school personnel will make a reasonable attempt to notify the student's parents, guardian, or caregiver before the student is transported. This information is disseminated through school counselors, mental health therapists, the crisis response manual, as well as provided on the LEA web page. This is incorporated into the Student and Family Handbook and Code of Student Conduct. Local Agency Responsible: LEA
38. Parental Consent for Health Care Services Section 1014.06, F.S.	38a. The School District Board must ensure that it develops policies and procedures for the implementation of the Parent's Bill of Rights. Address the following statutory requirements: (1) Obtain written parental consent prior to providing, soliciting or arranging to provide health care services or prescribe medicinal drugs to a minor child. (2) Obtain written parental consent prior to a medical procedure to be performed on a minor child in its facility.	The Student and Family Handbook and Code of Student Conduct specifically address parental consent as to the Parental Bill of Rights. Each July, the LEA sends an automated email via Synergy to notify parents and guardians that students are eligible to receive health services and mandated health screenings, as outlined in the district's School Health Services Plan. To proceed, parents/guardians must log into Synergy and navigate to the Parental Preferences section to review and select to participate in the health screenings offered or to opt-out of one or more services. Families must choose to either opt-in or opt-out of these services. If no selection is made,

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		the student will not receive any health or screening services until consent is provided. Parents/guardians may withhold consent or decline any specific service by completing an opt-out/opt-in form, within Synergy, for school health services or mandated health screenings. Parents can also opt-in or opt-out of nursing services/assessments and health screenings online during the registration process. The parents must update this status on a yearly basis, but can make changes to their consent, as needed at any time. Local Agency Responsible: LEA
39. Care of Students with Epilepsy or Seizure Disorders: Creates Section 1006.0626, F.S.	39a. Requires a school to provide epilepsy or seizure disorder care to a student under certain circumstances.	Will be covered by Individual Seizure Action Plan (ISAP) completed by LEA. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	39b. Provide requirements for the implementation of an individualized seizure action plan for a student with epilepsy or a seizure disorder.	LEA worked with local physicians to create an ISAP; furthermore, the LEA's current MMP for seizures also covers the needed information. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	39c. Provide that an individualized seizure action plan remains in effect until certain criteria are met.	The action plan will remain in effect until the physician changes the plan of care or the school year ends. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	39d. Authorize a school to provide training and supports to a student in the absence of such a plan.	LEA employees are required to watch a video recommended by the Department of Education on seizures and care annually.
	39e. Provide requirements for such plans; requiring a school nurse or appropriate school employee to coordinate the care of such students and verify the training of	LEA employees will watch a video on seizure care annually, and they will submit their certificate to the school nurse.

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	certain school employees relating to the care of the students. 39f. Provide requirements for such training; based on guidance issued by the Department of Education.	LEA will require child specific training for UAP staff of LEA caring for students with epilepsy/seizure disorders. The CHD provides program oversight. Charter schools will need to provide their own RN for school health services or enter into a contractual agreement with CHD for fee for service.
	39g. Require schools to provide specified information to certain school employees.	LEA employees will watch a video on seizure care annually, and they will submit their certificate of completion to the school nurse. The LEA nurse will provide the ISAP to the student's teachers and appropriate school personnel.
40. Availability of menstrual hygiene products. s.1006.064, F.S.	40a. If the school district has chosen to make menstrual hygiene products available in each school at no charge within the district, the School District Board will ensure that students are informed about the product's availability and location.	LEA has provided and will continue to provide complimentary menstrual hygiene products, which are conveniently located in the health room. This measure is designed to afford our students privacy and discretion.

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PART II: COMPREHENSIVE SCHOOL HEALTH SERVICES (CSHSP)

Statute and/or Rule References	Program Standard/Requirement	Local Implementation Strategies and Activities
41. The provision of Comprehensive School Health Services. The services provided under This section are additional and are intended to supplement, rather than supplant, basic School Health services. s. 381.0057(6), F.S.; s. 743.065, F.S.	41a. Provide in-depth health management, interventions and follow-up through the increased use of professional school nurse staff.	All comprehensive schools have an LEA RN or LPN on-site for the entire school day. The CHD provides program oversight.
	41b. Provide health activities that promote healthy living in each school.	LEA provides health promotion activities at each comprehensive school. CHD participates when requested and available. Each of the comprehensive schools listed below provide additional wellness and support through their community partnership. Wilkinson Junior High School is a community partnership school partnering with Children's Home Society of Florida, St.

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		John's River State College, Clay County District Schools, and Baptist Health - Wolfson Children's Hospital. Orange Park High School is a community partnership school collaborating with Children's Home Society of Florida, HCA Florida Orange Park Hospital, Clay County School District, Palms Medical Group, and St. John's River State College. Keystone High School is also a community partnership school partnering with Santa Fe Community College, Aza Health (FQHC), and Children's Home Society. LEA coordinates Hunger Free Campus and Share Table at all schools. LEA provides district wide annual training on child abuse. LEA provides Youth Mental Health First Aid training to the CHD school nurses and all the LEA employees annually and as needed for new employees. LEA and CHD participate in SHWAC with community partners to promote healthy living in the student population.
	41c. Provide health education classes.	LEA certificated staff provide health education instruction integrated within the core curriculum. The LEA also addresses health education in the Comprehensive Plan as per s. 381.0056, F.S.
	41d. Provide or coordinate counseling and referrals to decrease substance abuse/ misuse.	Students are referred to local substance abuse centers for services, as needed. The Family Education Program is taught to students by a certificated prevention professionals, as needed and when referred. Student Assistance Program (SAP) specialists are also available in some secondary schools. Local Agency Responsible: LEA
	41e. Provide or coordinate counseling and referrals to decrease the incidence of suicide attempts.	LEA provides annual training to counselors on identification of suicidal ideations and use of referrals for suicide prevention. School social workers and school counselors will provide individual counseling and referral, if needed. SAP specialists are available in some secondary schools. If a student qualifies for Tier 3 interventions, they are referred for private counseling. Many schools in the district have clinicians on campus, three or more days a week. The LEA also has contracts with many local

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		providers. Mental Health referrals are made through The Players Center's "Be Resilient and Voice Emotions" (BRAVE) program which tracks & manages the referrals to ensure students are connected to needed services. Local Agency Responsible: LEA
	41f. Provide or coordinate health education classes to reduce the incidence of substance abuse or misuse, suicide attempts and other high-risk behaviors.	SAP specialists are provided in some secondary schools, when available. The Hanley Foundation programs also provide alcohol literacy challenge, marijuana and vaping prevention, prescription drug abuse prevention and project success, to LEA schools as permitted. Local Agency Responsible: LEA
	41g. Identify and provide interventions for students at risk for early parenthood.	SAP specialists are available in some secondary schools. SAP specialists, school nurses, school counselors, school psychologists, and social workers work with students to identify needs and resources. Local Agency Responsible: LEA
	41h. Provide counseling and education of teens to prevent and reduce involvement in sexual activity.	SAP specialists are available in some secondary schools. SAP specialists, school nurses, school counselors, school psychologists, and social workers work with students to identify needs and resources. Local Agency Responsible: LEA
	41i. Collaborate with interagency initiatives to prevent and reduce teen pregnancy.	LEA social workers and school counselors work with agencies to provide support, education, and services.
	41j. Facilitate the return to school after delivery and provide interventions to decrease repeat pregnancy.	LEA social workers and school counselors work with agencies to provide support, education, and services for the transition back into the school setting.
	41k. Refer all known pregnant students to staff for prenatal care and Healthy Start services.	Healthy Start Services are available at Bannerman Learning Center. LEA provides information on prenatal care and Healthy Start Program, as needed. Referrals are made by social workers and school counselors. CHD provides Healthy Start referral information to the LEA through DOH-Baker.

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PART III: HEALTH SERVICES FOR FULL-SERVICE SCHOOLS		
Statute and/or Rule References	**Program Standard/Requirement**	**Local Implementation Strategies and Activities**
42. Full-Service Schools s. 412.3026(1), F.S.	42a. The State Board of Education and the Florida Department of Health shall jointly establish FSS to serve students from schools that have a student population at high risk of needing medical and social services.	The LEA has designed 10 schools as full-service schools (FSS).
	42b. Designate FSS based on demographic evaluations.	Based on demographic evaluations the following are the LEA's full-service schools (FSS): BLC, CEB, CHE, GPE, KHE, MRE, MBE, SBJ, WEC, and WES.
	42c. Provide nutritional services.	Referrals to local agencies, summer nutrition program at selected school sites. LEA provides the Free Summer Meals Program (breakfast & lunch) for kids 18 and under at approved schools throughout the district. The number of feeding sites for the Free Summer Meals Program could change based on the needs of the district (increase in sites due to summer program or decrease because of participation later in the summer).
	42d. Provide basic medical services.	CHD participates in Back-to-School Events in the summer with LEA in collaboration with other community agencies and partners. CHD provides immunizations during the summer Back to School Wellness event. LEA partners with Health Heroes Inc. to provide influenza vaccines. Wellness screenings and vaccines are provided at school sites in the Community Partnership Schools. LEA is partnering with DOH-Baker to provide Preventative Dental Care in full-service schools.
	42e. Provide referral to dependent children Temporary Assistance to Needy Families (TANF).	LEA refers students/families needing specialized services to local agencies/community partners. A social worker is also available at all school sites, in addition, SAP specialists are available for at-risk students.
	42f. Provide referrals for abused children.	LEA provides referrals to local agencies for needed specialized services. A social worker is available at all school sites, as are SAP specialists for at-risk students. CHD and LEA provide training and information on how to report child abuse to school

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		health room staff. LEA provides training and information on how to report child abuse to all school staff.
	42g. Provide specialized services as an extension of the educational environment that may include nutritional services, basic medical services, aid to dependent children, parenting skills, counseling for abused children, counseling for children at high risk for delinquent behavior and their parent/guardian, and adult education.	Parenting and GED classes at various sites provided. LEA maintains a list of agencies and community partners providing specialized services and refers parents and students as needed. A social worker is available at all school sites, as are SAP specialists for at risk students. Local Agency Responsible: LEA
	42h. Develop local agreements with providers and/or partners for in-kind health and social services on school grounds.	LEA has established partnerships with multiple community agencies for on-site health and social services at full-service community partnership schools. Each community partnership school has a contract with 3 partners committing to 25 years of support by providing services in their applicable areas of expertise. Each site also has a variety of other community partners that can help with specialized projects. Local Agency Responsible: LEA

PART IV: Detailed Description of Local Agency(s) Roles and Responsibilities

Statute and/or Rule References	Program Standard/Requirement	Local Implementation Strategies and Activities
43. Command structure, accountability, outcome indicators, resource management, and data systems. Rules: 64F-6.002, F.A.C.	43a. Please describe how responsibilities and duties to operate the school health services program are divided among the agencies involved in implementation. Please review: (1) Employing or contracting for all health-related staff, the supervision of all school health services personnel regardless of funding source.	(1) The LEA and CHD human resources departments have job descriptions with specific requirements for the LEA and CHD school health positions, respectively. The principals are responsible for hiring and supervising the staff (nurses and UAPs) for the LEA health rooms. The LEA Coordinator of Nursing Services supervises the school health services. The CHD Director of Nursing Services provides program oversight of the CHD school health program, in collaboration with the School Health Coordinator. The School Health Coordinator supervises and hires the CHD school health staff.

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	(2) List the agency responsible for the day-to-day school clinic operations and management oversight. (3) List the resources or tools that are shared between agencies within your school health program. (4) Explain who is responsible for performance evaluations of clinical operations, and how are the evaluations completed and documented. (5) Explain who is responsible for Quality Improvement planning, implementation, and tracking for school health operations.	(2) LEA's Climate and Culture Department supervises all day-to-day school health services for the LEA, specifically the Coordinator of Nursing Services. CHD provides compliance oversight. (3) LEA and CHD jointly provide resources for school health services. CHD donated the bulk of their mass health screening equipment to the LEA for conducting mass health screenings. LEA loans CHD screening equipment (Spot Screener), as needed. CHD purchased a Nickie® Medical Training Doll for LEA to use for training purposes. CHD also shares educational resources with the LEA upon request, when available, through CHD's community health program. (4) LEA receives information and recommendations from the state, the Department of Education, and the CHD. The CHD conducts a School Health Services Program Review in the fall for all the schools. The primary schools receive a second School Health Services Program Review in the spring. These reviews are documented on the School Health Services Program Review Tool. (5) The CHD will send the LEA school principals, LEA school nurse, LEA records staff, and the LEA Coordinator of Nursing Services a process improvement plan if any measures are not in compliance. The Coordinator of Nursing Services will ensure individuals needing retraining will attend applicable courses/classes. LEA will complete the process improvement plan and return the completed plan to the CHD within 2 weeks. The CHD follows up with the LEA, including conducting additional visits, as needed, on any measures not meeting compliance. CHD conducts internal DOH school health QI projects each year. Results are shared with the schools, as appropriate, with DOH staff, and with DOH leadership.

LEAD

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	43b. Explain how the program collaborates in the planning and implementation of statutory requirements, rules, policies and routines. Please review the formal process used and each step taken during this collaborative task.	Each year that new statutory requirements are implemented, the LEA and CHD discuss implementation. These updates are shared with the nurses at the August annual nurse's meeting or throughout the year via email. The School Health Services Administrative Resource Manual[2] is used as a guide to ensure school health statutory requirements are met in the local school health program.
	43c. Describe the communication between agencies. Please review how frequently agencies meet to discuss progress and challenges facing the program and when the school health services plan is reviewed each year for the purpose of updating the planning.	CHD's Health Officer, Director of Nursing, and School Health Coordinator collaborate with the LEA Coordinator of Nursing Services and the LEA Director of Climate and Culture on a quarterly basis to review progress, changes, and challenges. The LEA Coordinator of Nursing Services and the CHD School Health Coordinator collaborate weekly or as needed via email and telephone. Additionally, the School Health Services Plan undergoes review by CHD, and LEA leadership. The plan is presented to the SHWAC.
	43d. Please describe the data ownership and the responsibilities of data owners. Explain the requirements related to data sharing, agreements, data translation, and exchanges. Please review (1) Who is responsible for data collection? (2) Who is responsible for data cleaning? (3) Who is responsible for data quality assurance? (4) Where does services data reside? (5) Is there a formal data definitions and query manual?	Collection: The CHD has ownership of HMS and only CHD nurses enter school health services data into the system. CHD collects monthly aggregate school health services data from each school to report in HMS. Cleaning: Data cleaning is mainly monitored by CHD but the LEA assists with discrepancies to ensure accurate data is retrieved. Quality: LEA and CHD work cooperatively to ensure quality data is received. CHD reviews the data for accuracy and obtains clarification of any discrepancies received from the LEA. Updates on data collection are provided to the LEA by the CHD at the August nurse's meeting and as needed to ensure consistency of the collected data. CHD inputs service data into HMS. A secondary DOH nurse reviews the monthly data entered in HMS to ensure accuracy of data entry. Residence of Data: LEA also maintains services data collected via the monthly reporting forms. LEA maintains records per retention schedule.

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[2] Available online at https://www.floridahealth.gov/programs-and-services/childrens-health/school-health/School-Health-Administrative-Resource-Manual-Rev-2021.pdf

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		Definitions: The CHD maintains a "School Health Services Data Handbook" with data definitions that is updated at least annually and electronically shared with LEA upon completion. The CHD nurses sign a LEA vendor agreement each year to access Synergy for record reviews and immunization compliance. LEA has ownership of Synergy.
	43e. What is your step-by-step procedure and established timelines for the resolution of interagency conflicts. Please review a specific example of this process being utilized and its outcome.	The LEA and CHD meet quarterly to discuss any conflicts that may arise. Immediate needs are resolved at the time of occurrence by a phone call, email, or a meeting that is either in person or virtual. The CHD contacts the state program office to answer any questions related to program guidelines and CHD legal may be contacted for the interpretation of any statutes in question. CHD recommends to LEA as appropriate, to follow up with their legal counsel as needs arise. A specific example was the requirements for mass health screenings and screening of new students. The process above was utilized to obtain a successful resolution.
	43f. Please describe how agencies coordinate training and knowledge sharing to maintain consistency in the implementation of statutory requirements. Please review examples of coordinated training and knowledge sharing.	The LEA coordinates the August yearly nurse's meeting with all the health room staff. The CHD presents any statutory updates at this training. CHD will provide education relating to the School Health Services Program, as requested, and as jointly determined by CHD and LEA. The CHD provides a monthly orientation class (up to 4-hours) reviewing statutory school health program requirements with all new health room staff and a monthly virtual training on the statutory requirements to all new records staff on school health entry requirements. At the beginning of the school year, the CHD shares the Florida Statutes and Administrative Code Rules for School Health Services and Related Activities in Schools with the school principals.

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END OF TEXT

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ATTACHMENTS AND EXHIBITS FOLLOW

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CCA = Clay Charter Academy
CCSD = Clay County School District
CHD = County Health Department
CoAg = Crisis Response Cooperative Agreement
CPR = Cardiopulmonary Resuscitation
CSH = Coordinated School Health
DOH = Department of Health
EAP = Emergency Action Plan
FSS = Full Service School, = Full Service Schools
FTE = Full Time Equivalent
HIPAA = Health Insurance Portability and Accountability Act
HOSA = Future Health Professionals
IEP = Individualized Educational Plan
IHP = Individual Health Care Plan
ILI = Influenza Like Illness
ISAP = Individual Seizure Action Plan
LEA = Local Educational Agency
LOGOV = Local Government Funds
LPN = Licensed Practical Nurse
MAR = Medication Administration Record
MMP = Medical Management Plan
NCGRV = Non-Categorical General Revenue
OTC = Over The Counter
PAAM = Parent Authorization for the Administration of Medication
PIP = Process Improvement Plan
RN = Registered Nurse
SALGS = Sale of Goods & Services
SAP = Student Assistance Program
SCHOL = School Choice Option for Learning
SHAC = School Health Advisory Committee
SHSM = School Health Services Manual
SHSP = School Health Services Plan
SHWAC = School Health Wellness Advisory Council
TANF = Temporary Assistance for Needy Families
UAP = Unlicensed Assistant Personnel

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Exhibit I: Annual Report School Health Report

2024-2025 Annual School Health Report

_____ County

DRAFT

Due by August 15, 2025

Send via email to: HSF.SH_Feedback@flhealth.gov and copy county liaison.

2024-2025 Annual School Health Report

2024-2025 Annual School Health Report

- Please make sure that you only open the 2024-2025 Annual Report file in Microsoft Excel.
- Do not work in this file until you have opened and saved it to your network drive or a flash/travel drive. When saving for the first time, use the "Save As" function and add your county's name to the beginning of the file name so your submitted report file will not be confused with that of other counties. the FILE NAME SHOULD BE FORMATTED AS FOLLOW: " Florida County 2024-2025 Annual School Health Report". "Florida" should be your county name.
- To enter data in the format, click in the cell where you need to enter information, type the information, press Tab to move from one answer space to the next.
- A value will appear in cells that have zeros (0) once the required data is entered in the referenced cells. If no data is entered in the referenced cells, these cells will remain zero (0).
- Enter all requested data for all sections of this report, as applicable to your county.

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Enter County Name Here County School Health Contacts for 2024-2025 School Year

County Name

Department of Health County Office
Administrator / Director
Name _____
Licenses and/or Degrees _____
Email _____

Department of Health County Office
Business Manager for School Health
Name _____
Licenses and/or Degrees _____
Phone _____ Extension _____
Email _____

School District / Local Educational Agency
School Health Coordinator
Name _____
Licenses and/or Degrees _____
Job Title _____
Address _____
City _____ Zip Code _____
Phone _____ Extension _____
Work Cell Phone _____
Email _____

School Health Advisory Committee

Name _____
Agency _____
Phone _____ Extension _____
Cell Phone _____
Email _____

Additional School Health Contact
(Other Agency Providing Direct Services)
Name _____
Agency _____
Phone _____ Extension _____
Cell Phone _____
Email _____

School District
Superintendent
Name _____
Licenses and/or Degrees _____
Email _____

Department of Health County Office
Director of Nursing
Name _____
Licenses and/or Degrees _____
Phone _____ Extension _____
Email _____

Department of Health County Office
School Health Coordinator
Name _____
Licenses and/or Degrees _____
Job Title _____
Address _____
City _____ Zip Code _____
Phone _____ Extension _____
Work Cell Phone _____
Email _____

Coordinated School Health / Whole School, Whole Community, Whole Child Coordinator
Name _____
Agency _____
Phone _____ Extension _____
Cell Phone _____
Email _____

Additional School Health Contact
(Other Agency Providing Direct Services)
Name _____
Agency _____
Phone _____ Extension _____
Cell Phone _____
Email _____

LEAD

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Overview of Schools and Students

Reporting Period July 1, 2024 through June 30, 2025

DIRECTIONS: Provide the numbers for ALL PUBLIC SCHOOLS AND STUDENTS in your county, utilizing the Department of Education (DOE) file *Membership by School by Grade 2024-25, Final Survey 2*, available at the following link:
https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/stud

DO NOT INCLUDE Department of Juvenile Justice (DJJ), Adult, Adult Vocational schools, Virtual Schools (Florida Virtual School or private virtual school) or Private Schools. INCLUDE district remote learners in Students (not in Schools). Schools with combined grade levels are those that have two or more school levels (ex. K-8, 6-12, etc.). Put public Pre-Kindergarten school and student counts in the Elementary School category.

Public Schools and Students by School Health Program	Elementary Schools	Middle Schools	High Schools	Schools with Combined Levels (K-8, 6-12, etc.)	Totals
Basic School Health (BASIC ONLY)-SCHOOLS					0
Basic School Health (BASIC ONLY)-STUDENTS					0
Comprehensive School Health (CSHSP)-SCHOOLS					0
Comprehensive School Health (CSHSP)-STUDENTS					0
Full Service Schools (FSS)-SCHOOLS					0
Full Service Schools (FSS)-STUDENTS					0
Public Charter SCHOOLS					0
Public Charter School STUDENTS					0
Public Alternative SCHOOLS (not DJJ)					0
Public Alternative School STUDENTS (not DJJ)					0
Total Public SCHOOLS	0	0	0	0	0
Total Public School STUDENTS	0	0	0	0	0

FILED

Types of Health Conditions - July 1, 2024 through June 30, 2025

Directions: The number of health conditions that are identified through review of current student health/emergency information records and physicians' diagnoses in all elementary, middle and high schools in the school district. ***All conditions must have a provider diagnosis with the exception of (1)ADD/ADHD (2) allergies-non life threatening (3) mental/behavioral health conditions and (4)"Others" which can be based on documented parental report. For the "Others" category, please sum the numbers of students with conditions not specifically listed in this table and enter one number. Health conditions are defined as those conditions that last 1 year or more and require ongoing medical attention, limit activities of daily living, or both. If student(s) have multiple health conditions, they should be counted once for each instance of a reportable health condition AND counted once in the new variable "Total number of students with multiple health conditions".***

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Types of Health Conditions - July 1, 2024 through June 30, 2025

Directions: The number of health conditions that are identified through review of current student health/emergency information records and physicians' diagnoses in all elementary, middle and high schools in the school district. ***All conditions must have a provider diagnosis with the exception of (1)ADD/ADHD (2) allergies-non life threatening (3) mental/behavioral health conditions and (4)"Others" which can be based on documented parental report. For the "Others" category, please sum the numbers of students with conditions not specifically listed in this table and enter one number. Health conditions are defined as those conditions that last 1 year or more and require ongoing medical attention, limit activities of daily living, or both. If student(s) have multiple health conditions, they should be counted once for each instance of a reportable health condition AND counted once in the new variable "Total number of students with multiple health conditions".***

Reported Health Conditions	Inclusion/Exclusion Criteria	Totals
ADD/ADHD	Healthcare provider diagnosis and/or parental report	
Allergies - non-life threatening	Healthcare provider diagnosis and/or parental report	
Allergies - life threatening	Healthcare provider diagnosis	
Asthma	Healthcare provider diagnosis	
Autism spectrum disorders	Healthcare provider diagnosis	
Bleeding disorder	Healthcare provider diagnosis	
Cancer	Healthcare provider diagnosis	
Cardiac conditions	Healthcare provider diagnosis	
Cystic fibrosis	Healthcare provider diagnosis	
Diabetes - type 1	Healthcare provider diagnosis	
Diabetes - type 2	Healthcare provider diagnosis	
Epilepsy/seizures	Healthcare provider diagnosis	
Kidney disorders	Healthcare provider diagnosis	
Lupus	Healthcare provider diagnosis	
Mental/behavioral health conditions	Healthcare provider diagnosis and/or parental report	
Sickle cell disease	Healthcare provider diagnosis	
Others	Healthcare provider diagnosis and/or parental report	
Totals		0
Total number of students with multiple health conditions		

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Number of Students Needing Medications and/or Procedures from July 1, 2024 through June 30, 2025

Directions: Complete this table with a count of STUDENTS with a physician's order and/or prescription label for the listed procedures and/or medications, and/or a parent authorization if a physician's order is not required. Count each student once for each medication route or procedure type. **Examples: If a student is authorized to receive two oral medications and one procedure, count the student once for the two oral medications and once for the procedure. If the student is authorized to receive one oral medication, one inhaled medication and one procedure, count the student once for oral medication, once for inhaled medication and once for the procedure.** This table is NOT for counting medication administration events or procedures performed.

Students Needing Medications / Procedures	Students
Medications	
Insulin administration	
Other injections	
Intravenous	
Inhaler (or nebulizer)	
Oral	
Nasal	
Rectal	
Topical	
Ophthalmic	
Otic	
Other	
TOTAL MEDICATIONS BY ROUTE	0
Procedures	
Carbohydrate counting	
Glucose monitoring	
Catheterization	
Colostomy, ileostomy, urostomy, jejunostomy care (site care)	
Electronic monitoring (cardiac, other)	
J, PEG, NG tube feeding	
Oxygen continuous or intermittent	
Pulse oximetry	
Specimen collection or testing	
Tracheostomy care	
Ventilator dependent care	
Other procedures	
TOTAL PROCEDURES	0
TOTAL MEDICATIONS AND PROCEDURES	0

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Disposition of Health Room/Clinic Visits
2024-2025 Year-Long Data Collection

Data Point	Definitions and Clarifications	Data Point #	Calculated Percentages of
Number and Percent of Visits - RN			
Number of student encounters/health office visits to RN resulting in the student returning to class or staying in school during the 2024-2025 school year	Include only students who are seen (face to face) by **RN** (not other health office staff)		#DIV/0!
Number of student encounters/health office visits to the RN resulting in 911 being called or regionally appropriate equivalent during the 2024-2025 school year	Include only students who are seen (face to face) by **RN** (not other health office staff)		#DIV/0!
Number of student encounters/health office visits to the RN resulting in the student being sent home during the 2024-2025 school year	Include only students who are seen (face to face) by **RN** (not other health office staff). Includes students sent home with the recommendation/directive to see a health care provider.		#DIV/0!
Total RN Health Room/Clinic Dispositions	**Total number of visits to RN**	**0**	
Percentage RN Health Room/Clinic Dispositions	**RN health room/clinic visit percentage of total health room/clinic visits**	*****	
Number and Percent of Visits - LPN			
Number of student encounters/health office visits to LPN resulting in the student returning to class or staying in school during the 2024-2025 school year	Include only students who are seen (face to face) by **LPN** (not RN or other health office staff)		#DIV/0!
Number of student encounters/health office visits to the LPN resulting in 911 being called or regionally appropriate equivalent during the 2024-2025 school year	Include only students who are seen (face to face) by **LPN** (not RN or other health office staff)		#DIV/0!
Number of student encounters/health office visits to the LPN resulting in the student being sent home during the 2024-2025 school year	Include only students who are seen (face to face) by **LPN** (not RN or other health office staff). Includes students sent home with the recommendation/directive to see a health care provider.		#DIV/0!
Total LPN Health Room/Clinic Dispositions	**Total number of visits to LPN**	**0**	
Percentage LPN Health Room/Clinic Dispositions	**LPN health room/clinic visit percentage of total health room/clinic visits**	*****	
Number and Percent of Visits - Health Aide/UAP (non-RN, non-LPN)			
Number of student encounters/health office visits to health aide/UAP (non-RN, non-LPN) resulting in the student returning to class or staying in school during the 2024-2025 school year	Include only students who are seen (face to face) by other **health aide/UAP** staff (non-RN, non-LPN). You may include secretaries or others IF it is included as a specific part of their responsibility.		#DIV/0!
Number of student encounters/health office visits to the health aide/UAP (non-RN, non-LPN) resulting in 911 being called or regionally appropriate equivalent during the 2024-2025 school year	Include only students who are seen (face to face) by **health aide/UAP** staff (non-RN, non-LPN). You may include secretaries or others IF it is included as a specific part of their responsibility.		#DIV/0!
Number of student encounters/health office visits to the health aide/UAP (non-RN, non-LPN) resulting in the student being sent home during the 2024-2025 school year	Include only students who are seen (face to face) by **health aide/UAP** staff (non-RN, non-LPN). You may include secretaries or others IF it is included as a specific part of their responsibility. Includes students sent home with the recommendation/directive to see a health care provider.		#DIV/0!
Total health aide/UAP Health Room/Clinic Dispositions	**Total number of visits to health aide/UAP**	**0**	
Percentage health aide/UAP Health Room/Clinic Dispositions	**Health aide/UAP health room/clinic visit percentage of total health**	*****	
Total All Health Room/Clinic Dispositions	**Total Number of Health Office Visits by Any Health Room Staff**	**0**	

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Student Referrals During 2024-2025

Directions: These referrals should only be those made by school health staff.

Referrals To	Basic Schools (Optional)	Comprehensive Schools (Required)	Full Service Schools (Optional)	Total
Abuse registry				0
Dental care				0
Guidance counselor				0
Pregnancy care				0
Healthy Start				0
Sexual health services				0
KidCare				0
Health care provider				0
Mental health counseling				0
Social work services				0
Substance abuse counseling				0
Other				0
Totals	0	0	0	0

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Health Education Classes Provided Between July 1, 2024 through June 30, 2025

Directions: Health education classes are those planned educational sessions/presentations with an established curriculum to students, parents, school staff or health professionals. A class may be one or more participants. If you cover more than one subject area in a single class, you may record it in each subject area. For example, a class that covers nutrition and physical activity can be counted as two classes. Document health education classes provided by school health nurses (RN or LPN) or health educators if they directly provides a class or intervention; contribute curriculum, handouts or other materials to a class or intervention provided by school personnel; are available to answer student questions in class or make arrangements for a speaker to present to a class.

Subject	Basic Schools (Optional)				Comprehensive Schools (Required)				Full Service Schools (Optional)				Total Classes
	Classes	Students	Parents	Staff	Classes	Students	Parents	Staff	Classes	Students	Parents	Staff	
Alcohol, tobacco & other drug abuse													0
Bullying													0
Child abuse													0
Date rape													0
Dental health													0
Family life instruction													0
General health / other													0
HIV / STD prevention													0
Human trafficking													0
Injury prevention / safety													0
Mental / behavioral health													0
Nutrition													0
Parenting skills													0
Physical activity													0
Pregnancy prevention													0
Staff wellness													0
Suicide prevention													0
Trauma informed care													0
Violence prevention / conflict resolution													0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

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ALL COUNTIES RECEIVING FUNDS FOR FULL SERVICE SCHOOLS MUST COMPLETE THE FOLLOWING SECTION.

Agencies that Provided In-Kind Services at Local Schools from July 1, 2024 through June 30, 2025

Directions: Provide the names of public and private non-profit agencies and churches that provided IN-KIND services to students that were NOT FUNDED by School Health Schedule C revenue or school district funds budgeted for school health services during 2024-2025. Examples of providers would be school resources officers, local mental health providers, Healthy Start, WIC, Department of Children and Families, Department of Juvenile Justice, agricultural extension, United Way, Lion's Club, etc.

Type of Service	Provider Name(s)
Adult Education	
Case Management	
Child Protective Services	
Community Education	
Counseling Abused Children	
Counseling High-Risk Children	
Counseling High-Risk Parents	
Delinquency Counseling	
Dental Services	
Economic Services (TANF and/or other)	
Healthy Start / Healthy Families	
Job Placement Services	
Mental / Behavioral Health Care (including telehealth)	
Nutritional Services (WIC, food backpack programs)	
Parenting Skills Training	
Primary Health Care (including telehealth)	
School Resource Officers	
Social Work Services	
Specialty Health Care (including telehealth)	
Substance Abuse Counseling (including telehealth)	
Other:	

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Schools with Any Health Staff On-Site Full-Time (5 days a week, 6 - 8 hours a day) in 2024-2025

Number of Schools that are Staffed with ANY Full-Time Health Staff: APRN, RN, LPN, Health Aide/UAP				
	Elementary Schools	Middle Schools	High Schools	Combined Level Schools
County Health Department				
School District				
Community Partners				
Other				

Schools with a Registered Nurse (RN) On-Site Full-Time (5 days a week, 6 - 8 hours a day) in 2024-2025

Number of Schools that are Staffed with a Full-Time Registered Nurse (RN)				
	Elementary Schools	Middle Schools	High Schools	Combined Level Schools
County Health Department				
School District				
Community Partners				
Other				

Community / Public-Private Partners Providing Staff or Funds for the Partner Staff listed in the School Health Services Staffing for July 1, 2024 through June 30, 2025

Program	Partner Name	
Basic School Health		
Comprehensive School Health		
Full Service Schools		

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Directions: Only count staff hired and paid specifically to perform school health services. Do not double count any person (FTE/position). If one person is functioning in multiple roles, split their FTE or position. For example, school health coordinator/RNs that spend half their time in school clinics and half their time as a school health coordinator/administrator (Record 0.5 FTE in #1 and 0.5 FTE in #10.). Only include FTEs/positions or portions of FTEs/positions that are dedicated to school health services.

Data Points (DO NOT DOUBLE COUNT any FTEs/positions or portions of FTEs/positions)	Definition and Inclusion/Exclusion Criteria RN = Registered Nurse LPN = Licensed Practical Nurse FTE = Full-time Equivalent (based on teacher FTE for school district staff and/or state FTE for county health department staff) or Positions for community partners.	County Health Department				School District				Community Partners				Total
		Basic Schools	Comprehensive Schools	Full Service Schools	Subtotal	Basic Schools	Comprehensive Schools	Full Service Schools	Subtotal	Basic Schools	Comprehensive Schools	Full Service Schools	Subtotal	
1. Total number of RN FTEs/positions with an assigned caseload providing direct services	Direct services means responsible for the care of a defined group of students in addressing their acute and chronic health conditions. It includes health screenings, sick care, first aid, health education classes/fairs/promotion and case management. Direct services may be those provided in collaboration with an LPN or health aide. **Inclusion/Exclusion:** • Include long term substitute (but not the substitute RN list for short term needs). • Exclude portion of FTEs/positions dedicated to administrative assignment and include in #10. • Exclude RNs working with a limited caseload providing direct services such as to medically fragile students (ratios of 1:1, 1:2, 1:3, 1:4 or 1:5), who are included in #7)				0.00				0.00				0.00	0.00
2. Total number of LPN FTEs/positions with an assigned caseload providing direct services with a designated case load	Direct services means responsible for the care of defined group of students in addressing their acute and chronic health conditions. It includes health screenings, sick care, first aid, health education classes/fairs/promotion and case management. Direct services may be those provided in collaboration with an RN or health aide. **Inclusion/Exclusion:** • Include long term substitute (but not the substitute LPN list for short term needs) • Exclude portion of FTEs/positions dedicated to administrative assignment and include in item #11. • Exclude LPNs working with a limited caseload providing direct services such as to medically fragile students (ratios of 1:1, 1:2, 1:3, 1:4 or 1:5), who are included in #8				0.00				0.00				0.00	0.00

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3. Total number of health aide (non-RN, non-LPN) FTEs/positions with an assigned caseload providing direct health services (e.g., give medication, staff health office, perform specific health procedures)	Direct services means care of defined group of students in addressing their acute and chronic health conditions. It includes health screenings, sick care, first aid. These direct services are provided under the supervision of an RN. This number should reflect only those health aides whose main assignment is health related. Inclusion/Exclusion: • Exclude portion of FTEs/positions dedicated to administrative support assignment and include in item #12. • You may include the portion of an FTE/position of a secretary or other aide IF it is included as a specific part of their position description. Exclude secretaries, teachers or principals who only address health issues occasionally, (i.e. only when help is needed, filling in to cover health staff.) • Exclude health aides working with a limited caseload providing direct services such as to medically fragile students (ratios of 1:1, 1:2, 1:3, 1:4 or 1:5), who are included in #5				0.00				0.00				0.00	**0.00**
4. Total number of supplemental/float RN FTEs/positions	Permanently hired/contracted RNs who provide supplemental/additional direct nursing services or specific procedures, e.g. child find/EPSDT. *This count is in addition (separate) to the RNs identified in #1, #7 and #10.* Inclusion/Exclusion: • Exclude RNs working with a limited caseload (1:1, 1:2, 1:3, 1:4, 1:15 assignments) providing direct services such as to medically fragile students, who are included in #7.				0.00				0.00				0.00	**0.00**
5. Total number of supplemental/float LPN FTEs/positions	Permanently hired/contracted LPNs who provide supplemental/additional direct nursing services or specific procedures. *This count is in addition (separate) to the LPNs identified in #2, #8 and #11.* Inclusion/Exclusion: • Exclude LPNs working with a limited caseload (1:1, 1:2, 1:3, 1:4, 1:15 assignments) providing direct services such as to medically fragile students, who are included in #8.				0.00				0.00				0.00	**0.00**
6. Total number of supplemental/float health aide (non-RN, non-LPN) FTEs/positions	Permanently hired/contracted health aides (non-RN, non-LPN) FTE/position who provide supplemental/additional direct nursing services or specific procedures. *This count is in addition (separate) to the health aides identified in #3, #9, and #12.* Inclusion/Exclusion: • Exclude Health aides working with a limited caseload (1:1, 1:2, 1:3, 1:4, 1:15 assignments) providing direct services such as medically fragile students, who are included in #9.				0.00				0.00				0.00	**0.00**
7. Total number of RNs with special assignment FTEs/positions	RNs working exclusively with a limited caseload providing direct services such as medically fragile students (ratios of 1:1, 1:2, 1:3, 1:4 or 1:5). Inclusion/Exclusion: • Only include RNs working with a limited caseload.				0.00				0.00				0.00	**0.00**

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8. Total number of LPNs with special assignment FTEs/positions	LPNs working exclusively with a limited caseload providing direct services such as medically fragile students (ratios of 1:1, 1:2, 1:3, 1:4 or 1:5). **Inclusion/Exclusion:** • Only include LPNs working with a limited caseload.				0.00				0.00				0.00	0.00
9. Total number of health aides (non-RN, non-LPN) with special assignment FTEs/positions	Health aides (non-RN, non-LPN) working exclusively with a limited caseload providing direct services such as medically fragile students (ratios of:1, 1:2, 1:3, 1:4 or1:5). **Inclusion/Exclusion:** Only include health aides working with a limited caseload.				0.00				0.00				0.00	0.00
10. Total number of RN FTEs/positions providing administrative or supervisory school health services	RNs providing management/clinical supervision, trainings to RNs, LPNs, or other health extenders, or conducting other administrative health services, e.g. case management. **The School Health Coordinator FTE/positions (or portion) would be included in this count.** **Inclusion/Exclusion:** • Exclude any portion of FTEs/positions dedicated to direct service (school based services, nursing assessments, screenings, case management, etc.) and include in item #1.				0.00				0.00				0.00	0.00
11. Total number of LPN FTEs/positions providing administrative or supervisory school health	LPNs providing management/clinical supervision to LPNs, or other health extenders, or conducting other administrative health services. **Inclusion/Exclusion:** • Exclude any portion of FTEs/positions dedicated to direct service (school based services, screenings, case management, etc.) and include in #2.				0.00				0.00				0.00	0.00
12. Total number of assistant FTEs/positions providing administrative support services to RNs or LPNs	Assistants providing administrative support services to RNs or LPNs, e.g. clerical assistance. **Inclusion/Exclusion:** • Exclude any portion of FTEs/positions dedicated to direct service (school based services, screenings, etc.) and include in #3.				0.00				0.00				0.00	0.00
TOTAL Health Services FTEs/positions	**This number is a total of the numbers you entered for this section and is for your use.**	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Revenue and Expenditures for School Health Services and Health Education in Schools for July 1, 2024 through June 30, 2025

NOTE: COMPLETE ALL RELEVANT SECTIONS WITH 2024-2025 REVENUE AND EXPENDITURES.

A. Local Department of Health (DOH) Schedule C Revenue and Expenditures for School Health Services and Health Education in Schools
List Schedule C revenue and expenditures for school health services during FY 2024-2025 on the appropriate line.
NOTE: Add all beginning cash balances to the 2024-2025 revenue for each OCA, where applicable.

A. School Health Schedule C Revenue and Expenditures	Revenue	Expenditures
DO NOT FILL. State Health Office will complete.	XX	XX
DO NOT FILL. State Health Office will complete.	XX	XX
DO NOT FILL. State Health Office will complete.	XX	XX

B. Other Local DOH Revenue and Expenditures **(do not include School District funds)** for School Health Services and Health Education
List local DOH revenue and expenditures, by funding source budgeted and expended for school health services during FY 2024-2025 on the appropriate line. Use the "Other" to list any other local DOH funding that is not allocated under the OCAs SCHGR and SCHSP.

B. Other Local DOH Revenue Sources		Revenue	Expenditures
Medicaid Certified Match			
Medicaid Cost Reimbursement			
Local DOH Trust Fund			
(Specify)			
Other #2: (Specify			
Other #3: (Specify			
(Specify)			
Local Department of Health Sub-Totals		$0.00	$0.00

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Docusign Envelope ID: A4C8886C-8AC5-454F-8FE1-AB41E6C7EB43

C. School District Expenditures for School Health Services and Health Education
List school district expenditures, by funding source, that were expended for school health services and health education in 2024-2025.
NOTE: Please include only expenditures for school health services staff (advanced registered nurse practitioners, registered nurses, licensed practical nurses, health aides (health techs, certified nursing assistants), health educators, health room/clinic facilities, equipment and supplies. Do not include funds received from the county health department via contract.

C. 2024-2025 Expenditures of School District Revenue for Health Services and Health Education		Expenditures
Basic School Health		
Comprehensive School Health		
Full Service Schools		
(Specify)		
Other #2: (Specify		
Other #3: (Specify		
(Specify)		
School District Sub-Total		$0.00

D. Community and Public-Private Partner Expenditures for School Health Services and Health Education
List on the appropriate line community and public-private partner expenditures by funding source that were expended for school health services in 2024-2025.
NOTE: List any partner funding in the rows provided. Please do not change or move the names of partner categories already listed.

D. 2024-2025 Community and Public-Private Partner Expenditures (Non-Contracted) for School Health Services and Health Education in Schools		Expenditures
Children's Services Council		
United Way		
County Commission		
Health Care Taxing District		
Hospital Taxing District		
Hospital: (Specify		
University: (Specif		
(Specify)		
Other #2: (Specify		
Other #3: (Specify		
Other #4: (Specify		
Community and Public-Private Partner Sub-Total		$0.00

Total Expenditures for School Health Services and Health Education in Schools (A,B,C, and D)	$0.00

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2024-2025 Contracts Utilizing School Health Schedule C funds for School Health Services and Health Education in Schools
List contract numbers, provider names, services contracted and contract amounts for all contractual service agreements that were paid for using School Health Schedule C funds for FY 2024-2025.

2024-2025 School Health Schedule C Funds Used for Contractual Service Agreements for School Health Services and Health Education in Schools			
Contract Number	**Provider Name**	**Service Contracted**	**Contract Amount**
		Total Amount Contracted:	**$0.00**

2024-2025 Contracts and Memoranda of Agreement (MOA)/Understanding (MOU) that Provided Revenue to County Health Departments for School Health Services
List agencies or partners that contracted (or have memorandums of agreement/understanding) with the county health department to provide school health services.

2024-2025 Revenue Provided to the County Health Department for School Health Services Via Contract or Memorandum of Agreement/Understanding		
Agency/Partner	**Service Contracted**	**Contract Amount**
	Total Amount Contracted:	**$0.00**

Accomplishments and Challenges During 2024-2025

Accomplishments can include collaboration with community organizations, SHAC development/activities, ongoing initiatives, events, program successes, improvements in health indicators, etc. The challenges section is very important to provide insight into the difficulties and limitations that your program experienced during 2024-2025. Please take the time to complete this section. If your information exceeds the space available below, please email the additional information in a separate file along with your annual report file.

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Exhibit II: Screening and Notification Process

Screening and Notification Process

Process	Responsible Party	Timeline	Action
Pre-screeniing	LEA	**5-Sep**	CCDS Coordinator of Nursing Services notifies DOH-Clay School Health Coordinator of when screening assistance is requested, using the Mass Health Screening Assistance Request Tracker 2025-2026.
Screening	LEA	**7-Nov**	LEA completes all screening and rescreening. Rescreens should be completed 2 weeks after initial screenings are completed.
Reporting	LEA	**21-Nov**	LEA provides manual counts of the screening results to DOH-Clay.
1st Notification Letters	LEA	**12-Dec**	LEA distributes the results of the mass health screenings via letter to the parents/guardians of those students requiring a referral. This must be completed within 45 days of the screening.
2nd Notification Letters	LEA	**16-Jan**	LEA distributes the results of the mass health screenings via letter to the parents/guardians of those students requiring a referral, that have not responded to the 1st notification/letter.
Reporting	LEA	**6-Feb**	LEA forwards to DOH-Clay the Initial Screening Outcome List.
3rd Notification Letters	DOH	**20-Feb**	DOH creates and electroncially forwards to LEA the 3rd letters/notifications that need to be sent home to the parents/guardians of those students requiring a referral, that have not responded to the 2nd notification/letter.
Reporting	LEA	**24-Mar**	LEA will forward to DOH-Clay the final screening outcome data.

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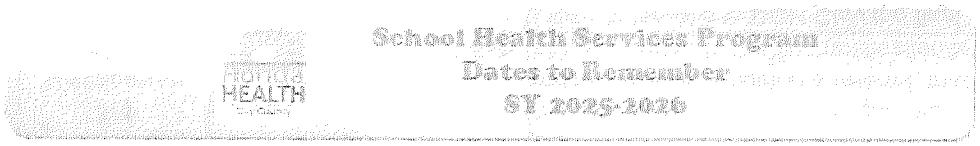
Exhibit III: School Health Services Program Dates to Remember



On or before the 5th day of each month during the school calendar year	The Clay County District Schools' (CCDS) will email the following **monthly health room reports** to DOH-Clay: 1) Yearly Health Room Activity Log (**YHRAL**) 2) Monthly Outcome Disposition Report (**MODR**) 3) Monthly Screening Statistics (**MSS**) 4) Health Education Classes Taught in Basic, Full Service and Comprehensive Schools (**Health Ed.**) One combined report will be submitted to DOH-Clay for those schools that have an ESE Health Room.
September 5, 2025	The CCDS' Coordinator of Nursing Services will notify DOH-CLAY's School Health Coordinator when screening assistance is requested, using the *Mass Health Screening Assistance Request Tracker 2025-2026*. The request will include: 1) All schools conducting screenings 2) Dates of screening 3) Start time and end time of screening 4) Identification of schools requesting assistance 5) Type of assistance requested *(volunteer training, manning at a screening station, managing student flow)* DOH-CLAY will assist with screenings between **September 15, 2025, and October 10, 2025**, as available.
November 7, 2025	The CCDS will complete **screenings and all rescreenings.**
November 21, 2025	The CCDS will **provide manual counts of the screening results** to DOH-Clay using the *Screening Results, Initial and Final Outcomes 2025-2026 Workbook – Mass Health Screening Results Spreadsheet.*
December 12, 2025	The CCDS will send initial student **mass health screening results** to parents/guardians (**first contact**).
January 16, 2026	The CCDS will send **2nd referral follow-up letter** to notify parents of those students requiring a referral (**second contact**).
February 6, 2026	The CCDS will send to DOH-Clay the ***initial* screening outcomes list** (using the *Screening Results, Initial and Final Outcomes 2025-2026 Workbook – Initial Screening Outcomes Spreadsheet* of those students who were sent referral letters (first and second contact) and whose parents did not reply to the referral letters.
February 20, 2026	The DOH-Clay will create and electronically send back **3rd referral follow-up letters** to the school nurses/health room designees for distribution to parents/guardians (**third contact**).
March 24, 2026	The CCDS will forward to DOH-Clay the ***final* screening outcomes data** using the *Screening Results, Initial and Final Outcomes 2025-2026 Workbook – Final Screening Outcomes Spreadsheet*.
On or before the 5th of the month (with the monthly reports) after mass health screenings are conducted	The CCDS will forward to DOH-Clay the New Student Screening Workbook (Post-Mass Health Screening 2025-2026) with the monthly reports (approximately November through May).
15 business days from receiving the outcome of the annual School Health Services Program Review (SHSPR)	The CCDS will forward **Process Improvement Plan(s)** within 15 business days of the receipt of any noted deficiencies from the annual SHSPR.
15 business days of the receipt of the process improvement plan if deficiencies are noted	The DOH-Clay will conduct a **second review and / or follow-up**, within 15 business days of the receipt of the process improvement plan if deficiencies are noted.

FILED

December 11, 2025 - Regular School Board Meeting

Title

C9 - Proposed Allocation Changes for 2025-2026

Description

Staff allocation documents clarify how each school, district department and division is staffed for the 2025-2026 school year. The School Board is required to take action on all staff allocation changes.

Gap Analysis

These allocation changes are required to ensure the adequate staffing of the district and schools.

Previous Outcomes

The district and schools are adequately staffed.

Expected Outcomes

Staffing will be sufficient to meet the needs of the various schools and district departments.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve staff allocation plan as submitted.

Contact

Ms. Dawn Posey, CPA, Assistant Superintendent for Business Affairs, (904) 336-6721, dawn.posey@myoneclay.net

Financial Impact

Reflected in attachment.

Review Comments

Attachments

- 12.11.25 - 25-26 Allocation Summary - 2025-26.pdf

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School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			2025-2026 ACTIONS				
			General Funds				
ESOL - 9105		(1.0)	ELL Classroom Assistant	Department decided to use Temp Adult Labor Employees.	($22,490)	($7,896)	($30,386)
					$0	$0	$0
					($22,490)	**($7,896)**	**($30,386)**
			Federal Funds - 420				
					$0	$0	$0
				TOTAL:	**$0**	**$0**	**$0**

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December 11, 2025 - Regular School Board Meeting

Title

C10 - Monthly Financial Reports for October, 2025

Description

The Monthly Financial Reports, in accordance with SBE Rule 6A-1.008, are submitted for the use and consideration of the Board for the month ending October 31, 2025.

Gap Analysis

The Monthly Financial Reports show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes

It has been a past (normal) practice to provide Monthly Financial Reports, in accordance with SBE Rule 6A-1.008.

Expected Outcomes

The Monthly Financial Reports are provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's finances.

Strategic Plan Goal

Goal 5: Strategy 2: Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning. Promote fiscal transparency and communication.

Recommendation

That the Clay County School Board accept for use and consideration the Superintendent's Monthly Financial Reports for October, 2025.

Contact

Dawn Posey, Assistant Superintendent of Business Affairs, (904) 336-6721, dawn.posey@myoneclay.net

Financial Impact

The Monthly Financial Reports reflect the year-to-date results of operations.

Review Comments

Attachments

- Financial Board Report OCT 2025.pdf
- Oct 2025 Board Property Report.pdf
- Oct Board Item$50,000 - $100,000 Contracts Signed by Superintendent _ BAD Financial Report.pdf

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF REVENUE
07/01/2025 thru 10/31/2025

		Acct#	District Summary Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Federal Impact Aid	3121	550,000.00	550,000.00	0.00	0.00%
	R O T C	3191	500,000.00	506,284.10	26,516.25	5.24%
Federal Direct - Total			**1,050,000.00**	**1,056,284.10**	**26,516.25**	
Fed through Local and State	Federal Through Local Revenue	3280	0.00	219,333.60	54,833.35	0.00%
	Medicaid	3202	2,000,000.00	2,000,000.00	157,640.10	7.88%
	Other Federal Thru State	3290	0.00	0.00	4,933.13	0.00%
Fed through Local and State - Total			**2,000,000.00**	**2,219,333.60**	**217,406.58**	
Rev from State Sources	Class Size Reduction	3355	36,766,787.00	36,766,787.00	12,255,596.00	33.33%
	CO&DS Withheld/Admin Expense	3323	24,000.00	24,000.00	0.00	0.00%
	Florida Educ Finance Program	3310	227,520,714.00	227,520,714.00	75,439,380.00	33.16%
	Miscellaneous State Revenue	3390	1,814,592.00	1,814,592.00	1,032,534.31	56.90%
	Other Misc State Revenue	3399	0.00	0.00	67,827.45	0.00%
	State License Tax	3343	35,000.00	35,000.00	15,293.26	43.70%
	Voluntary Pre-K	3370	85,000.00	85,000.00	10,335.78	12.16%
		3371	475,000.00	475,000.00	56,442.32	11.88%
	Workforce Dev CAP Grant	3316	3,956,156.25	3,956,156.25	2,028,687.50	51.28%
	Workforce Development	3315	1,100,000.00	1,100,000.00	384,816.00	34.98%
	Workforce Performance Incentiv	3317	10,000.00	10,000.00	1,603.00	16.03%
Rev from State Sources - Total			**271,787,249.25**	**271,787,249.25**	**91,292,515.62**	
Rev from Local Sources	Bus Fees Except for Schools	3491	0.00	0.00	118,418.12	0.00%
	District School Taxes	3411	79,306,622.00	79,306,622.00	0.00	0.00%
	Receipt Of Food Serv Ind Cost	3499	300,000.00	300,000.00	0.00	0.00%
	Adult Gen Educ Course Fee-GED	3461	30,000.00	30,000.00	13,860.00	46.20%
	Gifts Grants & Bequests	3440	100,000.00	128,967.00	53,852.65	41.76%
	Interest Incl Profit On Inves	3430	2,000,000.00	2,000,000.00	646,890.88	32.34%
	Lost Damaged &Sale Of Textbook	3498	1,000.00	1,000.00	(648.93)	-64.89%
	Miscellaneous Local Sources	3490	3,103,146.76	3,151,072.90	1,701,702.23	54.00%
	Other Schl Class Fees	3479	30,000.00	30,000.00	24,687.36	82.29%
	Other Student Fees	3469	19,685.75	19,685.75	7,519.25	38.20%
	Other Misc Local Sources	3495	500,000.00	500,000.00	349,321.14	69.86%
	Preschool Program Fees	3471	500,000.00	500,000.00	120,803.52	24.16%
	Receipt Of Fed Indirect Cost	3494	590,000.00	590,000.00	104,299.17	17.68%
	Refund Of Prior Year's Expense	3497	100,000.00	100,000.00	(1,318.64)	-1.32%
	Rent	3425	500,000.00	500,000.00	206,521.68	41.30%
	Tax Redemptions	3421	1,000,000.00	1,000,000.00	0.00	0.00%
	Transportation Services	3492	2,271.85	7,809.40	7,809.40	100.00%
Rev from Local Sources - Total			**88,082,726.36**	**88,165,157.05**	**3,353,717.83**	**3.80%**
Transfers	Interfund Transfer	3650	2,000,000.00	2,000,000.00	0.00	0.00%
	Transfer From Capital Projects	3630	10,769,980.00	12,138,753.00	342,781.00	2.82%
Transfers - Total			**12,769,980.00**	**14,138,753.00**	**342,781.00**	**2.42%**
Other Financing Sources	Addtnl Mill Contribution	3732	0.00	0.00	0.00	N/A
	Insurance Loss Recoveries	3740	5,000.00	5,000.00	0.00	0.00%
	Sale Of Equipment	3733	50,000.00	50,000.00	81,462.83	162.93%
Other Financing Sources - Total			**55,000.00**	**55,000.00**	**81,462.83**	**148.11%**
Total Revenue and Transfers			**375,744,955.61**	**377,421,777.00**	**95,314,400.11**	**25.25%**

		Acct#	District Summary Budget	Amended Budget	Cash Received
Fund Balance	July 1,2025		20,069,155.42	20,069,155.42	20,069,155.42
GRAND TOTAL			**395,814,111.03**	**397,490,932.42**	**115,383,555.53**

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2025 thru 10/31/2025

	Acct#	District Summary Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Basic FEFP K-12	5100	171,036,611.35	172,447,147.18	21,587,868.82	7,343,438.94	8,423,155.05	384.21	5,488,208.40	76,109.60	86,505.88	43,005,670.90	24.94%
Exceptional	5200	55,492,722.30	55,498,225.55	8,876,228.47	3,120,646.16	693,527.35	1,944.19	67,052.16	7,936.84	0.58	12,767,335.75	23.00%
Applied Technology	5300	13,077,420.54	13,143,769.09	1,338,762.24	472,783.70	1,005,160.83	1,446.12	165,810.82	238,618.39	10,322.31	3,232,904.41	24.60%
Adult General	5400	1,582,791.95	1,540,598.50	111,667.16	28,363.20	15,478.11	0.00	8,132.77	2,800.06	7,900.80	174,342.10	11.32%
Pre K	5500	1,392,064.11	1,392,728.27	256,232.30	98,991.55	10,128.52	0.00	7,201.41	0.00	0.00	372,553.78	26.75%
Other Instruction	5900	202,957.04	224,957.41	77,207.85	13,359.78	11,001.10	0.00	23,977.15	12,154.27	16,392.86	154,093.01	68.50%
Total Expenses - 5000 - 5999		**242,784,567.29**	**244,247,426.00**	**32,247,966.84**	**11,077,583.33**	**10,158,450.96**	**3,774.52**	**5,760,382.71**	**337,619.16**	**121,122.43**	**59,706,899.95**	**24.45%**

	Acct#	District Summary Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Pupil Personnel Services	6100	24,360,847.34	24,385,587.00	3,724,362.83	1,182,421.49	104,378.57	1,121.76	38,823.14	7,177.35	12,494.41	5,070,779.55	20.79%
Instructional Media	6200	4,226,862.12	4,230,445.00	647,249.17	231,530.71	34,983.94	0.00	12,153.27	33,560.59	561.00	960,038.68	22.69%
Inst & Curric Dev Services	6300	5,777,996.55	5,963,000.00	1,309,284.63	415,236.21	13,514.37	86.13	1,722.65	2,294.85	320.00	1,742,458.84	29.22%
Inst Staff Training Services	6400	3,722,899.90	3,743,886.00	607,398.35	170,703.70	49,542.26	0.00	336.37	0.00	21,921.20	849,901.88	22.70%
Instruction Related Technology	6500	6,799,711.50	6,799,711.50	793,451.46	249,626.71	2,204,099.47	0.00	12,226.69	32,560.28	870.00	3,292,834.61	48.43%
Board	7100	2,592,580.80	2,592,580.80	96,580.56	53,632.03	2,062,303.18	0.00	19.31	0.00	23,765.00	2,236,300.08	86.26%
General Administration	7200	628,784.24	628,784.24	120,971.85	62,102.55	1,944.60	68.83	1,040.43	0.00	26,042.00	212,170.26	33.74%
School Administration	7300	18,469,998.64	18,482,238.00	4,559,673.30	1,376,509.90	16,710.75	0.00	36,417.67	27,794.83	11,164.20	6,028,270.65	32.62%
Facilities Aquisition & Const	7400	13,030,785.93	7,103,573.00	395,861.48	115,005.00	370,764.12	2,423.27	2,025.46	383,455.95	342,998.70	1,612,533.98	22.70%
Fiscal Services	7500	2,284,740.92	2,284,740.92	445,870.75	135,619.71	3,033.58	0.00	7,949.88	0.00	7,898.87	600,372.79	26.28%
Food Services	7600	107,319.00	107,502.11	14,098.55	3,268.02	0.00	0.00	0.00	0.00	0.00	17,366.57	16.15%
Central Services	7700	4,404,568.46	4,392,569.00	775,292.28	235,916.25	124,105.00	962.00	22,755.07	11,941.47	10,760.32	1,181,732.39	26.90%
Pupil Transportation Services	7800	16,534,954.25	16,430,283.00	3,112,952.26	931,194.93	146,679.03	425,814.33	286,418.16	91,742.62	1,140.57	4,995,941.90	30.41%
Operation Of Plant	7900	34,709,510.49	24,299,953.00	2,516,109.03	841,497.24	1,803,955.91	1,784,028.07	324,022.74	128,441.19	0.00	7,398,054.18	30.44%
Maintenance Of Plant	8100	10,072,353.69	9,851,421.00	1,249,509.88	407,124.17	633,326.21	44,068.15	385,128.38	60,215.62	2,547.60	2,781,920.01	28.24%
Administrative Technology Svcs	8200	1,635,875.73	1,635,875.73	453,553.84	123,553.53	3,013.50	3,542.28	5,312.84	0.00	115.21	589,091.20	36.01%
Community Services	9100	316,161.51	340,780.00	60,729.69	21,806.96	2,833.82	0.00	8,441.33	275.98	5,575.00	99,662.78	29.25%
Debt Service	9200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	N/A
Transfers	9700	0.00	473,256.45	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Internal Service Proprietary	9900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	N/A
Total Expenses - 6000-9999		**149,675,951.07**	**133,746,186.75**	**20,882,949.91**	**6,556,749.11**	**7,575,188.31**	**2,262,114.82**	**1,144,793.39**	**779,460.73**	**468,174.08**	**39,669,430.35**	**29.66%**
Total Expenses :		**392,460,518.36**	**377,993,612.75**	**53,130,916.75**	**17,634,332.44**	**17,733,639.27**	**2,265,889.34**	**6,905,176.10**	**1,117,079.89**	**589,296.51**	**99,376,330.30**	**26.29%**
Total Other Financing		**875,738.96**	**875,738.96**									

BeginningFund Balance	7/1/2025	20,069,155.42	20,069,155.42								20,069,155.42	
Fund Balance Contribution	6/30/2026	1,559,701.29	1,559,701.29								-4,061,930.19	
Projected Ending Fund Balanc	6/30/2026	**21,628,856.71**	**21,628,856.71**								**16,007,225.23**	

Grand Total		**414,965,114.03**	**400,498,208.42**									

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF REVENUE
07/01/2025 thru 10/31/2025

		Acct#	District Summary Budget	Amended Budget	Cash Received	% OF COLL
Local Sources	District School Taxes	3411	21,040,061.00	21,040,061.00	0.00	0.00%
Local Sources - Total			**21,040,061.00**	**21,040,061.00**	**0.00**	
Fund Balance, July 1, 2025	Fund Balance	2750	13,210,798.76	13,210,798.76	13,210,798.69	100.00%
Fund Balance - Total			**13,210,798.76**	**13,210,798.76**	**13,210,798.69**	
Grand Total			**34,250,859.76**	**34,250,859.76**	**13,210,798.69**	

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2025 thru 10/31/2025

Expense

	Acct#	District Summary Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Trns	Totals	% OF Budget
Facilities Aquisition & Const	7400	7,297,235.90	7,297,235.90	0.00	0.00	0.00	0.00	0.00	2,467,186.71	0.00	2,467,186.71	33.81%
Central Services	7700	12,000.00	12,000.00	0.00	0.00	534.81	0.00	0.00	0.00	0.00	534.81	4.46%
Pupil Transportation Services	7800	109,736.60	109,736.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Operation Of Plant	7900	10,441,377.64	10,441,377.64	603,965.82	184,018.88	3,394,937.26	3,853.07	8,415.81	271.07	4,270.70	4,199,732.61	40.22%
Maintenance Of Plant	8100	220,933.86	220,933.86	53,421.61	18,955.64	0.00	0.00	0.00	0.00	0.00	72,377.25	32.76%
Transfer Of Funds	9700	2,000,000.00	2,000,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Expenses		**20,081,284.00**	**20,081,284.00**	**657,387.43**	**202,974.52**	**3,395,472.07**	**3,853.07**	**8,415.81**	**2,467,457.78**	**4,270.70**	**6,739,831.38**	**33.56%**

Beginning Fund Balance	7/1/2025	13,210,798.76	13,210,798.76								13,210,798.76	
Fund Balance Contribution	6/30/2026	958,777.00	958,777.00								(6,739,831.38)	
Projected Ending Fund Balance	6/30/2026	**14,169,575.76**	**14,169,575.76**								**6,470,967.38**	

Grand Total		**34,250,859.76**	**34,250,859.76**									

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CLAY COUNTY SCHOOL BOARD
DEBT SERVICE FUND
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2025 thru 10/31/2025

Revenues and Transfers

Local Sources

	Acct#	District Summary Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Inves	3430	1,000.00	1,000.00	6,786.32	678.63%
Total Interest Incl Profit On Inves		**1,000.00**	**1,000.00**	**6,786.32**	**531.18%**

State Sources

Racing Commission Funds	3341	225,575.00	225,575.00	0.00	N/A
Total Racing Commission Funds		**225,575.00**	**225,575.00**	**0.00**	**0.00%**

Transfers

Transfer From Capital Projects	3630	6,222,559.42	6,222,559.42	0.00	N/A
Total Transfer From Capital Projects		**6,222,559.42**	**6,222,559.42**	**0.00**	**N/A**
Total REVENUE AND TRANSFERS		**6,449,134.42**	**6,449,134.42**	**6,786.32**	**0.08%**
Total FUND BALANCE July 1, 2025		**436,731.64**	**436,731.64**	**436,731.64**	
GRAND TOTAL		**6,885,866.06**	**6,885,866.06**	**443,517.96**	

EXPENDITURES

Debt Service

	Acct#	District Summary Budget	Amended Budget	Expended	% OF EXP
Redempt Of Prnc	710	4,068,330.71	4,068,330.71	0.00	0.00%
Interest	720	2,365,803.71	2,365,803.71	30,787.50	1.30%
Dues And Fees	730	5,000.00	5,000.00	3,000.00	60.00%
Total Debt Service		**6,439,134.42**	**6,439,134.42**	**33,787.50**	**0.52%**
Total EXPENDITURES		**6,439,134.42**	**6,439,134.42**	**33,787.50**	**0.52%**

Fund Balance

	Acct#	District Summary Budget	Amended Budget	Cash Received
Fund Balance, July 1, 2025	7/1/2025	436,731.64	436,731.64	436,731.64
Fund Balance Contribution	6/30/2026	10,000.00	10,000.00	(27,001.18)
Projected Ending Fund Balance	6/30/2026	446,731.64	446,731.64	409,730.46
GRAND TOTAL		**6,885,866.06**	**6,885,866.06**	

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CLAY COUNTY SCHOOL BOARD
CAPITAL IMPROVEMENTS FUNDS
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2025 thru 10/31/2025

REVENUE AND TRANSFERS

State Sources

	Acct #	District Summary Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Distributd To District	3321	1,600,000.00	1,600,000.00	0.00	0.00%
Interest On Undistrib CO & DS	3325	46,500.00	46,500.00	0.00	0.00%
Miscellaneous State Revenue	3390	0.00	0.00	51,209.14	0.00%
Charter Sch Capital Ou Revenue	3397	0.00	1,368,773.00	457,583.00	33.43%
Total State Sources		**1,646,500.00**	**3,015,273.00**	**508,792.14**	

Local Sources

	Acct #	District Summary Budget	Amended Budget	Cash Received	% OF COLL
District Local Cap Improv Taxs	3413	31,560,212.00	31,560,212.00	0.00	0.00%
Local Sales Taxes	3418	20,000,000.00	20,000,000.00	3,808,830.90	19.04%
Interest Incl Profit On Inves	3430	675,000.00	688,000.00	280,243.29	40.73%
Impact Fees	3496	9,500,000.00	9,500,000.00	3,477,784.41	36.61%
Total Local Sources		**61,735,212.00**	**61,748,212.00**	**7,566,858.60**	12.25%
Total REVENUE AND TRANSFERS		**63,381,712.00**	**64,763,485.00**	**8,075,650.74**	**12.47%**
Total Fund Balance July 1, 2025		**58,518,315.76**	**58,518,315.76**	**58,518,315.76**	
GRAND TOTAL		**121,900,027.76**	**123,281,800.76**	**66,593,966.50**	**54.02%**

EXPENDITURES

	Acct #	District Summary Budget	Amended Budget	Expended	% OF EXP
Redemption Of Principal	710	312,520.00	0.00	0.00	N/A
Interest	720	766.74	766.74	0.00	0.00%
Dues And Fees	730	0.00	0.00	0.00	N/A
Total Debt Service		**313,286.74**	**766.74**	**0.00**	

General Support Srvc

	Acct #	District Summary Budget	Amended Budget	Expended	% OF EXP
Buildings & Fixed Equipment	630	31,320,020.59	31,320,020.59	5,312,363.21	16.96%
Direct Purchases, Buildings	631	3,945,601.67	3,945,601.67	521,171.89	13.21%
Equipment $1000 & Over	641	565,274.42	566,794.07	415,274.32	73.27%
Equipment Less Than $1000	642	1,118,600.56	1,118,600.56	913,100.56	81.63%
Comp Hdw $1000 & Over	643	88,493.44	88,493.44	88,493.44	100.00%
Comp Hdw < $1000	644	231,057.47	231,057.47	231,057.47	100.00%
Tech Rel Fix/Equip > $1000	648	200,000.00	200,000.00	0.00	0.00%
Tech Rel FFE < $1000	649	250,781.53	250,781.53	781.53	0.31%
School Buses	651	6,976,612.93	6,976,612.93	3,393,091.35	48.64%
Land	660	1,000.00	1,000.00	0.00	0.00%
Cap Imp Other than Bldgs	671	4,626,190.53	4,626,190.53	503,882.04	10.89%
Non-Capitalized Improvement	672	3,793,001.40	3,793,001.40	404,497.57	10.66%
Direct Purchase Capitalized	673	1,964,056.77	1,964,056.77	41,450.00	2.11%
Capitalized Remodeling	681	24,063,601.72	24,062,081.72	4,217,949.88	17.53%
Non-Cap Remodeling/Renovations	682	15,575,968.75	15,575,968.75	2,864,526.34	18.39%
Direct Purch-Capitlizd Remodel	683	4,707,193.65	4,707,193.65	123,163.04	2.62%
Dir Purch-Non-Cap Remodel	684	715,901.27	715,901.27	173,219.86	24.20%
Software $1000 & Over	691	0.00	312,520.00	289,067.06	92.50%
CHARTER LCIF	793	1,005,953.36	1,005,953.36	0.00	0.00%
CHARTER Capital SALES TAX	795	1,140,000.00	1,140,000.00	314,296.88	27.57%
Total General Support Srvc		**102,289,310.06**	**102,601,829.71**	**19,807,386.44**	19.31%

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Transfer Of Funds

	Acct #	District Summary Budget	Amended Budget	Expended	% OF EXP
Transfer To General Fund	910	10,769,980.00	12,138,753.23	342,781.00	2.82%
Transfers To Debt Service Fund	920	6,222,559.42	6,222,559.42	0.00	0.00%
Total Transfer Of Funds		**16,992,539.42**	**18,361,312.65**	**342,781.00**	
Total EXPENDITURES		**119,595,136.22**	**120,963,909.10**	**20,150,167.44**	**16.66%**

Fund Balance

	Acct #	District Summary Budget	Amended Budget	Cash Received
Fund Balance, July 1, 2025	7/1/2025	58,518,315.76	58,518,315.76	58,518,315.76
Fund Balance Contribution	6/30/2026	(56,213,424.22)	(56,200,424.10)	(12,074,516.70)
Projected Ending Fund Balance	6/30/2026	2,304,891.54	2,317,891.66	46,443,799.06
GRAND TOTAL		**121,900,027.76**	**123,281,800.76**	

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - FOOD SERVICES
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2025 thru 10/31/2025

REVENUE AND TRANSFERS

Fed through Local and State

	ACCT#	District Budget	Amended Budget	Cash Received	% OF COLL
School Lunch Reimbursement	3261	12,431,765.50	12,431,765.50	1,074,654.51	8.64%
School Breakfast Reimbursement	3262	3,006,300.00	3,006,300.00	235,932.34	7.85%
After School Snack Reimb	3263	0.00	0.00	686.70	N/A
U S D A Donated Commoditi	3265	1,600,000.00	1,600,000.00	0.00	0.00%
Cash in Lieu of Donated Foods	3266	0.00	0.00	0.00	N/A
Summer Food Service Program	3267	100,000.00	100,000.00	78,624.04	78.62%
Total Fed through Local and State		**17,138,065.50**	**17,138,065.50**	**1,389,897.59**	8.11%

Other Financing Sources

	ACCT#	District Budget	Amended Budget	Cash Received	% OF COLL
Sale Of Equipment	3733	0.00	0.00	35,000.00	0.00%
Total Other Financing Sources		**0.00**	**0.00**	**35,000.00**	

Rev from Local Sources

	ACCT#	District Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Inves	3430	150,000.00	150,000.00	62,700.55	41.80%
Gifts Grants & Bequests	3440	0.00	0.00	0.00	N/A
Student Lunches	3451	2,767,750.00	2,767,750.00	648,895.25	23.44%
Student Breakfasts	3452	338,750.00	338,750.00	63,864.75	18.85%
Adult Breakfasts/Lunches	3453	130,000.00	130,000.00	280.75	0.22%
Student A La Carte	3454	2,000,000.00	2,000,000.00	599,567.42	29.98%
Miscellaneous Local Sources	3490	5,000.00	5,000.00	(114.53)	-2.29%
Total Rev from Local Sources		**5,391,500.00**	**5,391,500.00**	**1,375,194.19**	25.51%

Rev from State Sources

	ACCT#	District Budget	Amended Budget	Cash Received	% OF COLL
School Breakfast Supplement	3337	60,000.00	60,000.00	0.00	N/A
School Lunch Supplement	3338	85,000.00	85,000.00	0.00	N/A
Total Rev from State Sources		**145,000.00**	**145,000.00**	**0.00**	
TOTAL REVENUE AND TRANSFERS		**22,674,565.50**	**22,674,565.50**	**2,800,091.78**	**12.35%**
Fund Balance July 1,2025		**9,183,583.77**	**9,183,583.77**	**9,183,583.77**	
GRAND TOTAL		**31,858,149.27**	**31,858,149.27**	**11,983,675.55**	37.62%

EXPENDITURES

	ACCT#	District Budget	Amended Budget	Expended	% OF EXP
Administrator	110	2,145,285.03	2,145,285.03	574,286.04	26.77%
Other Support	160	5,212,709.15	5,212,709.15	1,629,913.04	31.27%
Retirement	210	1,071,664.41	1,071,664.41	315,429.49	29.43%
Social Security	220	560,118.50	560,118.50	164,256.17	29.33%
Group Insurance	230	1,101,493.00	1,101,493.00	274,110.45	24.89%
Workmans Comp	240	57,281.88	57,281.88	32,054.80	55.96%
Pro & Tech Serv	310	0.00	0.00	5,800.00	0.00%

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Prof Srvcs - Su	313	100,500.00	100,500.00	18,094.42	18.00%
Travel-In cnty	331	6,500.00	6,500.00	346.99	5.34%
Travel-Out Cnty	332	2,500.00	2,500.00	0.00	0.00%
Trvl-Out State	333	2,500.00	2,500.00	0.00	0.00%
Travel-Reg Fees	334	500.00	500.00	0.00	0.00%
Repairs And Mai	350	26,010.00	26,010.00	2,495.98	9.60%
Rentals	360	5,000.00	5,000.00	0.00	0.00%
Leases	367	4,000.00	4,000.00	729.06	18.23%
Tech Rentals	369	44,000.00	44,000.00	42,205.51	95.92%
Stamps	371	15,000.00	15,000.00	9,250.00	61.67%
Cell Phones	378	1,500.00	1,500.00	224.62	14.97%
Othr Purch Srvc	390	85,741.99	85,741.99	24,021.53	28.02%
Printing	391	15,000.00	15,000.00	3,951.63	26.34%
Bottled Gas	420	4,000.00	4,000.00	0.00	0.00%
Electricity	430	181,400.00	181,400.00	29,568.18	16.30%
Gasoline	450	9,000.00	9,000.00	3,509.38	38.99%
Diesel Fuel	460	4,000.00	4,000.00	712.30	17.81%
Supplies	510	735,430.21	735,430.21	233,050.80	31.69%
TonerType Fee	515	17,292.05	17,292.05	1,432.95	8.29%
Tech Supplies	519	800.00	800.00	119.85	14.98%
Oil & Grease	540	1,000.00	1,000.00	40.16	4.02%
Repair Parts	550	3,500.00	3,500.00	787.45	22.50%
Tires & Tubes	560	2,000.00	2,000.00	514.48	25.72%
Food	570	9,212,058.33	9,212,058.33	3,002,711.76	32.60%
Commodities	580	1,600,000.00	1,600,000.00	0.00	0.00%
AV Mat L/T $1000	622	500.00	500.00	0.00	0.00%
Equip $1000 Over	641	150,000.00	150,000.00	0.00	0.00%
Equip L/T $1000	642	10,000.00	10,000.00	0.00	0.00%
Comp Hdw > $1000	643	5,000.00	5,000.00	0.00	0.00%
Cptr Hdwr <$1000	644	50,000.00	50,000.00	8,108.80	16.22%
TechRel FFE<1000	649	100.00	100.00	0.00	0.00%
Cap Remodlg	681	251,545.00	251,545.00	101,545.00	40.37%
Dues And Fees	730	30,196.00	30,196.00	26,307.04	87.12%
Misc Expense	790	500,000.00	500,000.00	0.00	0.00%
Total		**23,225,125.55**	**23,225,125.55**	**6,505,577.88**	28.01%

Fund Balance

	ACCT#	District Budget	Amended Budget	Cash Received
Fund Balance, July 1, 2025		9,183,583.77	9,183,583.77	9,183,583.77
Fund Balance Contribution	6/30/2026	(550,560.05)	(550,560.05)	(3,705,486.10)
Projected Ending Fund Balance	6/30/2026	8,633,023.72	8,633,023.72	5,478,097.67
GRAND TOTAL		**31,858,149.27**	**31,858,149.27**	

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF REVENUE
07/01/2025 thru 10/31/2025

		Acct#	District Summary Budget	Amended Budget	Cash Received	% OF COLL
Fed through Local and State	Career And Technical Education	3201	367,631.46	367,631.46	37,662.46	10.24%
	Adult General Education	3221	451,859.09	451,859.09	324.21	0.07%
	English Literacy And Civics Ed	3222	38,958.00	38,958.00	0.00	0.00%
	Title II	3226	5,945.00	1,059,289.00	0.00	0.00%
	I D E A	3230	9,739,772.86	9,979,781.35	33,495.34	0.34%
	Title I - Elem & Secondary Edu	3240	5,919,585.58	5,996,035.00	21,126.21	0.35%
	Title III	3241	7,585.88	7,586.00	0.00	0.00%
	Title IV	3242	309,711.02	461,748.85	0.00	0.00%
	Other Federal Thru State	3290	172,904.83	172,904.83	0.00	0.00%
Fed through Local and State - Total			**17,013,953.72**	**18,535,793.58**	**92,608.22**	0.50%
Transfers	Transfer From General Fund	3610	875,738.96	473,256.45	0.00	0.00%
Transfers - Total			**875,738.96**	**473,256.45**	**0.00**	0.00%
Total Revenues and Transfer			**17,889,692.68**	**19,009,050.03**	**92,608.22**	
Fund Balance, July 1, 2025	7/1/2025		0.00	0.00	0.00	
Fund Balance - Total			**0.00**	**0.00**	**0.00**	
GRAND Total			**17,889,692.68**	**19,009,050.03**	**92,608.22**	

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2025 thru 10/31/2025

	Acct#	District Summary Budget	Amended Budget	Salaried	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Basic FEFP K-12	5100	5,619,651.37	5,334,468.31	701,346.75	251,607.77	185,709.29	0.00	52,400.20	110,491.97	5,520.50	1,307,076.48	24.50%
Exceptional	5200	5,172,638.93	5,555,326.14	991,358.84	347,535.31	24,718.96	0.00	1,423.95	8,172.10	0.00	1,373,209.16	24.72%
Applied Technology	5300	321,682.46	321,682.46	0.00	0.00	0.00	0.00	3,319.49	61,277.51	8,100.00	72,697.00	22.60%
Adult General	5400	289,460.09	289,460.09	38,565.06	13,190.58	0.00	0.00	64.23	0.00	2,000.00	53,819.87	18.59%
Other Instruction	5900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Expense for 5000		**11,403,432.85**	**11,500,937.00**	**1,731,270.65**	**612,333.66**	**210,428.25**	**0.00**	**57,207.87**	**179,941.58**	**15,620.50**	**2,806,802.51**	**24.40%**

	Acct#	District Summary Budget	Amended Budget	Salaried	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Pupil Personnel Services	6100	1,795,915.54	1,816,383.00	369,808.62	122,312.69	57,314.49	0.00	11,737.63	0.00	0.00	561,173.43	30.90%
Inst & Curric Dev Services	6300	3,514,658.00	3,525,438.00	607,398.79	194,343.48	2,493.33	0.00	0.00	0.00	1,525.00	805,760.60	22.86%
Inst Staff Training Services	6400	1,113,207.51	1,995,910.00	297,920.70	77,211.41	70,665.23	0.00	3,104.68	7,438.60	1,357.00	457,697.62	22.93%
General Administration	7200	27,610.43	107,019.00	0.00	0.00	0.00	0.00	0.00	0.00	104,299.17	104,299.17	97.46%
Central Services	7700	1,374.00	29,892.00	4,387.50	397.18	1,374.00	0.00	0.00	0.00	0.00	6,158.68	20.60%
Pupil Transportation Services	7800	33,494.35	33,494.35	0.00	0.00	1,610.93	0.00	0.00	0.00	0.00	1,610.93	4.81%
Total Expenses for - 6000-9999		**6,486,259.83**	**7,508,136.35**	**1,279,515.61**	**394,264.76**	**133,457.98**	**0.00**	**14,842.31**	**7,438.60**	**107,181.17**	**1,936,700.43**	**25.79%**
Grand Total Expenses		**17,889,692.68**	**19,009,073.35**	**3,010,786.26**	**1,006,598.42**	**343,886.23**	**0.00**	**72,050.18**	**187,380.18**	**122,801.67**	**4,743,502.94**	**24.95%**
Beginning Fund Balance	7/1/2025	0.00	0.00								0.00	
Fund Balance Contribution	6/30/2026	0.00	0.00									
Projected Ending Fund Balance	6/30/2025	0.00	0.00								(4,650,894.72)	
Grand Total		17,889,692.68	19,009,073.35									

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CLAY COUNTY SCHOOL BOARD
PROPERTY AND CASUALTY SPECIAL INSURANCE FUND 711
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2025 thru 10/31/2025

Local Sources

	ACCT#	District Budget Summary	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Inves	3430	150,000.00	150,000.00	29,371.58	19.58%
Operating Revenue	3481	3,200,000.00	3,200,000.00	557,818.60	0.00%
Operating Revenue	3489	3,200.00	3,200.00	14,929.49	466.55%
Misc Local Resources	3497	0.00	0.00	0.00	0.00%
Local Sources - Total		**3,353,200.00**	**3,353,200.00**	**602,119.67**	**17.96%**
Total REVENUE AND TRANSFERS		**3,353,200.00**	**3,353,200.00**	**602,119.67**	**17.96%**
Total Fund Balance July 1, 2025		**776,218.58**	**776,218.58**	**776,218.58**	
GRAND TOTAL		**4,129,418.58**	**4,129,418.58**	**1,378,338.25**	

EXPENDITURES

	ACCT#	District Budget Summary	Amended Budget	Expended	% OF EXP
Ins & Bond Prem	320	521,345.00	0.00	0.00	0.00%
Liability Insurance	321	750,000.00	0.00	0.00	0.00%
Pro & Tech Serv	310	175,501.50	0.00	25,501.50	0.00%
Workmans Comp	240	1,600,000.00	0.00	0.00	0.00%
Admin Fees	774	0.00	175,501.50	44,247.37	25.21%
Claims Exp	770	0.00	1,600,000.00	277,005.27	17.31%
Excess Insurance	772	0.00	521,345.00	3,329.00	0.64%
Liability Exp	771	0.00	750,000.00	366,576.32	48.88%
Total Internal Service Proprietary		**3,046,846.50**	**3,046,846.50**	**716,659.46**	**23.52%**

Fund Balance

	ACCT#	District Budget Summary	Amended Budget	Cash Received
Fund Balance, July 1, 2025	7/1/2025	776,218.58	776,218.58	776,218.58
Fund Balance Contribution	6/30/2026	306,353.50	306,353.50	(114,539.79)
Projected Ending Fund Balance	6/30/2026	1,082,572.08	1,082,572.08	661,678.79
GRAND TOTAL		**4,129,418.58**	**4,129,418.58**	

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CLAY COUNTY SCHOOL BOARD
HEALTH SELF INSURANCE FUND 712
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2025 thru 10/31/2025

Local Sources

	ACCT#	District Budget Summary	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Inves	3430	40,000.00	40,000.00	11,215.42	28.04%
Operating Revenue	3481	36,500,000.00	36,500,000.00	5,218,663.91	14.30%
Operating Revenue	3489	5,000,000.00	5,000,000.00	1,444,732.53	28.89%
Misc Local Resources	3495	200,000.00	200,000.00	120,759.06	60.38%
Misc Local Resources	3497	0.00	0.00	73,060.55	0.00%
3400 - Total		**41,740,000.00**	**41,740,000.00**	**6,868,431.47**	**16.46%**
Total REVENUE AND TRANSFERS		**41,740,000.00**	**41,740,000.00**	**6,868,431.47**	**16.46%**
Fund Balance July 1,2025		**5,446,056.19**	**5,446,056.19**	**5,446,056.19**	
GRAND TOTAL		**47,186,056.19**	**47,186,056.19**	**12,314,487.66**	

EXPENDITURES

	ACCT#	District Budget Summary	Amended Budget	Expended	% OF EXP
Administrator	110	75,688.84	75,688.84	26,113.92	34.50%
Other Support	160	36,699.00	36,699.00	8,714.64	23.75%
Retirement	210	15,412.35	15,412.35	4,886.44	31.70%
Social Security	220	8,403.75	8,403.75	2,631.09	31.31%
Group Insurance	230	16,859.00	16,859.	1,713.44	10.16%
Workmans Comp	240	0.00	0.00	508.4	0.00%
Pro & Tech Serv	310	2,641,911.00	152,000.	24,987	16.44%
Ins & Bond Prem	320	1,800,000.00	0.00	0.00	N/A
Medical Insur Cl	322	22,800,000.00	0.00	0.00	N/A
Pharmacy Prescrip	323	12,700,000.00	0.00	0.00	N/A
Travel-Out Cnty	332	2,000.00	2,000.00	1,653.55	82.68%
Travel-Reg Fees	334	2,000.00	2,000.00	30.00	1.50%
Repairs And Mai	350	500.00	500.00	0.00	0.00%
Unassigned MultiYr TechRental	366	0.00	6,600.00	0.00	0.00%
Stamps	371	3,600.00	4,985.18	0.00	0.00%
Cell Phones	378	500.00	500.00	112.31	22.46%
Othr Purch Srvc	390	77,000.00	28,722.99	9,472.81	32.98%
Printing	391	100.00	100.00	0.00	0.00%
Gasoline	450	1,000.00	1,000.00	147.99	14.80%
Supplies	510	9,300.00	13,500.00	2,066.56	15.31%
Tech Supplies	519	0.00	172.70	172.7	100.00%
Equip $1000 Over	641	0.00	26,335.85	0.00	0.00%
Equip L/T $1000	642	1,000.00	6,715.26	1,984.96	29.56%
Comp Hdw > $1000	643	0.00	4,358.80	4,238.8	97.25%
Cptr Hdwr <$1000	644	0.00	564.86	564.86	100.00%
Tech Rel FFE < $1000	649	0.00	329.54	0.00	0.00%
Dues And Fees	730	825.00	825.00	31,745.53	3,847.94%
Claims Exp	770	0.00	22,798,614.82	9,782,680.35	42.91%
Excess Insurance	772	0.00	1,800,000.00	766,341.86	42.57%
Pharmacy Claims	773	0.00	12,700,000.00	4,777,148.25	37.62%
Admin Fees	774	0.00	2,489,911.00	1,126,700.21	45.25%
Total General Support Srvc		**40,192,798.94**	**40,192,798.94**	**16,574,615.67**	**41.24%**
Total Internal Service Proprietary		**40,192,798.94**	**40,192,798.94**	**16,574,615.67**	**41.24%**

Fund Balance

	ACCT#	District Budget Summary	Amended Budget	Cash Received
Fund Balance, July 1, 2025	7/1/2025	5,446,056.19	5,446,056.19	5,446,056.17
Fund Balance Contribution	6/30/2026	1,547,201.06	1,547,201.06	(9,706,184.20)
Projected Ending Fund Balance	6/30/2026	6,993,257.25	6,993,257.25	(4,260,128.03)
GRAND TOTAL		**47,186,056.19**	**47,186,056.19**	

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OCTOBER, 2025				
INVENTORY REPORT	**BEG. BAL**	**ADDITIONS**	**DELETIONS**	**BALANCE**
Furniture/Equipment	$ 28,157,132.01	$ 92,981.51	$ 251,277.96	$ 27,998,835.56
Vehicles	$ 36,050,343.81	$ 1,046,985.00	$ -	$ 37,097,328.81
Audiovisual	$ 264,716.22	$ -	$ -	$ 264,716.22
Software	$ 5,436,060.25	$ 648.00	$ -	$ 5,436,708.25
Total Inventory	$ 69,908,252.29	$ 1,140,614.51	$ 251,277.96	$ 70,797,588.84

FURNITURE/EQUIPMENT INCREASED BY $1219.09(SEE "OTHER" ON REPORT)

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FURNITURE/EQUIPMENT OCTOBER, 2025

LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0020	FL YOUTH CHALLENGE ACADEMY	$ 30,941.93							$ 2,750.00	$ 28,191.93
0021	GREEN COVE SPRINGS JUNIOR HIGH	$ 433,733.74							$ 5,485.80	$ 428,247.94
0071	CHARLES E BENNETT ELEMENTARY	$ 269,439.46	$ 7,221.50							$ 276,660.96
0111	BANNERMAN LEARNING CENTER	$ 229,947.38								$ 229,947.38
0112	PACE CENTER FOR GIRLS	$ 6,263.98								$ 6,263.98
0113	AMI KIDS	$ 7,461.21								$ 7,461.21
0201	ORANGE PARK ELEMENTARY	$ 267,640.19								$ 267,640.19
0232	GROVE PARK ELEMENTARY	$ 325,391.73	$ 2,679.08							$ 328,070.81
0241	W E CHERRY ELEMENTARY	$ 279,293.81							$ 5,356.89	$ 273,936.92
0252	ORANGE PARK HIGH	$ 1,671,892.64	$ 3,307.09				$ 4,835.44			$ 1,680,035.17
0261	DOCTORS INLET ELEMENTARY	$ 202,226.52								$ 202,226.52
0271	MIDDLEBURG ELEMENTARY	$ 294,107.72					$ 5,337.00	$ 7,770.78	$ 2,297.00	$ 289,376.94
0301	KEYSTONE HEIGHTS ELEMENTARY	$ 571,797.26	$ 1,030.11							$ 572,827.37
0311	KEYSTONE HEIGHTS JR/SR HIGH	$ 877,767.32	$ 1,157.67				$ 6,851.01			$ 885,776.00
0331	S BRYAN JENNINGS ELEMENTARY	$ 260,734.30								$ 260,734.30
0341	CLAY HIGH SCHOOL	$ 1,162,769.51								$ 1,162,769.51
0351	LAKESIDE JUNIOR HIGH	$ 478,031.51	$ 1,350.00							$ 479,381.51
0352	LAKESIDE ELEMENTARY	$ 272,993.81							$ 10,281.55	$ 262,712.26
0361	ORANGE PARK JUNIOR HIGH	$ 552,149.26							$ 3,000.00	$ 549,149.26
0371	WILKINSON JUNIOR HIGH	$ 676,689.91								$ 676,689.91
0381	MONTCLAIR ELEMENTARY	$ 217,869.45								$ 217,869.45
0391	MIDDLEBURG HIGH SCHOOL	$ 1,603,586.02	$ 31,058.69						$ 39,132.40	$ 1,595,512.31
0401	RIDGEVIEW ELEMENTARY	$ 360,518.32							$ 30,345.93	$ 330,172.39
0411	CLAY HILL ELEMENTARY	$ 316,902.05								$ 316,902.05
0431	RIDGEVIEW HIGH SCHOOL	$ 1,332,515.86							$ 69,902.40	$ 1,262,613.46
0451	LAKE ASBURY ELEMENTARY	$ 224,117.46						$ 2,859.29		$ 221,258.17
0471	ROBERT M PATERSON ELEMENTARY	$ 210,734.49								$ 210,734.49
0481	LAKE ASBURY JUNIOR HIGH	$ 1,015,824.21	$ 7,495.00							$ 1,023,319.21
0491	WILKINSON ELEMENTARY	$ 488,912.84								$ 488,912.84
0501	TYNES ELEMENTARY	$ 320,909.15						$ 6,851.01		$ 314,058.14
0511	MCRAE ELEMENTARY	$ 304,603.72								$ 304,603.72
0521	FLEMING ISLAND ELEMENTARY	$ 180,397.59								$ 180,397.59
0531	THUNDERBOLT ELEMENTARY	$ 213,125.34								$ 213,125.34
0541	RIDEOUT ELEMENTARY	$ 229,587.11							$ 4,533.00	$ 225,054.11
0551	FLEMING ISLAND HIGH SCHOOL	$ 1,534,346.66	$ 16,162.86							$ 1,550,509.52
0571	SWIMMING PEN CREEK ELEMENTARY	$ 169,608.71					$ 3,765.89	$ 4,029.43		$ 169,345.17
0591	ARGYLE ELEMENTARY SCHOOL	$ 206,626.36							$ 3,540.00	$ 203,086.36
0601	COPPERGATE ELEMENTARY	$ 274,262.63							$ 6,722.00	$ 267,540.63
0611	OAKLEAF JUNIOR HIGH	$ 988,075.68								$ 988,075.68
0621	OAKLEAF VILLAGE ELEMENTARY	$ 303,717.72							$ 12,395.10	$ 291,322.62
0631	SHADOWLAWN ELEMENTARY	$ 236,677.17								$ 236,677.17

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0641	DISCOVERY OAKS ELEMENTARY	$ 691,699.18								$ 691,699.18
0651	PLANTATION OAKS ELEMENTARY	$ 753,375.82							$ 1,198.00	$ 752,177.82
0661	OAKLEAF HIGH SCHOOL	$ 1,617,787.76	$ 1,577.60				$ 6,413.35		$ 9,913.53	$ 1,615,865.18
0671	SPRING PARK ELEMENTARY	$ 752,805.12								$ 752,805.12
0677	ST JOHNS CLASSICAL ACADEMY OP	$ 1,613.20								$ 1,613.20
0769	ST JOHNS COUNTRY DAY	$ 11,345.00								$ 11,345.00
0824	GRACE EPISCOPAL	$ 1,098.69								$ 1,098.69
1409	ANNUNCIATION CATHOLIC SCHOOL	$ 1,059.00								$ 1,059.00
3460	BROACH OF ORANGE PARK	$ 1,081.99								$ 1,081.99
6254	KANVAS ACADEMY	$ 7,725.52								$ 7,725.52
7005	CLAY VIRTUAL ACADEMY	$ 21,111.30								$ 21,111.30
9000	SCHOOL BOARD	$ 16,515.41								$ 16,515.41
9002	CAREER & TECHNICAL EDUCATION	$ 40,683.97	$ 2,735.27					$ 11,248.79		$ 32,170.45
9003	INSTRUCTIONAL RESOURCES	$ 24,733.52								$ 24,733.52
9004	CLIMATE & CULTURE	$ 78,197.72							$ 4,132.15	$ 74,065.57
9005	EXCEPTIONAL STUDENT EDUCATION	$ 210,888.65							$ 8,193.47	$ 202,695.18
9006	DEPT OF ELEMENTARY EDUCATION	$ 46,137.00								$ 46,137.00
9007	K12 ACADEMIC SERVICES	$ 7,874.09								$ 7,874.09
9008	ADULT COMMUNITY EDUCATION	$ 155,275.48	$ 1,703.99		$ 1,219.09					$ 158,198.56
9009	PROFESSIONAL DEVELOPMENT	$ 106,673.68								$ 106,673.68
9010	TRANSPORTATION	$ 671,940.53	$ 10,044.76							$ 681,985.29
9015	READING & EARLY LITERACY	$ 29,830.11								$ 29,830.11
9016	SUPERINTENDENT	$ 38,796.94							$ 1,219.97	$ 37,576.97
9017	PARENT AND COMMUNITY ENGAGE	$ 5,992.00								$ 5,992.00
9020	OPERATIONS	$ 16,012.76								$ 16,012.76
9021	MAINTENANCE DEPARTMENT	$ 759,907.01					$ 11,800.21	$ 1,988.89	$ 30,878.77	$ 738,839.56
9022	SAFETY & SECURITY	$ 315,190.82					$ 1,988.89			$ 317,179.71
9023	FACILITY PLANNING & CONSTRUCTION	$ 95,743.78						$ 5,987.07		$ 89,756.71
9024	CODE ENFORCEMENT	$ 9,518.89					$ 5,987.07			$ 15,505.96
9030	PRINT CENTER	$ 49,928.85								$ 49,928.85
9040	INFORMATION & TECH SERVICES	$ 1,356,421.80								$ 1,356,421.80
9050	BUSINESS AFFAIRS DIVISION	$ 152,082.97	$ 4,238.80							$ 156,321.77
9060	HUMAN RESOURCES	$ 55,774.58								$ 55,774.58
9105	ESOL	$ 11,795.16								$ 11,795.16
9106	TITLE 1	$ 19,112.47								$ 19,112.47
9110	FOOD & NUTRITION SERVICES	$ 344,038.53					$ 2,859.29	$ 9,102.89		$ 337,794.93
9111	CURRICULUM & INSTRUCTION	$ 16,882.88								$ 16,882.88
9113	TEACHER TRAINING CENTER FIH	$ 14,375.78								$ 14,375.78
9114	TEACHER LEARNING CENTER OPHS	$ 10,612.45								$ 10,612.45
9252	SEDNET	$ 31,299.87								$ 31,299.87
	TOTAL	$ 28,157,132.01	$ 91,762.42	$ -	$ 1,219.09	$ -	$ 49,838.15	$ 49,838.15	$251,277.96	$ 27,998,835.56

OTHER = 9008 ADULT COMM ED PURCHASE ON PCARD

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VEHICLES OCTOBER, 2025									
LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
* 9004-CLIMATE AND CULTURE		$ 41,297.00							$ 41,297.00
9010-TRANSPORTATION	$ 36,050,343.81	$ 1,005,688.00					$ 165,396.00		$ 36,890,635.81
* 9002-CAREER & TECH ED						$ 165,396.00			
TOTAL	$ 36,050,343.81	$ 1,046,985.00	$ -	$ -	$ -	$ 165,396.00	$ 165,396.00	$ -	$ 37,097,328.81

* VEHICLES TO BE MOVED TO 9010 IN NOV 2025.

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SOFTWARE OCTOBER, 2025										
LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0341	CLAY HIGH SCHOOL	$ 1,095.00								$ 1,095.00
0431	RIDGEVIEW HIGH	$ 3,450.00								$ 3,450.00
0541	RIDEOUT ELEMENTARY	$ 7,605.95								$ 7,605.95
9010	TRANSPORTATION	$ 323,119.00								$ 323,119.00
9021	MAINTENANCE	$ 13,800.00								$ 13,800.00
9040	INFORMATION & TECH SERVICES	$ 5,047,890.30		$ 648.00						$ 5,048,538.30
9110	FOOD & NUTRITION SERVICES	$ 39,100.00								$ 39,100.00
	TOTAL	$ 5,436,060.25	$ -	$ 648.00	$ -	$ -	$ -	$ -	$ -	$ 5,436,708.25

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AUDIO/VISUAL OCTOBER, 2025									
LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0021	GREEN COVE SPRINGS JUNIOR HIGH	$ 1,824.00							$ 1,824.00
0111	BANNERMAN LEARNING CENTER	$ 2,402.11							$ 2,402.11
0252	ORANGE PARK HIGH	$ 70,354.08							$ 70,354.08
0301	KEYSTONE HEIGHTS ELEMENTARY	$ 1,350.00							$ 1,350.00
0311	KEYSTONE HEIGHTS JR/SR HIGH	$ 3,056.00							$ 3,056.00
0341	CLAY HIGH SCHOOL	$ 89,511.84							$ 89,511.84
0351	LAKESIDE JUNIOR HIGH	$ 5,333.16							$ 5,333.16
0361	ORANGE PARK JUNIOR HIGH	$ 1,149.00							$ 1,149.00
0391	MIDDLEBURG HIGH SCHOOL	$ 18,208.40							$ 18,208.40
0431	RIDGEVIEW HIGH SCHOOL	$ 13,565.74							$ 13,565.74
0451	LAKE ASBURY ELEMENTARY	$ 7,900.00							$ 7,900.00
0481	LAKE ASBURY JUNIOR HIGH	$ 12,488.64							$ 12,488.64
0501	TYNES ELEMENTARY SCHOOL	$ 7,900.00							$ 7,900.00
0521	FLEMING ISLAND ELEMENTARY	$ 7,900.00							$ 7,900.00
0551	FLEMING ISLAND HIGH SCHOOL	$ 1,231.99							$ 1,231.99
0661	OAKLEAF HIGH SCHOOL	$ 4,855.26							$ 4,855.26
0671	SPRING PARK ELEMENTARY	$ 7,900.00							$ 7,900.00
9005	EXCEPTIONAL STUDENT EDUCATION	$ 1,900.00							$ 1,900.00
9010	TRANSPORTATION	$ 5,886.00							$ 5,886.00
	TOTAL	$ 264,716.22							$ 264,716.22

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$50,000 - $100,000 Contracts "Signed" by Superintendent for BAD monthly BOARD Financial Report

All applicable Contracts prior to Contract #260046 have been added to the list.

CONTRACT #	SUBMITTED BY	DEPT	COST	PO #	VENDOR	FUNDING SOURCE	FUNDING SOURCE
260040	M Boyack	9022	Board Approved 10/2/2025 $1,240,574.00 over 5 years	P2603600	Centegix Crisis Alert Panic Solution (1 year term with 4 renewals)	General Fund - Safe Schools	105-7901390-9022-1106-0000-000-0
260030	K Guilfoyle	9004	$95,000.00	R104842	Expedited Reports (Psychological Report Writing)	General Fund - Mental Health Categorical	100-6100310-9004-1172-0000-000-0
260019	K Guilfoyle	9004	$95,000.00	P2602870	EduWorks of North Florida (Psych Services)	General Fund - Mental Health Categorical	100-6100310-9004-1106-0000-000-0
260014	C Gugel	9009	$51,652.80	P2602340	Art of Education University - Curriculum	General Fund - SchlChoice - Arts	100-5100369-9009-1976-0000-000-0
250213	D Broskie	9016	Board Approved 5/27/2025 est $100,000.00	P2600204	RSM US LLP (Internal Auditing Services requested by School Board / Audit Committee) (Original Contract 250085 good thru 6/30/2027)	General Fund	100-7100310-9000-0000-0000-000-0
250196	M Sanders	9005	$90,000.00	P2603490	Behavior Management Consultants	General Fund	100-5200310-9005-0000-0000-000-0
250189	M Sanders	9005	$78,000.00	P2600981	McCoy Institute - Audiological Services	General Fund	100-5200310-9005-0000-0000-000-0
250186	C Isais	9053	Board Approved 4/3/2025 Based on Staff Enrollment	N/A	Blue Cross Blue Shield RFP 25-BA-131 ASO Agreement (BCBS)	Self Funded - Insurance	100-7900230-xxxx-0000-0000-000-0
250180	M Sanders	9005	$90,000.00	P2600982	Allied Instructional Services	General Fund	100-5200310-9005-0000-0000-000-0
250172	M Boyack	9022	$86,548.33 (this Contract 250172) +$48,510 (contract 250154) +$19,234.74 (contract 250040) Total Agreement Cost = $154,293.07	P2510369	Raptor Technologies Amendment Drill Manager License & Reunification & Accountability License subscriptions	General Fund - School Safety & Security	105-7901366-9022-1205-0000-000-0
250171	C Gugel	9009	$59,360.00	P2601819	QuaverEd, inc.	General Fund - SchlChoice - Arts	100-5100369-9009-1976-0000-000-0
250157	A Paulk	9002	$85,000.00	P2510414	Sand Panther Educational Consulting LLC (CAP Grant for Agriculture Programs)	General Fund - Workforce Dev Capitalization	100-5300310-9002-0000-1040-000-5
250154	M Boyack	9022	$48,510 (this contract 250154) +$19,234.74 (contract 250040) Total Agreement Cost = $67,744.74	P2509151	Raptor Technologies Amendment Volunteer & Visitor Management annual subscriptions	General Fund - School Safety & Security	105-7901366-9022-1205-0000-000-0
250135	A Paulk	9002	$61,375.00	P2600067	Sand Panther Educational Consulting LLC (CAP Grant for CTE Programs)	General Fund - Workforce Dev Capitalization	100-5300310-9002-0000-1040-000-5
250116	R Crawford	9010	Estimated $100,000 for 3 year Contract Term for Annual Hosting	P2507834	Gatekeeper - Hosting / Equipment (Bus Camera / Data System)	General Fund	100-7800369-9010-0000-0000-000-0
250106	A Paulk	9002	Not to exceed $50,000	P2510035	Rig Fab Educational Services	Perkins Grant	420-5300730-9002-0000-4040-000-5

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December 11, 2025 - Regular School Board Meeting

Title

C11 - BUDGET AMENDMENT REPORT FOR October 31, 2025

Description

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board form are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes as outlined in the attached statements.

Gap Analysis

The monthly budget amendment show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes

Reported as per Florida State Board of Education Administrative Rule 6A-1.006.

Expected Outcomes

The monthly budget amendment is provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's budget.

Strategic Plan Goal

Goal 5: Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approval of the Budget Amendments for October 2025 as presented.

Contact

Dawn Posey, Assistant Superintendent for Business Affairs

Financial Impact

See attached statements for a complete analysis of the financial impact.

Review Comments

Attachments

- October 2025 Budget Amendment Stmt.pdf

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CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043
P (904) 336-6500 W oneclay.net

SUPERINTENDENT OF SCHOOLS
David S. Broskie

BOARD MEMBERS:
Erin Skipper, District 1
Robert Alvero, District 2
Beth Clark, District 3
Michele Hanson, District 4
Ashley Gilhousen, District 5

CLAY COUNTY SCHOOLS RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2025-2026
For month ending October 31, 2025

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board form are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes outlined in the attached statements.

FUND	DESCRIPTION
GENERAL FUND (100)	THE GENERAL FUND IS THE LARGEST FUND WITHIN THE ACCOUNTING STRUCTURE OF THE SCHOOL DISTRICT. THIS FUND IS USED TO REPORT THE DISTRICT'S DAILY, MONTHLY AND ANNUAL FINANCIAL OPERATIONS OF THE SCHOOLS AND DISTRICT OFFICE.
GENERAL FUND VOTED MILLAGE (105)	THE VOTED MILLAGE FUND ARE FUNDS APPROVED BY THE CLAY COUNTY VOTERS TO SUPPORT SAFETY AND SECURITY AND OTHER OPERATIONAL EXPENDITURES.
DEBT SERVICE (2XX)	DEBT SERVICE FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED, OR ASSIGNED TO EXPENDITURES FOR THE DISTRICT'S PRINCIPAL AND INTEREST PAYMENTS FOR ITS OUTSTANDING DEBT.
CAPITAL PROJECTS FUND(3XX)	CAPITAL PROJECT FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED, OR ASSIGNED TO EXPENDITURES FOR MAJOR CAPITAL OUTLAYS, INCLUDING THE ACQUISITION OR CONSTRUCTION OF CAPITAL FACILITIES AND THEIR CAPITAL ASSETS.
SPECIAL REVENUE FOOD SERVICE (410)	SPECIAL REVENUE FUNDS, FOOD SERVICES ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC REVENUE SOURCES THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE FOOD SERVICES OPERATIONS.
SPECIAL REVENUE OTHER (420,44X)	SPECIAL REVENUE FUNDS, OTHER ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC FEDERAL REVENUE SUCH AS TITLE I, TITLE II, TITLE III, CARES ACT FUNDING THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE SPECIFIC PROGRAM.

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October 2025 Impact Statement

Purpose of Impact Statement

To reflect monthly adjustments to school and district budgets and related impact on fund balance due to:

a. Increases/decreases in estimated revenue.
b. Adjustments to appropriations based on changing needs and new information.

FUND	CHANGE TO FUND BALANCE
GENERAL FUND (100)	**Decrease of $500,932**
GENERAL FUND VOTED MILLAGE (105)	**No change**
DEBT SERVICE (2XX)	**No change**
CAPITAL PROJECTS FUND(3XX)	**No change**
SPECIAL REVENUE FOOD SERVICE (410)	**No change**
SPECIAL REVENUE OTHER (420, 44X)	**No change**

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GENERAL FUND 100:

To reflect monthly adjustments to the General Fund and related impact on fund balance due to:

Increases to Estimated Revenue

1	**Increase in Other Federal Through State** Due to receipt of 2024-25 grant funds	**$4,933**
2	**Increase in Misc. State** Due to receipt of 2024-25 grant funds	**$146,241**
3	**Increase in Gifts, Grants & Bequests** Due to receipt of Healthcare Career Pathways grant	**$17,500**
4	**Increase in Student Fees** Due to receipt of Pearson Testing Fees	**$1,417**
5	**Increase Misc Local** Due to receipt of Student Transportation Fees and Internally Funded Payroll/Purchases	**$84,027**
	Total Adjustments to Estimated Revenue	**$254,118**

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Increases and/or Decreases to Appropriations

1	**Increase in Instruction** Based on changing school needs	**$28,533**
2	**Decrease in Pupil Personnel** Based on changing school needs; Safe Schools transfer to Operation of Plant for Centegix	**($281,179)**
3	**Increase in Instructional Media** Due to school/department transfers	**$1,096**
4	**Increase in Curriculum Development** Due to school/department transfers	**$351**
5	**Increase in Instructional Staff Training** Due to school/department transfers and Montessori training	**$54,202**
6	**Increase in School Admin** Due to school/department transfers	**$15,945**
7	**Increase in Facilities Acquisition & Construction** Due to Ridgeview High playground update	**$17,000**
8	**Increase in Central Services** Due to Workforce transfers	**$375**
9	**Increase in Pupil Transportation** Due to staff training salaries	**$590,640**
10	**Increase in Operation of Plant** Due to school/department transfers; Safe Schools transfer from Pupil Personnel for Centegix	**$321,164**
11	**Increase in Community Service** Due to school/department transfers	**$6,923**
	Total Adjustments to Appropriations:	**$755,050**

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Adjustments to appropriations are based on changing revenue, needs and new information.

The impact on the General Fund Balance for the items described above is an **decrease** to fund balance of **$500,932.**

ONE MILL FUND 105:

To reflect monthly adjustments to One Mill Fund and related impact on fund balance due to:

Increases to Estimated Revenue

1	**No Adjustments**	**$0**
	Total Adjustments to Estimated Revenue	**$0**

Increases and/or Decreases to Appropriations

1	**No Adjustments**	**$0**
	Total Adjustments to Appropriations:	**$0**

Adjustments to appropriations are based on changing revenue, needs and new information.

The impact on the General Fund Balance for the items described above is **no change** to fund balance.

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DEBT SERVICE FUNDS (2XX):

To reflect monthly adjustments to debt service budgets and related impact on fund balance due to:

Increases to Estimated Revenue

1	**No Adjustments**	**$0**
	Total Adjustments to Estimated Revenue	**$0**

Increases and/or Decreases to Appropriations

1	**No Adjustments**	**$0**
	Total Adjustments to Appropriations:	**$0**

Adjustments to appropriations are based on changing revenue, needs and new information.

The impact on the General Fund Balance for the items described above is **no change** to fund balance.

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CAPITAL PROJECTS FUNDS (3XX):

To reflect adjustments to major capital construction projects budgets and related impact on fund balance due to:

Increases to Estimated Revenue

1	**No Adjustments**	**$0**
	Total Adjustments to Estimated Revenue	**$0**

Increases and/or Decreases to Appropriations

1	**No Adjustments**	**$0**
	Total Adjustments to Appropriations:	**$0**

Adjustments to appropriations are based on changing revenue, needs and new information.

The impact on the General Fund Balance for the items described above is **no change** to fund balance.

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SCHOOL FOOD SERVICES (410):

To reflect monthly adjustments to school and district Food Services program budgets and related impact on fund balance due to:

Increases to Estimated Revenue

1	**No Adjustments**	**$0**
	Total Adjustments to Estimated Revenue	**$0**

Increases and/or Decreases to Appropriations

1	**No Adjustments**	**$0**
	Total Adjustments to Appropriations:	**$0**

Adjustments to appropriations are based on changing revenue, needs and new information.

The impact on the fund balance for the items described above is **no change** to fund balance.

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SPECIAL REVENUE OTHER (42X):

To reflect monthly adjustments to school and district budgets and related impact on fund balance due to:

Increases to Estimated Revenue

1	**Decrease in Title I** Due to adjustments to match Title I Unified School Improvement award	**($27,442)**
	Total Adjustments to Estimated Revenue	**($27,442)**

Increases and/or Decreases to Appropriations

1	**Decrease in Instructional** Due to adjustments to match Title I Unified School Improvement award	**($226,127)**
2	**Increase in Pupil Personnel Services** Due to school/department transfers	**$394**
3	**Decrease in Social Work** Due to school/department transfers	**($454)**
4	**Decrease in Parent Involvement** Due to school/department transfers	**($1,178)**
5	**Decrease in Curriculum Development** Due to school/department transfers	**($62)**
6	**Decrease in Instructional Staff Training** Due to school/department transfers	**($15,028)**
7	**Increase in General Administration** Due to awarded indirect expense; Title I P-card program	**$215,013**
8	**Increase in Central Services** Due to adjustments to match IDEA PreK award	**$28,518**
	Total Adjustments to Appropriations:	**($27,442)**

Adjustments to appropriations are based on changing revenue, needs and new information.

The impact on the fund balance for the items described above is **no change** to fund balance.

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2025-2026
GENERAL FUND REVENUE
FUND 100
Month Ending October 31, 2025

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
3120	Federal Impact Funds	$550,000	$550,000	$0	$550,000
3190	Other Federal Direct	$500,000	$506,284	$0	$506,284
3202	Medicaid	$2,000,000	$2,000,000	$0	$2,000,000
3280	Federal Through Local Revenue	$0	$219,334	$0	$219,334
3290	Other Federal Thru State	$0	$0	$4,933	$4,933
3310	Florida Educ Finance Program	$227,520,714	$227,520,714	$0	$227,520,714
3315	Workforce Development	$1,100,000	$1,100,000	$0	$1,100,000
3316	Workforce Dev CAP Grant	$3,956,156	$3,956,156	$0	$3,956,156
3317	Workforce Performance Incentiv	$10,000	$10,000	$0	$10,000
3320	State Auto License CO and DS	$24,000	$24,000	$0	$24,000
3340	Other State Revenues	$35,000	$35,000	$0	$35,000
3350	Other Categorical	$36,766,787	$36,766,787	$0	$36,766,787
3370	VPK	$560,000	$560,000	$0	$560,000
3390	Miscellaneous State Revenues	$1,814,592	$1,814,592	$146,241	$1,960,833
3410	Taxes	$79,306,622	$79,306,622	$0	$79,306,622
3421	Tax Redemptions	$1,000,000	$1,000,000	$0	$1,000,000
3425	Rent	$500,000	$500,000	$0	$500,000
3430	Interest Incl Profit On Inves	$2,000,000	$2,000,000	$0	$2,000,000
3440	Gifts Grants & Bequests	$100,000	$128,967	$17,500	$146,467
3460	Student Fees	$49,686	$49,686	$1,417	$51,103
3470	Other Fees	$530,000	$530,000	$0	$530,000
3490	Misc Local Resources	$4,596,419	$4,649,882	$84,027	$4,733,905
3630	Transfer From Capital Projects	$10,769,980	$12,138,753	$0	$12,138,753
3650	Interfund Transfer	$2,000,000	$2,000,000	$0	$2,000,000
3732	Addtnl Mill Contribution	$0	$0	$0	$0
3733	Sale of Capital Asset	$50,000	$50,000	$0	$50,000
3740	Insurance Loss Recoveries	$5,000	$5,000	$0	$5,000
Revenue - Totals		**$375,744,956**	**$377,421,777**	**$254,118**	**$377,675,891**

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR - 2025-2026
GENERAL FUND EXPENSES
FUND 100
Month Ending October 31, 2025

5000 Instruction

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
100	Salaries	$148,148,157	$148,149,367	$34,252	$148,183,619
200	Employee Benefits	$47,531,398	$47,531,397	$22,946	$47,554,349
300	Purchased Services	$30,758,458	$30,859,019	$143,339	$31,002,353
400	Energy Services	$20,136	$20,486	$0	$20,486
500	Material and Supplies	$12,480,367	$13,626,456	($299,256)	$13,327,205
600	Capital Outlay	$2,542,700	$2,674,210	$129,415	$2,803,626
700	Other	$1,303,195	$1,386,491	($2,163)	$1,384,327
Total Expenses Function 5000		**$242,784,411**	**$244,247,426**	**$28,533**	**$244,275,964**

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
6100	**Pupil Personnel Services**				
100	Salaries	$13,763,372	$13,768,699	$0	$13,768,699
200	Employee Benefits	$5,173,609	$5,195,171	$0	$5,195,171
300	Purchased Services	$605,992	$605,691	($4,206)	$601,485
400	Energy Services	$4,400	$4,400	$0	$4,400
500	Material and Supplies	$4,220,133	$4,215,355	($321,765)	$3,893,589
600	Capital Outlay	$9,866	$12,796	$13,486	$26,282
700	Other	$1,720	$1,720	$31,306	$33,026
6110	**Social Work**				
200	Employee Benefits	$0	$0	$0	$0
300	Purchased Services	$0	$0	$0	$0
6120	**Guidance Services**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
6130	**Health Services**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
300	Purchased Services	$381,320	$381,320	$0	$381,320
500	Material and Supplies	$0	$0	$0	$0
6140	**Psychological Services**				
300	Purchased Services	$0	$0	$0	$0
6150	**Parent Involvement**				
100	Salaries	$61,535	$61,535	$0	$61,535
200	Employee Benefits	$22,998	$22,998	$0	$22,998
300	Purchased Services	$18,425	$18,425	$0	$18,425
500	Material and Supplies	$4,240	$4,240	$0	$4,240
600	Capital Outlay	$0	$0	$0	$0
700	Other	$0	$0	$0	$0
6190	**Guidance Administration**				
100	Salaries	$63,804	$63,804	$0	$63,804
200	Employee Benefits	$29,433	$29,433	$0	$29,433
6200	**Instructional Media**				
100	Salaries	$2,772,784	$2,772,979	$0	$2,772,979

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	200	Employee Benefits	$1,078,295	$1,078,295	$0	$1,078,295
	300	Purchased Services	$206,444	$64,761	$107,713	$172,474
	500	Material and Supplies	$71,924	$61,196	($6,962)	$54,235
	600	Capital Outlay	$96,222	$252,445	($99,730)	$152,713
	700	Other	$1,194	$769	$75	$844
6300	**Inst & Curric Dev Services**					
	100	Salaries	$4,050,060	$4,196,052	$0	$4,196,052
	200	Employee Benefits	$1,590,062	$1,626,739	$0	$1,626,739
	300	Purchased Services	$73,248	$75,615	$358	$75,973
	400	Energy Services	$560	$560	$0	$560
	500	Material and Supplies	$38,356	$38,330	($711)	$37,618
	600	Capital Outlay	$24,553	$24,546	$704	$25,250
	700	Other	$1,158	$1,158	$0	$1,158
6400	**Inst Staff Training Services**					
	100	Salaries	$2,169,704	$2,173,704	$16,058	$2,189,762
	200	Employee Benefits	$781,010	$782,040	$0	$782,040
	300	Purchased Services	$452,877	$468,143	$37,578	$505,721
	500	Material and Supplies	$59,587	$55,877	($759)	$55,118
	600	Capital Outlay	$1,895	$1,895	$0	$1,895
	700	Other	$257,827	$262,227	$1,325	$263,552
6500	**Instruction Related Technology**					
	100	Salaries	$2,241,299	$2,241,299	$0	$2,241,299
	200	Employee Benefits	$858,122	$858,122	$0	$858,122
	300	Purchased Services	$3,452,237	$3,452,237	$0	$3,452,237
	500	Material and Supplies	$64,054	$64,054	$0	$64,054
	600	Capital Outlay	$184,000	$184,000	$0	$184,000
	700	Other	$0	$0	$0	$0
7100	**Board**					
	100	Salaries	$282,457	$282,457	$0	$282,457
	200	Employee Benefits	$224,065	$224,065	$0	$224,065
	300	Purchased Services	$2,053,892	$2,055,140	$0	$2,055,140
	500	Material and Supplies	$4,037	$4,037	$0	$4,037
	600	Capital Outlay	$1,000	$600	$0	$600
	700	Other	$27,130	$26,282	$0	$26,282
7200	**General Administration**					
	100	Salaries	$344,561	$344,561	$0	$344,561
	200	Employee Benefits	$215,819	$215,819	$0	$215,819
	300	Purchased Services	$28,121	$28,121	$0	$28,121
	400	Energy Services	$1,200	$1,200	$0	$1,200
	500	Material and Supplies	$8,904	$8,904	$0	$8,904
	600	Capital Outlay	$3,680	$3,680	$0	$3,680
	700	Other	$26,500	$26,500	$0	$26,500
7300	**School Administration**					
	100	Salaries	$13,159,835	$13,159,835	$0	$13,159,835
	200	Employee Benefits	$5,090,430	$5,090,430	$0	$5,090,430
	300	Purchased Services	$69,587	$70,324	$2,130	$72,454
	400	Energy Services	$0	$0	$0	$0
	500	Material and Supplies	$95,022	$101,288	$4,336	$105,623
	600	Capital Outlay	$37,184	$40,723	$7,689	$48,411
	700	Other	$17,940	$19,638	$1,790	$21,428
7400	**Facilities Aquisition & Const**					
	100	Salaries	$1,199,224	$1,199,224	$0	$1,199,224
	200	Employee Benefits	$450,729	$450,729	$0	$450,729

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	300	Purchased Services	$1,352,978	$1,352,978	$0	$1,352,978
	400	Energy Services	$6,400	$6,400	$0	$6,400
	500	Material and Supplies	$21,870	$21,870	$0	$21,870
	600	Capital Outlay	$2,700,489	$2,701,739	$17,000	$2,718,739
	700	Other	$1,860	$1,370,633	$0	$1,370,633
7500	**Fiscal Services**					
	100	Salaries	$1,342,679	$1,342,679	$0	$1,342,679
	200	Employee Benefits	$518,568	$518,568	$0	$518,568
	300	Purchased Services	$401,521	$401,521	$0	$401,521
	500	Material and Supplies	$17,273	$17,273	$0	$17,273
	600	Capital Outlay	$4,500	$4,500	$0	$4,500
	700	Other	$200	$200	$0	$200
7600	**Food Services**					
	100	Salaries	$77,688	$77,871	$0	$77,871
	200	Employee Benefits	$29,631	$29,631	$0	$29,631
7700	**Central Services**					
	100	Salaries	$2,255,849	$2,255,849	$0	$2,255,849
	200	Employee Benefits	$876,708	$876,708	$0	$876,708
	300	Purchased Services	$704,205	$703,597	$1,375	$704,972
	400	Energy Services	$5,298	$5,298	$1,000	$6,298
	500	Material and Supplies	$106,835	$106,835	$0	$106,835
	600	Capital Outlay	$398,714	$398,714	($2,000)	$396,714
	700	Other	$44,960	$45,568	$0	$45,568
7800	**Pupil Transportation Services**					
	100	Salaries	$8,776,372	$8,776,372	$575,000	$9,351,372
	200	Employee Benefits	$3,146,740	$3,146,740	$0	$3,146,740
	300	Purchased Services	$722,730	$727,045	$25,640	$752,684
	400	Energy Services	$1,859,938	$1,860,688	$0	$1,860,688
	500	Material and Supplies	$1,211,055	$1,211,055	$10,000	$1,221,055
	600	Capital Outlay	$698,383	$698,383	($20,000)	$678,383
	700	Other	$10,000	$10,000	$0	$10,000
7900	**Operation Of Plant**					
	100	Salaries	$7,272,837	$7,274,140	$1,574	$7,275,714
	200	Employee Benefits	$2,776,801	$2,776,801	$0	$2,776,801
	300	Purchased Services	$7,028,289	$7,055,631	$318,465	$7,374,096
	400	Energy Services	$6,150,165	$6,150,665	$0	$6,150,665
	500	Material and Supplies	$748,300	$750,484	$3,220	$753,703
	600	Capital Outlay	$291,742	$292,232	($2,095)	$290,138
	700	Other	$0	$0	$0	$0
8100	**Maintenance Of Plant**					
	100	Salaries	$3,863,055	$3,863,055	$0	$3,863,055
	200	Employee Benefits	$1,409,589	$1,409,589	$0	$1,409,589
	300	Purchased Services	$2,744,865	$2,744,865	$0	$2,744,865
	400	Energy Services	$165,956	$165,956	$0	$165,956
	500	Material and Supplies	$1,461,068	$1,461,068	$0	$1,461,068
	600	Capital Outlay	$190,788	$190,788	$0	$190,788
	700	Other	$16,100	$16,100	$0	$16,100
8200	**Administrative Technology Svcs**					
	100	Salaries	$1,168,123	$1,168,123	$0	$1,168,123
	200	Employee Benefits	$438,072	$438,072	$0	$438,072
	300	Purchased Services	$4,880	$4,880	$0	$4,880
	400	Energy Services	$12,000	$12,000	$0	$12,000
	500	Material and Supplies	$10,240	$10,240	$0	$10,240

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	600	Capital Outlay	$2,400	$2,400	$0	$2,400
	700	Other	$160	$160	$0	$160
9100	**Community Services**					
	100	Salaries	$157,637	$165,255	$6,923	$172,178
	200	Employee Benefits	$60,821	$60,821	$0	$60,821
	300	Purchased Services	$0	$0	$195	$195
	500	Material and Supplies	$96,678	$109,716	($345)	$109,371
	600	Capital Outlay	$20	$3,982	$150	$4,132
	700	Other	$1,006	$1,006	$0	$1,006
9200	**Debt Service**					
	700	Other	$0	$0	$0	$0
9900	**Internal Service Proprietary**					
	100	Salaries	$0	$0	$0	$0
	200	Employee Benefits	$0	$0	$0	$0
	300	Purchased Services	$0	$0	$0	$0
	400	Energy Services	$0	$0	$0	$0
	500	Material and Supplies	$0	$0	$0	$0
	600	Capital Outlay	$0	$0	$0	$0
	700	Other	$0	$0	$0	$0
Total Expenses Function 6000 to 9900			**$131,594,667**	**$133,272,927**	**$726,517**	**$133,999,442**

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2025-2026
ONE MILL
FUND 105
Month Ending October 31, 2025

Function		Description	Adopted	Beginning Budget	Budget Adj	Working Budget
3400	**Revenue from Local Sources**					
	000	Revenue	$21,040,061	$21,040,061	$0	$21,040,061
Total Revenue			**$21,040,061**	**$21,040,061**	**$0**	**$21,040,061**
5100	**Basic FEFP K-12**					
	100	Salaries	$0	$0	$0	$0
	200	Employee Benefits	$0	$0	$0	$0
7400	**Facilities Aquisition & Const**					
	300	Purchased Services	$0	$0	$0	$0
	500	Material and Supplies	$0	$0	$0	$0
	600	Capital Outlay	$6,179,509	$6,179,510	$0	$6,179,510
	700	Other	$1,117,726	$1,117,726	$0	$1,117,726
7700	**Central Services**					
	100	Salaries	$0	$0	$0	$0
	200	Employee Benefits	$0	$0	$0	$0
	300	Purchased Services	$12,000	$12,000	$0	$12,000
7800	**Pupil Transportation Services**					
	600	Capital Outlay	$109,737	$109,737	$0	$109,737
7900	**Operation Of Plant**					
	100	Salaries	$1,424,917	$1,424,913	$0	$1,424,913
	200	Employee Benefits	$512,827	$512,831	$0	$512,831
	300	Purchased Services	$8,223,633	$8,223,633	$0	$8,223,633
	400	Energy Services	$10,000	$10,000	$0	$10,000
	500	Material and Supplies	$68,740	$68,740	$0	$68,740
	600	Capital Outlay	$182,660	$182,660	$0	$182,660
	700	Other	$18,600	$18,600	$0	$18,600
8100	**Maintenance Of Plant**					
	100	Salaries	$156,195	$156,195	$0	$156,195
	200	Employee Benefits	$64,739	$64,739	$0	$64,739
9700	**Transfer Of Funds**					
	900	Transfers	$2,000,000	$2,000,000	$0	$2,000,000
Total Expenses			**$20,081,283**	**$20,081,284**	**$0**	**$20,081,284**

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2025-2026
CAPITAL PROJECTS
FUND 3XX
Month Ending October 31, 2025

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
360	3320	State Auto License CO and DS	000	Revenue	$1,646,500	$1,646,500	$0	$1,646,500
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
370	3410	Taxes	000	Revenue	$31,560,212	$31,560,212	$0	$31,560,212
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
380	3430	Interest Incl Profit On Inves	000	Revenue	$675,000	$675,000	$0	$675,000
	3490	Misc Local Resources	000	Revenue	$9,500,000	$9,500,000	$0	$9,500,000
392	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
393	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
394	3390	Miscellaneous State Revenues	000	Revenue	$0	$0	$0	$0
	3397	Charter School Capital Outlay	000	Revenue	$0	$1,368,773	$0	$1,368,773
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$13,000	$0	$13,000
Total Revenue					**$43,381,712**	**$44,763,485**	**$0**	**$44,763,485**
340	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	$0	$0	$0	$0
			680	Remodeling and Renovations	$0	$0	$0	$0
360	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	$4,026,481	$4,026,481	$0	$4,026,481
			640	Furniture Fixtures & Equipment	$0	$0	$0	$0
			680	Remodeling and Renovations	$0	$0	$0	$0
	9200	Debt Service	730	Dues and Fees	$0	$0	$0	$0
370	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	$127,415	$127,415	$0	$127,415
			690	Computer Software	$312,520	$312,520	$0	$312,520
			640	Furniture Fixtures & Equipment	$890,773	$890,773	$0	$890,773
			670	Improvements other than Bldg	$1,558,099	$1,558,099	($258,069)	$1,300,030
			720	Interest	$0	$0	$0	$0
			660	Land	$1,000	$1,000	$0	$1,000
			790	Miscellaneous	$1,005,953	$1,005,953	$0	$1,005,953
			650	Motor Vehicles	$6,976,613	$6,976,613	$0	$6,976,613
			390	Other Purchased Services	$0	$0	$0	$0
			710	Redemption of Principal	$0	$0	$0	$0
			680	Remodeling and Renovations	$22,197,299	$22,197,299	$258,069	$22,455,367
	7800	Pupil Transportation Services	650	Motor Vehicles	$0	$0	$0	$0
			680	Remodeling and Renovations	$0	$0	$0	$0
	7900	Operation Of Plant	680	Remodeling and Renovations	$0	$0	$0	$0
	9200	Debt Service	720	Interest	$767	$767	$0	$767
			710	Redemption of Principal	$0	$0	$0	$0
	9700	Transfer Of Funds	920	Transfers to Debt Service Fund	$1,615,559	$1,615,559	$0	$1,615,559
			910	Transfers to General Fund	$10,769,980	$10,769,980	$0	$10,769,980
380	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	$23,655,229	$23,655,229	$0	$23,655,229
			690	Computer Software	$0	$0	$0	$0
			640	Furniture Fixtures & Equipment	$1,033,549	$1,033,549	$0	$1,033,549
			670	Improvements other than Bldg	$0	$0	$0	$0
			610	Library Books	$0	$0	$0	$0
			680	Remodeling and Renovations	$120,000	$120,000	$0	$120,000
	9700	Transfer Of Funds	920	Transfers to Debt Service Fund	$4,607,000	$4,607,000	$0	$4,607,000
392	7300	School Administration	640	Furniture Fixtures & Equipment	$0	$0	$0	$0
	7400	Facilities Aquisition & Const	620	Audiovisual Materials	$0	$0	$0	$0
			630	Buildings and Fixed Equip	$0	$0	$0	$0
			690	Computer Software	$0	$0	$0	$0
			640	Furniture Fixtures & Equipment	$0	$0	$0	$0
			650	Motor Vehicles	$0	$0	$0	$0
			390	Other Purchased Services	$0	$0	$0	$0
			680	Remodeling and Renovations	$0	$0	$0	$0
			360	Rentals	$0	$0	$0	$0
	7800	Pupil Transportation Services	690	Computer Software	$0	$0	$0	$0
	9200	Debt Service	720	Interest	$0	$0	$0	$0
			710	Redemption of Principal	$0	$0	$0	$0
393	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	$5,436,686	$5,436,686	$0	$5,436,686
			680	Remodeling and Renovations	$0	$0	$0	$0
394	9700	Transfer Of Funds	910	Transfers to General Fund	$0	$1,368,773	$0	$1,368,773
395	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	$255,398	$255,398	$0	$255,398
398	7400	Facilities Aquisition & Const	620	Audiovisual Materials	$0	$0	$0	$0
			640	Furniture Fixtures & Equipment	$0	$0	$0	$0
			610	Library Books	$0	$0	$0	$0

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399	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	$0	$0	$0	$0
			790	Miscellaneous	$0	$0	$0	$0
			680	Remodeling and Renovations	$515,885	$515,885	$0	$515,885
Total Expenses					**$85,106,208**	**$86,474,981**	**$0**	**$86,474,981**

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2025-2026
CAPITAL PROJECTS
FUND 396
Month Ending October 31, 2025

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
396	3410	Taxes	000	Revenue	$20,000,000	$20,000,000	$0	$20,000,000
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
Total Revenue					**$20,000,000**	**$20,000,000**	**$0**	**$20,000,000**
396	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	$2,019,811	$2,019,811	($55,000)	$1,964,811
			640	Furniture Fixtures & Equipment	$529,885	$531,405	($20,000)	$511,405
			670	Improvements other than Bldg	$8,569,751	$8,569,751	$55,000	$8,624,751
			790	Miscellaneous	$1,140,000	$1,140,000	$0	$1,140,000
			680	Remodeling and Renovations	$22,229,482	$22,227,962	$20,000	$22,247,962
	9200	Debt Service	710	Redemption of Principal	$0	$0	$0	$0
Total Expenses					**$34,488,929**	**$34,488,929**	**$0**	**$34,488,929**

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2025-2026
DEBT SERVICE
FUND 2XX
Month Ending October 31, 2025

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
222	3340	Other State Revenues	000	Revenue	$225,575	$225,575	$0	$225,575
	3430	Interest Incl Profit On Inves	000	Revenue	$1,000	$1,000	$0	$1,000
294	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
	3630	Transfer From Capital Projects	000	Revenue	$4,607,000	$4,607,000	$0	$4,607,000
299	3630	Transfer From Capital Projects	000	Revenue	$1,615,559	$1,615,559	$0	$1,615,559
Total Revenue					**$6,449,134**	**$6,449,134**	**$0**	**$6,449,134**
222	9200	Debt Service	710	Redemption of Principal	$155,000	$155,000	$0	$155,000
			720	Interest	$61,575	$61,575	$0	$61,575
290	9200	Debt Service	730	Dues and Fees	$0	$0	$0	$0
292	9200	Debt Service	730	Dues and Fees	$0	$0	$0	$0
293	9200	Debt Service	730	Dues and Fees	$0	$0	$0	$0
294	9200	Debt Service	710	Redemption of Principal	$2,325,000	$2,325,000	$0	$2,325,000
			720	Interest	$2,277,000	$2,277,000	$0	$2,277,000
			730	Dues and Fees	$5,000	$5,000	$0	$5,000
299	9200	Debt Service	710	Redemption of Principal	$1,588,331	$1,588,331	$0	$1,588,331
			720	Interest	$27,229	$27,229	$0	$27,229
Total Expenses					**$6,439,135**	**$6,439,134**	**$0**	**$6,439,134**

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2025-2026
SPECIAL REVENUE FOOD SERVICE
FUND 410
Month Ending October 31, 2025

Func	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
		National School Lunch Act				
3260	000	Revenue	$15,538,066	$15,538,066	$0	$15,538,066
		Categorical State Sources				
3330	000	Revenue	$145,000	$145,000	$0	$145,000
		Interest Incl Profit On Inves				
3430	000	Revenue	$150,000	$150,000	$0	$150,000
		Gifts Grants & Bequests				
3440	000	Revenue	$0	$0	$0	$0
		Food Services				
3450	000	Revenue	$5,236,500	$5,236,500	$0	$5,236,500
		Misc Local Resources				
3490	000	Revenue	$5,000	$5,000	$0	$5,000
		Sale of Capital Asset				
3733	000	Revenue	$0	$0	$0	$0
Total Revenue			**$21,074,566**	**$21,074,566**	**$0**	**$21,074,566**
		Food Services				
7600	100	Salaries	$7,357,994	$7,357,994	$0	$7,357,994
	200	Employee Benefits	$2,790,558	$2,790,558	$0	$2,790,558
	300	Purchased Services	$308,752	$314,552	$0	$314,552
	400	Energy Services	$198,400	$198,400	$0	$198,400
	500	Material and Supplies	$11,572,081	$11,566,281	$0	$11,566,281
	600	Capital Outlay	$467,145	$467,145	$0	$467,145
	700	Other	$530,196	$530,196	$0	$530,196
		Central Services				
7700	100	Salaries	$0	$0	$0	$0
	200	Employee Benefits	$0	$0	$0	$0
Total Expenses			**$23,225,126**	**$23,225,126**	**$0**	**$23,225,126**

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2025-2026
SPECIAL REVENUE OTHER
FUND 42X
Month Ending October 31, 2025

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
3201	**Vocational Ed**				
3201	Revenue	$367,631	$367,631	$0	$367,631
3220	**Workforce Investment Act**				
3220	Revenue	$490,817	$490,817	$0	$490,817
3226	**Eisenhower Math And Science**				
3226	Revenue	$5,945	$1,059,289	$0	$1,059,289
3230	**I.D.E.A.**				
3230	Revenue	$9,739,775	$9,979,781	$0	$9,979,781
3240	**Title I - Elem & Secondary Edu**				
3240	Revenue	$5,919,586	$5,996,035	($27,442)	$5,968,593
3241	**Title III**				
3241	Revenue	$7,586	$7,586	$0	$7,586
3242	**Title IV**				
3242	Revenue	$309,711	$461,749	$0	$461,749
3290	**Other Federal Thru State**				
3290	Revenue	$172,905	$172,905	$0	$172,905
3610	**Transfer From General Fund**				
3610	Revenue	$875,739	$473,256	$0	$473,256
Total Revenue		**$17,889,695**	**$19,009,050**	**($27,442)**	**$18,981,608**
5000	**Instruction**				
100	Salaries	$7,252,797	$6,997,820	($55,864)	$6,941,956
200	Employee Benefits	$2,705,481	$2,535,301	($20,806)	$2,514,495
300	Purchased Services	$232,434	$315,763	$10,232	$325,995
400	Energy Services	$0	$0	$0	$0
500	Material and Supplies	$683,806	$1,055,963	($193,466)	$862,498
600	Capital Outlay	$428,011	$481,218	$26,384	$507,600
700	Other	$100,907	$114,872	$7,393	$122,265
6100	**Student Personnel Services**				
100	Salaries	$1,132,048	$1,132,048	$0	$1,132,048
200	Employee Benefits	$397,957	$397,957	$0	$397,957
300	Purchased Services	$1,463	$1,623	($210)	$1,413
500	Material and Supplies	$2,186	$2,186	$604	$2,790
600	Capital Outlay	$0	$0	$0	$0
700	Other	$650	$650	$0	$650
6110	**Social Work**				
200	Employee Benefits	$23,029	$23,029	($454)	$22,576
300	Purchased Services	$213	$373	$0	$373
6120	**Guidance Services**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
6130	**Health Services**				
100	Salaries	$0	$0	$0	$0

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200	Employee Benefits	$0	$0	$0	$0
300	Purchased Services	$0	$0	$0	$0
500	Material and Supplies	$0	$0	$0	$0
700	Other	$0	$0	$0	$0
6150	**Parent Involvement**				
100	Salaries	$80,999	$85,836	($1,305)	$84,531
200	Employee Benefits	$28,621	$34,458	($2,259)	$32,199
300	Purchased Services	$68,091	$67,522	($455)	$67,067
400	Energy Services	$0	$0	$0	$0
500	Material and Supplies	$60,673	$70,701	$2,841	$73,541
600	Capital Outlay	$0	$0	$0	$0
700	Other	$0	$0	$0	$0
6200	**Instructional Media**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
500	Material and Supplies	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
6300	**Inst & Curric Dev Services**				
100	Salaries	$2,516,710	$2,528,431	$0	$2,528,431
200	Employee Benefits	$971,710	$970,767	$0	$970,767
300	Purchased Services	$4,669	$4,669	($62)	$4,623
500	Material and Supplies	$11,571	$11,571	$0	$11,571
600	Capital Outlay	$0	$0	$0	$0
700	Other	$10,000	$10,000	$0	$10,000
6400	**Inst Staff Training Services**				
100	Salaries	$669,554	$1,146,697	($4,042)	$1,142,655
200	Employee Benefits	$235,378	$389,109	($3,613)	$385,496
300	Purchased Services	$181,783	$389,092	($2,508)	$386,584
500	Material and Supplies	$15,410	$50,923	($4,865)	$46,058
600	Capital Outlay	$7,586	$7,586	$0	$7,586
700	Other	$3,500	$12,500	$0	$12,500
6500	**Instruction Related Technology**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
300	Purchased Services	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
7200	**General Administration**				
500	Material and Supplies	$0	$0	$0	$0
700	Other	$27,610	$107,019	$215,013	$322,032
7300	**School Administration**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
7400	**Facilities Aquisition & Const**				
600	Capital Outlay	$0	$0	$0	$0
7600	**Food Services**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
7700	**Central Services**				
100	Salaries	$0	$22,680	$0	$22,680
200	Employee Benefits	$0	$5,838	$0	$5,838
300	Purchased Services	$1,374	$1,374	$0	$1,374
7800	**Pupil Transportation Services**				

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100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
300	Purchased Services	$33,494	$33,494	$0	$33,494
400	Energy Services	$0	$0	$0	$0
7900	**Operation Of Plant**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
300	Purchased Services	$0	$0	$0	$0
500	Material and Supplies	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
700	Other	$0	$0	$0	$0
8200	**Administrative Technology Svcs**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0
9100	**Community Services**				
500	Material and Supplies	$0	$0	$0	$0
Total Expenses		**$17,889,715**	**$19,009,070**	**($27,442)**	**$18,981,643**

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2025-2026
SPECIAL REVENUE OTHER
FUND 44X
Month Ending October 31, 2025

No Data Available

5000	**Instruction**				
300	Purchased Services	$0	$0	$0	$0
500	Material and Supplies	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
6100	**Student Personnel Services**				
500	Material and Supplies	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
700	Other	$0	$0	$0	$0
6150	**Parent Involvement**				
300	Purchased Services	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
6400	**Inst Staff Training Services**				
300	Purchased Services	$0	$0	$0	$0
500	Material and Supplies	$0	$0	$0	$0
7400	**Facilities Aquisition & Const**				
600	Capital Outlay	$0	$0	$0	$0
7900	**Operation Of Plant**				
500	Material and Supplies	$0	$0	$0	$0
9100	**Community Services**				
700	Other	$0	$0	$0	$0
Total Expenses		**$0**	**$0**	**$0**	**$0**

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C12 - Deletion of Certain Items Report - November, 2025

Description

The items listed have been surveyed by the Coordinator of Property Control, at the request of the Cost Center Property Manager, and the recommended disposition is noted. These items are either obsolete, unusable or beyond economical repair. These items should be removed from active inventory and disposed of in the manner indicated. Deletions are for property items received in the month of October, 2025.

Gap Analysis

N/A

Previous Outcomes

Property Records followed State mandate on trackable assets, Chapter 274.05.

Expected Outcomes

Tangible Personal Property shall be controlled and supervised from acquisition through transfer or disposal. Disposal of property shall be in accordance with Section 274.05, Florida Statutes. All deletions of items with a value of $1,000.00 or more will be approved by the School Board of Clay County prior to disposition.

Strategic Plan Goal

Goal 5: Strategy 5.4; Enhance fiscal practices that enable the district to maximize effectiveness and efficiency.

Recommendation

Approve Deletion of Certain Items Report - November, 2025 as submitted.

Contact

Dawn Posey,
Assistant Superintendent for Business Affairs
(904)-336-6721
dawn.posey@myoneclay.net

Financial Impact

Provides additional storage space and eliminates the need to account for unusable property. Reduces the dollar value of Tangible Personal Property.

Review Comments

Attachments

- deletion-analysis-Nov-2025-2026.pdf
- Monthly Deletion Report - November 2025.pdf

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Monthly Deletion Analysis / November 2025 2026			
Cost Center	Asset	Item, Reason for Deletion	Type of Deletion
CHS - 0341	19100008	LAPTOP: DELL LATITUDE 7390 / BROKEN	D1
	00053571	TRAINER BASKETBALL / OBSOLETE	D1
	00053702	SIT-UP STATION / OBSOLETE	D1
	00078796	ICE MACHINE / BROKEN	D1
WJH - 0371	13000619	COPIER: SCAN/PRINT/COPY-RICOH / BROKEN	D1
ROE - 0541	11000143	TABLE: CAFETERIA W/STOOLS GREY / BROKEN	D1
	11000144	TABLE: CAFETERIA W/STOOLS GREY / BROKEN	D1
CGE - 0601	23100065	LAPTOP: DELL LATITUDE 5530 / BROKEN	D1
	23000029	CHANGING TABLE: INFANT W/STEPS / BROKEN	D1
SLE - 0631	10001390	PA SYSTEM / BROKEN	D1
	00086804	CART: STAINLESS STEEL / BROKEN	D1
TRANSPORTATION - 9010	V0000257	PICK UP / BROKEN	D5
	B733	BUS / BROKEN	D5
	B1254	BUS / BROKEN	D5
	B1757	BUS / BROKEN	D5
	B1253	BUS / BROKEN	D5
	B785	BUS / BROKEN	D5
	B729	BUS / BROKEN	D5
	B732	BUS / BROKEN	D5
	B737	BUS / BROKEN	D5
	B786	BUS / BROKEN	D5
MAINTENANCE - 9021	00094087	CHASSIS/MONITOR/KEYBOARD - DEL / BROKEN	D1

D1 = PARTED OUT/JUNK
D5 = SURPLUS SALES

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Clay County Public Schools
Monthly Deletion Report
For Month Ending: 11/30/2025

Disposal Method	Tag	Description		Acquisition Date	Disposal Date	Purchase Amount	Depreciation Value
LCTN	**0341**	**CLAY HIGH SCHOOL**					
Junk/Parts	00053571	TRAINER BASKETBALL SUPERCAT	Furniture,Fixtures & Equipment	05/26/1992	11/03/2025	1,495.00	0.00
Junk/Parts	00053702	SIT-UP STATION	Furniture,Fixtures & Equipment	03/21/1994	11/03/2025	1,104.80	0.00
Junk/Parts	00078796	MACHINE:ICE - MANITOWAC WITH B	Furniture,Fixtures & Equipment	01/08/2004	11/03/2025	2,389.14	0.00
Junk/Parts	19100008	LAPTOP: DELL LATITUDE 7390	Furniture,Fixtures & Equipment	11/02/2018	11/03/2025	1,218.24	0.00
						6,207.18	**0.00**
LCTN	**0371**	**WILKINSON JR HIGH**					
Junk/Parts	13000619	COPIER: SCAN/PRINT/COPY-RICOH	Furniture,Fixtures & Equipment	06/06/2013	11/03/2025	2,408.00	0.00
						2,408.00	**0.00**
LCTN	**0541**	**RIDEOUT ELEMENTARY**					
Junk/Parts	11000143	TABLE: CAFETERIA W/STOOLS GREY	Furniture,Fixtures & Equipment	08/26/2010	11/03/2025	1,391.39	0.00
Junk/Parts	11000144	TABLE: CAFETERIA W/STOOLS GREY	Furniture,Fixtures & Equipment	08/26/2010	11/03/2025	1,391.39	0.00
						2,782.78	**0.00**
LCTN	**0601**	**COPPERGATE ELEMENTARY**					
Junk/Parts	23000029	CHANGING TABLE: INFANT W/STEPS	Furniture,Fixtures & Equipment	10/04/2022	11/03/2025	1,227.16	175.31
Junk/Parts	23100065	LAPTOP: DELL LATITUDE 5530 i5	Furniture,Fixtures & Equipment	05/23/2023	11/03/2025	1,191.39	397.13
						2,418.55	**572.44**
LCTN	**0631**	**SHADOWLAWN ELEMENTARY**					
Junk/Parts	00086804	CART: STAINLESS STEEL SILVERWA	Furniture,Fixtures & Equipment	05/24/2006	11/03/2025	1,166.67	0.00
Junk/Parts	10001390	SYSTEM: PORTABLE PA - ANCHOR E	Furniture,Fixtures & Equipment	05/13/2010	11/03/2025	1,142.55	0.00
						2,309.22	**0.00**
LCTN	**9010**	**TRANSPORTATION**					
Surplus Sale	B0000729	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	11/03/2025	99,771.08	0.00
Surplus Sale	B0000732	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	11/03/2025	99,771.08	0.00
Surplus Sale	B0000733	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	11/03/2025	99,771.08	0.00
Surplus Sale	B0000737	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	11/03/2025	99,771.08	0.00
Surplus Sale	B0000785	BUS: 47 PASSENGER 2011 C-2	Motor Vehicles	06/09/2011	11/03/2025	106,892.23	0.00
Surplus Sale	B0000786	BUS: 47 PASSENGER 2011 C-2	Motor Vehicles	06/09/2011	11/03/2025	106,892.23	0.00
Surplus Sale	B0001253	BUS: 47 PASSENGER - THOMAS C-2	Motor Vehicles	06/26/2012	11/03/2025	115,470.00	0.00
Surplus Sale	B0001254	BUS: 47 PASSENGER - THOMAS C-2	Motor Vehicles	06/26/2012	11/03/2025	115,470.00	0.00
Surplus Sale	B0001757	BUS: 65 PASSENGER - THOMAS 201	Motor Vehicles	06/22/2017	11/03/2025	113,353.00	0.00

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Clay County Public Schools
Monthly Deletion Report
For Month Ending: 11/30/2025

Disposal Method	Tag	Description		Acquisition Date	Disposal Date	Purchase Amount	Depreciatio Value
Surplus Sale	V0000257	TRUCK: DODGE RAM-2500 PICK-UP	Motor Vehicles	08/25/2005	11/03/2025	19,852.85	0.0(
						977,014.63	**0.0(**
LCTN	**9021**	**MAINTENANCE DEPARTMENT**					
Junk/Parts	00094087	CHASSIS/MONITOR/KEYBOARD - DEL	Furniture,Fixtures & Equipment	06/12/2008	11/03/2025	1,045.80	0.0(
						1,045.80	**0.0(**

Total Furniture	Total Vehicles	Total Audio Visual	Total Software	Totals for Deletion Report	
17,171.53	977,014.63	0.00	0.00	994,186.16	572.44

Note:

Disposal Method Descriptions:

JUNK/PARTS - Part(s) of an asset are used and remainder of part(s) are sold, recycled or disposed
TRADE-IN - Vendor issues a credit towards a new purchase
THEFT/VANDALISM - Items stolen or broken (police report attached)
MISSING - Items lost and are not found during property inventory (Annually)
SURPLUS SALE - Items that are outdated, not working or obsolete. Items are either sold, recycled or disposed
ENTERED IN ERROR- Not used

TRANSFER/DONATION - From Clay County District to an Outside Agency (Approved by Board or Superintendent)
DESTROYED - Fire/Natural Disaster, etc.
THRESHOLD (ex. $750 TO $1000)

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December 11, 2025 - Regular School Board Meeting

Title

C13 - Contract Award for Uniform Rental Cintas Omnia Master Agreement # 001299

Description

A service agreement outlining the terms for providing clean, durable, and professional uniforms to maintenance and transportation staff.

Gap Analysis

N/A

Previous Outcomes

A previous contract with this company for the same services was successfully executed for a four (4) year contract.

Expected Outcomes

Maintenance and Transportation staff present a clean and professional image.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Cintas Contract Award

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

Clayton Anderson, Director of Maintenance, 904-336-0300, clayton.anderson@myoneclay.net

Financial Impact

The funds are available and budgeted in the individual departments General Funds Budget.

Five-year contract beginning 12/12/2025. The estimated cost for years one through five is $185,000 or $25,000/year for Maintenance and $12,000/year for Transportation.

Review Comments

Attachments

Cintas Contract 12.2025.pdf

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FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 260042
Number Assigned by Purchasing Dep

CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED
☐ Must Have Board Approval over $100,000.0

Date Submitted: 9/29/25

Name of Contract Initiator: Clayton Anderson, B Chiaramonte Telephone #: 904-336-0800, 336-0005

School/Dept Submitting Contract: Maintenance, Transportation Cost Center # 09021, 9010

Vendor Name: Cintas

Contract Title: Maintenance Uniform & Transportation Uniform

Contract Type: New ☒ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract # P2500747 Contract 220045

Contract Term: 60 months Renewal Option(s):

Contract Cost: Varies by use. Fiscal Year total estimate is $25,000 for Maintenance & $12,000 for Transportation

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line # 100-8100390-9021-0000-0000-000-0 100-7800360-9010-0000-0000-000-0

Funding Source: Budget Line #

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (*when applicable*):

_____ Completed Contract Review Form
_____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)
_____ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, *this Statement MUST BE included in the body of the Contract:***
"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."
_____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
General Liability = $1,000,000 Each Occurrence & $2,000,000 General Aggregate.
Auto Liability = $1,000,000 Combined Single Limit ($5,000,000 for Charter Buses).
Workers' Compensation = $100,000 Minimum
[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].
_____ State of Florida Workers Comp Exemption (https://apps.fldfs.com/bocexempt/) (If Applicable)
_____ Release and Hold Harmless (If Applicable)

****AREA BELOW FOR DISTRICT PERSONNEL ONLY ****

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department Review Date	Piggyback Omnia / University of Nebraska Master Agreement 001299 from RFP 3702-22-4618. Maintenance & Transportation need to understand contract Terms & Conditions, Cost, Termination, etc.
School Board Attorney JPS 10/8/25 Review Date	~~This cannot be a piggyback if we are adding our own terms and conditions to the contract. If we piggyback, we have to accept the terms and conditions as is in its response to the RFP for Un. of Nebraska.~~ The RFP was approved with the use of the template Agreement which allows for additional T&C. I put a snippet on the next page showing this. -BFS 10.23.25
Other Dept. as Necessary Review Date JPS 10/27/25	School Board Policy 6440 - COOPERATIVE PURCHASING, allows the district to enter into cooperative bidding (piggybacking), so long as all bidding laws were followed.
PENDING STATUS: ☐YES ☐NO	**IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**
FINAL STATUS	DATE: Pending Signatures

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Workplace Solutions
Cooperative Acceptance Agreement

CINTAS READY FOR THE WORKDAY®

Location #: 280
Contract #:
Customer #: Multiple
Main Corporate Code → **Omnia Nebraska Rental/FS MLA CC #13897 MLA Agreement #211011348**
GPO CC #13897 GPO Agreement #211011196

(If locally managed MLA please replace agreement # with current Locally Managed MLA)

Date: 09.29.2025

Customer/Participating Agency: Clay County School Board ("Customer") Phone: 904-336-6827

Address: 925 Center Street City: GREEN COVE SPRINGS State: FL Zip: 32043

UNIFORM PRODUCT RENTAL PRICING:

ITEM #	DESCRIPTION	STANDARD ITEM	UNIT PRICE	LOSS/DAMAGE REPLACE. VALUE
259	PROKNIT NG SHIRT/NAVY SS	☑ Yes ☐ No	0.254	30.591
361	OUTERWEAR SOFTHSHELL JKT NAVY	☑ Yes ☐ No	0.570	70.191
396	WRHSHT/CRHRT/RIPSTOP/NAVY/SS	☑ Yes ☐ No	0.475	49.491
294	FR SHRT/CRHRT 88/12 DK NAVY/LS	☑ Yes ☐ No	0.488	58.500
935	UNIF SHRT NY/BL SLATE/SS	☑ Yes ☐ No	0.163	24.740
270	CARGO PANT/BLACK	☑ Yes ☐ No	0.410	28.791

Space for additional entries provided on page 5

This Workplace Solutions Cooperative Acceptance Agreement (this "Acceptance Agreement") is effective as of the date of execution for a term of 60 months from the date of installation or renewal (the "Term").

Standard Name Emblem	$ 2.500 ea	Standard Agency Emblem	$ 2.500	ea
Custom Agency Emblem	$ NA ea	Embroidery	$ NA	ea
Uniform Advantage	Item: NA		$ NA	ea per week
Premium Uniform Advantage	Item: NA		$ NA	ea per week
Emblem Advantage	Item: NA		$ NA	ea per week
Prep Advantage	Item: NA		$ NA	ea per week
Minimum Charge	$35 per delivery or 50% of initial invoice (the greater of the two).			
Make-Up Charge	$ 1.810 per garment			
Non-Standard/Special Cut Garment (i.e., non-standard, non-stocked unusually small or large sizes, unusually short or long sleeve or length, etc.) premium			$ 0.172	per garment
Under no circumstances will Cintas accept textiles bearing free liquid. Shop towels may not be used to clean up oil or solvent spills.				
Artwork Charge for Logo Mat	$ NA			
Payment Terms: Net 30				
Size Change	Customer agrees to have employees measured by a Cintas representative using garment "size samples" or Cintas TruFit. A charge of $ NA per garment will be assessed for employee's size changed within 4 weeks of installation.			
Other				

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WORKPLACE SERVICES PRODUCTS PRICING:

ITEM #	DESCRIPTION	RENTAL FREQ.	INVENTORY	UNIT PRICE
X2160	SM SHOP TWL-RED	weekly	300	0.075

Space for additional entries provided on page 5

Automatic Lost Replacement Charge	Item: 2160	% of inventory 2.5	$ 0.577	ea
Automatic Lost Replacement Charge	Item:	% of inventory	$	ea

	CHECKBOX	INITIALS	DATE
Initial and check box if Unilease. All Garments will be cleaned by customer.	☐		
Initial and check box if receiving Linen Service. Company will take periodic physical inventories of items in possession or under control.	☐		
Initial and check box if receiving direct embroidery. If service is discontinued for any employee or Customer deletes any of the garments direct embroidery for any reason, or terminates this Acceptance Agreement for any reason or fails to renew this Acceptance Agreement, Customer will purchase all direct embroidered garments at the time they are removed from service at the then current replacement values. (See Section 6 of Cintas General Service Terms Section).	☐		

Cintas Representative Initials: MK Customer Initials:

PLEASE READ THESE TERMS CAREFULLY. BY SIGNING THIS ACCEPTANCE AGREEMENT, YOU ACKNOWLEDGE THAT YOU HAVE READ, AND THAT YOU UNDERSTAND AND AGREE TO BE BOUND BY, THESE TERMS.

OMNIA PARTICIPATING PUBLIC AGENCIES TERMS

1. **Participating Public Agencies:** Cintas Corporation No. 2 ("Cintas") agrees to extend the same terms, conditions, and covenants agreed to under the OMNIA Vendor Agreement executed between Cintas and University of Nebraska (the "Master Agreement") to other government agencies ("Participating Public Agencies") that, in their discretion, desire to access the Master Agreement in accordance with all terms and conditions contained herein or attached hereto. Each Participating Public Agency will be exclusively responsible and deal directly with Cintas on matters relating to length of agreement, ordering, delivery, inspection, acceptance, invoicing, and payment for products and services in accordance with the terms and conditions of the Master Agreement. By executing this Acceptance Agreement, the Customer identified on Page 1 herein agrees to be bound by the terms and conditions set forth in the Master Agreement as a Participating Public Agency and the terms and conditions set forth in this Acceptance Agreement. Master Agreement #001299 available at https://www.omniapartners.com/publicsector.
2. **Dispute Resolution – Arbitration and Class Waiver:** This provision shall take precedence over and supersede any contrary or conflicting provision in the Master Agreement.
   a. **Arbitration Notice:** Customer agrees to the maximum extent permitted by law that any dispute, controversy, or claim arising out of or relating to this Acceptance Agreement (including its enforcement, performance, breach, arbitrability, or interpretation) or to the products or services provided hereunder will be submitted to and resolved by final and binding individual arbitration. ARBITRATION MEANS THAT AN ARBITRATOR, AND NOT A JUDGE OR A JURY, WILL DECIDE THE DISPUTE, CONTROVERSY, OR CLAIM. BY ACCEPTING THESE TERMS, YOU AND CINTAS ARE EACH EXPRESSLY WAIVING THE RIGHT TO A TRIAL BY JURY AND TO PURSUE OR PARTICIPATE IN ANY CLASS ACTION, COLLECTIVE ACTION, OR REPRESENTATIVE CLAIMS OR PROCEEDINGS EITHER IN ARBITRATION OR IN ANY COURT. To the extent a class or collective action or representative claim or proceeding may not be waived, you agree to stay any such actions, claims, and proceedings until after all actions, claims, and proceedings subject to arbitration are fully resolved.
   b. **Arbitration Procedures:** Any arbitration between Customer and Cintas will be governed by the Commercial Dispute Resolution Procedures and the Supplementary Procedures for Consumer Related Disputes (collectively, "AAA Rules") of the American Arbitration Association ("AAA"), as modified by this Acceptance Agreement, and will be administered by the AAA. The AAA Rules and filing forms are available online at www.adr.org, by calling the AAA at 1-800-778-7879, or by contacting Cintas. Any arbitration hearings will take place in the state in which Customer is located; provided, however, that if the claim is for $10,000 or less, Customer may choose for the arbitration instead to conducted: (i) solely on the basis of documents submitted to the arbitrator; or (ii) through a telephonic hearing. The arbitrator must issue a reasoned written decision sufficient to explain the essential findings and conclusions on which the decision and award, if any, are based.
   c. **Fees:** Arbitration fees will be assessed consistent with the AAA Rules.
   d. **No Class Actions in Arbitration or in Any Court, No Jury Trial:** CUSTOMER AND CINTAS AGREE THAT, TO THE MAXIMUM EXTENT PERMITTED BY LAW, EACH MAY BRING CLAIMS AGAINST THE OTHER ONLY IN THEIR INDIVIDUAL CAPACITIES AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS OR REPRESENTATIVE PROCEEDING, WHETHER IN ARBITRATION OR IN ANY COURT. FURTHER, UNLESS BOTH CUSTOMER AND CINTAS AGREE OTHERWISE, AN ARBITRATOR OR JUDGE MAY NOT CONSOLIDATE MORE THAN ONE PARTICIPATING PUBLIC AGENCY'S CLAIMS AND MAY NOT OTHERWISE PRESIDE OVER ANY FORM OF A REPRESENTATIVE OR CLASS PROCEEDING.

      FOR THE AVOIDANCE OF DOUBT, CUSTOMER AND CINTAS AGREE TO RESOLVE ANY DISPUTE ON AN INDIVIDUAL, NON-REPRESENTATIVE, NON-CLASS BASIS IN ARBITRATION, BUT IF FOR ANY REASON SUCH DISPUTE PROCEEDS IN COURT, CUSTOMER AND CINTAS AGREE TO WAIVE ANY RIGHT TO HAVE THE DISPUTE PROCEED AS A CLASS ACTION OR IN ANY REPRESENTATIVE CAPACITY WHATSOEVER. IF THE DISPUTE PROCEEDS IN COURT, CUSTOMER AND CINTAS AGREE TO WAIVE ANY RIGHT TO A TRIAL BY JURY.
   e. **Enforceability:** If the requirement to submit any and all disputes, controversies, and claims to binding arbitration is found to be unenforceable or contrary to applicable law, the dispute, controversy or claim will be resolved in accordance with, and governed by, the laws of the State in which the Participating Public Agency exists.
   f. **Severability:** If any section or provision of this ¶ 2, Dispute Resolution – Arbitration and Class Waiver, is found to be unenforceable or invalid, the parties will substitute an enforceable provision that, to the maximum extent possible under applicable law, preserves the original intentions of the parties, and the remainder will be given full force and effect.
3. **Dispute Resolution – Timing of invoice challenges:** Requests for an invoice adjustment or challenges to invoice amounts must be received by Cintas within 60 days of Customer's receipt of the contested invoice, or any billing dispute is waived. Notification to Cintas of a request for an invoice adjustment must be made in writing and must include the invoice number, disputed amount, and the reason for the disputed charge.
4. In the event of any conflict between this Acceptance Agreement and the Master Agreement, the Master Agreement shall prevail, except to the extent this Acceptance Agreement specifically provides that it is superseding a provision in the Master Agreement.

CINTAS GENERAL SERVICE TERMS SECTION

1. **Prices:** Customer agrees to rent from Cintas, and Cintas agrees to provide to Customer, all of Customer's requirements for uniform rental products and services at the prices listed in the Master Agreement, including annual price adjustments. An amendment to this Acceptance Agreement is not required when pricing in the Master Agreement is updated and adjusted. There will be a minimum charge of thirty-five dollars ($35.00) or 50% of initial invoice (whichever is greater) per delivery (the "Minimum Stop Charge") for each Customer location required to purchase its rental services from Cintas as set forth in this Acceptance Agreement. The Minimum Stop Charge shall supersede any conflicting or different term in the Master Agreement.
2. **Buyback of Non-Standard Garments:** Customer has ordered from Company a garment rental service requiring garments that may not be standard to Company's normal rental product line or include direct embroidery or an unusual emblem placement. Non-standard items will also include standard garments that have been embroidered. Those non-standard products will be designated as such under Garment Description in the Uniform Product Rental Pricing Chart(s). In the event the Customer deletes a non-standard product, alters the design of the non-standard product, fails to renew the Agreement, or terminates the Agreement in whole or in part for any reason, the Customer agrees to buy back all remaining non-standard products allocated to Customer that the Company has in service and out of service at the then current Loss/Damage Replacement Values.
3. **Garments' Lack of Flame Retardant or Acid Resistant Features:** Unless specified otherwise in writing by Cintas, the garments supplied under this Acceptance Agreement are not flame retardant or acid resistant and contain no special flame retardant or acid resistant features. They are not designed for use in areas of flammability risk or where contact with hazardous materials is possible. Flame resistant and acid resistant garments are available from Cintas upon request. Customer warrants that none of the employees for whom garments are supplied pursuant to this Acceptance Agreement require flame retardant or acid resistant clothing.
4. **Logo Mats:** In the event that Customer decides to delete any mat bearing the Customer's logo (Logo Mat) from the rental program, changes the design of the Logo Mats, terminates this Acceptance Agreement for any reason or fails to renew this Acceptance Agreement, the Customer will purchase at the time of deletion, design change or termination, all remaining Logo mats that Cintas has in service and out of service held in inventory at the then current Loss/Damage Replacement Value.
5. **Adding Employees:** Additional employees and merchandise may be added to this Acceptance Agreement at any time upon written or oral request by the Customer to Cintas. Any such additional employees or merchandise shall automatically become a part of and subject to the terms of this Acceptance Agreement. If such employees are employed at a Customer location that is then participating under this Acceptance Agreement, the Customer shall pay Cintas the one-time preparation fee indicated on the Master Agreement and / or outlined above. Customer shall not pay Cintas any one-time preparation fee for garments for employees included in the initial installation of a Customer location. There will be a one-time charge for name and/or company emblems when employees are added to the program in garments requiring emblems.
6. **Emblem Guarantee:** If Customer has requested that Cintas supply emblems designed exclusively for Customer featuring Customer's logo or other specific identification (hereinafter "Customer Emblems"), Cintas will maintain a sufficient quantity of Customer Emblems in inventory to provide for Customer's needs and maintain a low cost per emblem through quantity purchases.

   In the event Customer decides to discontinue the use of Customer Emblems, changes the design of the Customer Emblems, terminates this Acceptance Agreement for any reason or fails to renew this Acceptance Agreement, the Customer will purchase at the time of deletion, design change, termination or expiration, all remaining Customer Emblems that Cintas allocated to Customer at the price indicated on the Master Agreement and / or outlined above of this Acceptance Agreement. In no event shall the number of Customer Emblems allocated to Customer exceed the greater of (a) twelve (12) months' volume for each unique Customer Emblem or (b) a quantity agreed to by Cintas and Customer and noted on the Master Agreement and / or outlined above.
7. **Terminating Employees:** Subject to the provisions of this Acceptance Agreement, the weekly rental charge attributable to any individual leaving the employ of the Customer, or on a temporary leave of absence of three (3) weeks or more, shall be terminated upon oral or written notice by the Customer to Cintas but only after all garments issued to that individual, or value of same at the then current Loss/Damage Replacement Values, are returned to Cintas.
8. **Replacement:** In the event any merchandise is lost, stolen or is not returned to Cintas, or is destroyed or damaged by fire, welding damage, acid, paint, ink, chemicals, neglect or otherwise, the Customer agrees to pay for said merchandise at the then current Loss/Damage Replacement Values.
9. **Additional Customer Locations:** Notwithstanding anything to the contrary contained herein, there will be a minimum term equal to the greater of thirty-six (36) months or the remainder of the Term for any individual Customer location added after the date of this Acceptance Agreement.

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10. **Additional Items:** Additional Customer employees, products and services may be added to this Acceptance Agreement and shall automatically become a part of and subject to the terms hereof and all of its provisions. If this Acceptance Agreement is terminated early for convenience, the parties agree that the damages sustained by Cintas will be substantial and difficult to ascertain. Therefore, if this Acceptance Agreement is terminated by Customer prior to the applicable expiration date for any reason other than documented quality of service reasons which are not cured, or terminated by Cintas for non-payment by Customer at any time Customer will pay to Cintas, as termination charges and not as a penalty based upon the following schedule:
    - If this Acceptance Agreement is cancelled for convenience in the first twelve months of the term, Customer shall pay as termination charges equal to 52 weeks of rental service.
    - If this Acceptance Agreement is cancelled for convenience in months thirteen (13) through twenty-four (24) of the term, Customer shall pay as termination charges equal to thirty-nine (39) weeks of rental service.
    - If this Acceptance Agreement is cancelled for convenience in months twenty-five (25) through thirty-six (36) of the term, Customer shall pay as termination charges equal to twenty-six (26) weeks of rental service.
    - If this Acceptance Agreement is cancelled for convenience after thirty-six (36) months of service, Customer shall pay as termination charges of thirteen (13) weeks of rental service.
    - Customer shall also be responsible to return all of the merchandise allocated to such Customer locations terminating this Acceptance Agreement at the then current Loss/Damage Replacement Values and for any unpaid charges on Customer's account prior to termination.
11. **No Federal Contractor:** As a material condition of this Agreement, Customer represents and warrants that: (a) this Agreement is not federally funded; (b) this Agreement does not constitute, and is not entered into to support a federal government contract, subcontract or third party contract; (c) Cintas does not hereby become a subrecipient, subgrantee, project participant, or third party contractor or subcontractor in relation to any contract with the federal government; and (d) by entering this Agreement, Cintas does not become obligated to comply with federal regulations or federal laws (including specifically the Service Contact Act), whether by virtue of such obligation flowing down from a contract between Customer and any third party, by virtue of federal funding being used in relation to this project, or otherwise. In the event that any of the foregoing is or becomes untrue, Cintas shall have the option to unilaterally terminate this Agreement.
12. **Prevailing Wage/Living Wage:** Customer represents and warrants that this agreement is not subject to laws pertaining to prevailing wages, living wages, or other wage and/or benefit requirements established by law ("Wage Statutes"). Customer agrees and acknowledges that it will not attempt to enforce any Wage Statutes in relation to this agreement and Customer hereby waives and releases Cintas from any and all fines, penalties, interest, or other costs, expenses, or charges of any type imposed by any federal, state, or local authority in relation to Cintas's failure to satisfy any such Wage Statute in relation to agreement.
13. **Customer Type:** Customer must select the appropriate response below:
    Is Customer a United States federal government agency or instrumentality?

    ☐ Yes ☑ No

    (If Yes, Customer must provide any applicable U.S. government flowdown terms and conditions, which will only be binding on Cintas if attached hereto and agreed to by Cintas prior to execution of this Acceptance Agreement).
14. **Customer Funding Source:** Customer must select the appropriate response below:
    Will Customer pay for the goods and services ordered under this Acceptance Agreement with any United States government funds?

    ☐ Yes ☑ No

    (If Yes, Customer must provide any applicable U.S. government flowdown terms and conditions, which will only be binding on Cintas if attached hereto and agreed to by Cintas prior to execution of this Acceptance Agreement).
15. **Additional Terms:** Customer must select the appropriate response below:
    Does Customer require any additional terms and conditions to be incorporated into this Acceptance Agreement, or is Customer accepting the Agreement without additional terms?

    ☑ Yes, additional terms required
    ☐ No additional terms needed

    (If Yes, Customer must provide any applicable additional terms and conditions, which will only be binding on Cintas if attached hereto and agreed to by Cintas prior to execution of this Acceptance Agreement).
    District Purchase Order with prevailing piggyback/cooperative contract listed in description.
16. I authorize Cintas to verify my credit on Credit.net and/or by contacting the parties provided. I am authorized to sign on behalf of this company. In addition, I authorize Cintas to open a new account on behalf of the company and deliver the products or services listed above at the agreed upon pricing and delivery terms.

DRAFT

Cintas Location #: 280	Customer Signature:
Cintas Representative Signature: Michael Kerr	Print Name:
Title: Major Account Manager - Education	Print Title:
Accepted-GM:	Email:
Cintas Enterprise Account: ☑ Yes ☐ No	Customer Contact:
Cintas Enterprise Partner Name: Michael Kerr	Customer Contact Email:

Cintas Representative Initials: MK Customer Initials:

Accounts Payable Contact Billing Information

How should the Business Name read on the invoice?

Do you have other sites/locations within your company that are set up for billing with Cintas? ☐ **YES** ☐ **NO** ☐ **UNSURE**

Are you Tax Exempt? ☐ YES ☐ NO If Yes, where can I get a copy of your tax-exempt form?

PAYER INFORMATION: This section covers the address where the person who pays the bills is and their contact information.

Account Payable Contact Name:

Account Payable Contact Phone #:

Account Payable Email:

Payer Street Address:

City: ST/PROV: ZIP/PC:

We will use the Payer address above as the address that is used for credit reference/credit check if it is different from service address.

BILL-TO INFORMATION: This section covers **where the bill will be mailed/sent to.**

☐ **Same as Payer** OR ☐ **Same as Sold-To**

Bill-To Street Address:

City: ST/PROV: ZIP/PC:

WE CAN CUSTOMIZE HOW YOU RECEIVE YOUR BILL FOR PAYMENT PROCESSING

Invoice Delivery (choose one): ☐ **Leave at Site and Email** ☐ **Email Only** ☐ **Physically Mail** ☐ **Leave at site after service**

Do invoices require a purchase order? ☐ **YES** ☐ **NO** **If yes,** please provide PO#

Will the same PO need to appear on each invoice? ☐ **YES** ☐ **NO** Is there an expiration date?

PAYMENT TERMS: Net 30 Standard

PAYMENT OPTIONS

☐ **Check**

☐ **ACH/EFT** - We will have our ACH/EFT team contact the AP contact above with ACH/EFT payment details

☐ **Credit Card** - We will have our Payment Center contact the AP Contact above for credit card details

Unless noted below, your AP contact above will be automatically registered to manage your Cintas account online with myCintas Billing. myCintas allows you to conveniently access your account anytime using your computer, tablet, or mobile device!

Do not send information about Online Bill Pay (US Only)

Cintas Representative Initials: MPK Customer Initials:

DRAFT

UNIFORM PRODUCT RENTAL PRICING (cont.):

Continued from page 1

ITEM #	DESCRIPTION	STANDARD ITEM	UNIT PRICE	LOSS/DAMAGE REPLACE. VALUE
X677	LINED SPORT JKT/NVY TWILL	☑ Yes ☐ No	0.391	40.491
X370	CARGO SHORTS/BLACK	☑ Yes ☐ No	0.239	28.791
X970	PERMA-LND JKT/NAVY TWILL	☑ Yes ☐ No	0.466	43.190
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		

WORKPLACE SERVICES PRODUCTS PRICING (cont.):

Continued from page 1

ITEM #	DESCRIPTION	RENTAL FREQ.	INVENTORY	UNIT PRICE

Additional sites added at a later date will be required to sign the attached Exhibit A with a minimum term of 36 months.

DRAFT

Cintas Representative Initials: MAK Customer Initials:

LOCATION LISTING

Sold To account: 14361472
CLAY COUNTY SCHOOL BOARD
925 CENTER ST
GREEN COVE SPRINGS, FL 32043-2705

Sold To account: 14361022
CLAY COUNTY TRANSPORTATION
3674 COUNTY ROAD 220
MIDDLEBURG, FL 32068-3831

DRAFT

Cintas Representative Initials: MK Customer Initials:

Exhibit A

Workplace Solutions Cooperative Acceptance Agreement Additional Location(s)

CINTAS® READY FOR THE WORKDAY®

Location #:
Contract #:
Customer #:
Main Corporate Code → **Omnia Nebraska Rental/FS MLA CC #13897 MLA Agreement #**
GPO CC #13897 GPO Agreement #211011196

(If locally managed MLA please replace agreement # with current Locally Managed MLA)

Date:

Customer/Participating Agency: ("Customer") Phone:

Address: City: State: Zip:

The undersigned Department/Agency or other eligible entity (the "Agency") elects to participate in the RENTAL, FAS, FIRE: program governed by the Workplace Solutions Cooperative Acceptance Agreement #001299 (the "Master Agreement") dated DATE: between the AGENCY:, and Cintas Corporation No. 2 ("Cintas"). Except as expressly set forth herein, the Agency's participation shall be governed by the terms of the Master Agreement in all respects and Agency shall be bound to the terms of the Agreement with respect to any services provided to Agency locations by Cintas. The Agency's participation shall be for a minimum term of thirty-six months for garments and facilities supplies.

Customer Name: Cintas Business Division/Term:

Customer Address: City: State: Zip:

UNIFORM PRODUCT RENTAL PRICING:

ITEM #	DESCRIPTION	STANDARD ITEM	UNIT PRICE	LOSS/DAMAGE REPLACE. VALUE
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		

WORKPLACE SERVICES PRODUCTS PRICING:

ITEM #	DESCRIPTION	RENTAL FREQ.	INVENTORY	UNIT PRICE

Cintas Location #: Customer Signature:

Cintas Representative Signature: Print Name:

Title: Print Title:

Accepted-GM: Email:

Cintas Enterprise Account: ☐ Yes ☐ No Customer Contact:

Cintas Enterprise Partner Name: Customer Contact Email:

Cintas Representative Initials: Customer Initials:

DRAFT

Workplace Solutions

The University of Nebraska

Contract Number: 001299

Initial Term: June 1, 2023 through May 31, 2028
Renewal Options: Option to renew for one (1) additional five-year period through May 31, 2033

Executive Summary

- Executive Summary
- Pricing
- Due Diligence

Master Agreement Documents

- Official Signed Contract
- Contract Addendum 1
- Contract Addendum 2
- Contract Addendum 3

Response Evaluation

- Supplier Response to RFP

Solicitation Process

- Original RFP Document
- Proof of Publication
- Historically Underutilized Business Outreach

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C14 - Board Approval to Apply for Safe Schools Canine Grant

Description

The District Office of Safety & Security seeks Board approval to apply for the Safe Schools Canine Grant. This approval is a mandatory prerequisite for the grant application process.
The purpose of this grant application is to secure funding from the General Revenue Fund, State of Florida, to implement a Safe School K-9 program. The Funding will support the deployment of a Canine team trained for firearm detection and to provide emotional support within schools.
The Clay County Sheriff's Office will serve as the designated law enforcement partner for this initiative.

Gap Analysis

Previous Outcomes

None

Expected Outcomes

The Board will approve the District Office of Safety & Security to apply for the grant. The School District Office of Safety and Security will apply for the Florida Safe Schools Canine Grant annually.

Strategic Plan Goal

Goal 4: Safe and Positive Learning Environment

Recommendation

Approve the District Office of Safety & Security to apply for the Safe Schools Canine Grant.

Contact

Bryce Ellis, Asst. Superintendent of Operations, bryce.ellis@myoneclay.net
Matthew Boyack, Director of Safety & Security, matthew.boyack@myoneclay.net

Financial Impact

No financial impact to the District. CCDS will apply for and receive funding through the grant to allow CCSO to manage and deploy the firearm detection dog throughout schools in the county.

Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C15 - Schematic/Preliminary/Final (Phase I, II, & III) Plans and Specifications for RideOut Elementary School Fire Alarm Repair/Replacement

Description

Each phase, or a combination of phases, is submitted to the School Board for review and approval. The plans have received staff review and are complete to schematic/preliminary/final (phase I, II, & III) stage.

Gap Analysis

N/A

Previous Outcomes

Individual departments have the opportunity to express needs during plan review in order to design a project that will meet user's expectations.

Expected Outcomes

Schematic, preliminary, and final plan review allows for participation from a variety of departments to ensure any program changes are incorporated into the design.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Schematic/Preliminary/Final (Phase I, II, & III) Plans and Specifications for RideOut Elementary School Fire Alarm Repair/Replacement.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director for Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

As budgeted in the Educational Facilities Plan. The architect's estimated construction cost is $650,000.00.

Review Comments

Attachments

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C16 - Change Order #2 (Direct Purchasing) for RideOut Elementary School Classroom Addition

Description

Direct purchasing change orders are almost always deductive and are the sole initiative of the owner. These change orders represent the purchase of materials and/or equipment directly by the School Board in order to save sales tax. The direct purchases are deducted from the original contract in the form of a change order.

Gap Analysis

N/A

Previous Outcomes

Sales tax savings have been used in the past to fund capital projects that may otherwise have not been funded.

Expected Outcomes

Money saved with sales tax savings will be used for capital projects that may otherwise have not been funded.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #2.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This deduction to the construction contract in the amount of $600,581.52 will not impact the budget. A total tax savings in the amount of $34,419.72 is realized as a result of this direct purchasing change order.

Review Comments

Attachments

- Change Order #2 ROE Classroom Addition

DRAFT

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER NO. 2

SDCC PROJECT NAME: RideOut Elementary School Classroom Addition
SDCC PROJECT NO: C-43-23/24

The Owner authorized the Contractor to make the following change(s) in the contract dated September 12, 2024.

ORIGINAL CONTRACT AMOUNT: $ 11,656,531.00
REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): $ 10,748,985.85

Change(s) and reason(s) for this Change Order: Direct Purchase of construction materials by the Clay County School Board.

Additional Time needed for this Change Order is Zero (0) calendar days. Contract Sitework Substantial Completion date is August 3, 2026. Sitework Final Completion date is September 2, 2026. Building Substantial Completion date is June 11, 2026. Building Final Completion date is July 10, 2026.

For these changes: □ Add to ■ Deduct from the Contract in accordance with the conditions of the Contract the sum of: Six hundred thousand, five hundred eighty-one dollars and 52/100.

CURRENT CONTRACT AMOUNT: $10,748,985.85
ADDITION TO CONTRACT: $ 0.00
DEDUCTION TO CONTRACT: $ 600,581.52
REVISED CONTRACT AMOUNT: $10,148,404.33

ARCHITECT/ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Signature: _____ Date: 11/14/2025
Architect

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED: Signature: Lon Neuman Digitally signed by Lon Neuman DN: CN=Lon Neuman, OU=Users-11, OU=Ajax, DC=sto, DC=com Date: 2025.11.17 11:20:50-05'00' Date: _____
Contractor

Signature: _____ Date: 11/17/2025
SDCC Project Manager

APPROVED: Signature: _____ Date: _____
School Board Chairman

MIS15010
EFF 7/10/08

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DIRECT PURCHASING

RIDEOUT ELEMENTARY CLASSROOM ADDITION

C-43-23/24

AJAX BUILDING COMPANY
10365 HOOD RD SUITE 203
JACKSONVILLE, FL 32257

ODP PURCHASE ORDERS

DATE	REQ. #	P.O.#	VENDOR	AMOUNT	SAVINGS (6%)	SAVINGS (1.5%)	DEDUCTION
8/18/2025	R101865	P2601625	UCX Flooring	$18,433.80	$1,106.03	$75.00	$19,614.83
8/18/2025	R102021	P2601628	Ferguson LLC	$20,900.63	$1,254.04	$75.00	$22,229.67
8/22/2025	R102565	P2601933	Hard Rock Materials	$105,613.00	$6,336.78	$75.00	$112,024.78
9/11/2025	R103478	P2602666	Commercial Roofing Specialties	$252,433.07	$15,145.98	$75.00	$267,654.05
9/12/2025	R103581	P2602717	Cook & Boardman	$127,193.42	$7,631.61	$75.00	$134,900.03
10/1/2025	R103937	P2603202	Ferguson Fire & Fabrication	$12,677.12	$760.63	$75.00	$13,512.75
CORRECTION TO PURCHASE ORDER ON CHANGE ORDER #1							
5/2/25	R099870	P2510232	Rinker Materials	$22,191.55	$1,331.49	$75.00	$23,598.04
5/2/25	R099870	P2510232	Rinker Materials	$51,102.31	$3,066.14	$75.00	$54,243.45
			ADDITIONAL FUNDS REDUCED	$28,910.76	$1,734.65	$0.00	$30,645.41
			TOTAL DEDUCTED FROM CONTRACT	$566,161.80	$33,969.72	$450.00	$600,581.52

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December 11, 2025 - Regular School Board Meeting

Title

C17 - Substantial Completion of Lakeside Elementary School Kitchen/Cafeteria Renovation

Description

Establish a substantial completion and final completion date for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project, as determined by the project manager and project architect/project contractor, has reached substantial completion on August 5, 2025, in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Substantial Completion.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

Certificate of Substantial - LSE Kitchen Renovation

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School District of Clay County
Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below is substantially completed and has been constructed in accordance with said documents.

Project Title:	Kitchen Renovation
School:	Lakeside Elementary
CCDS Project Number:	C-37-22/23
OEFIS Project Number:	
Project Architect:	Brian Boatright, Architect
Project Contractor:	Gary S. Bailey, Inc.
Date of Substantial Completion:	8/5/25

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Signature: Contractor — Date: 8/5/25

Signature: Architect/Engineer — Date: 8/5/25

Signature: Project Manager (CCDS) — Date: 8/5/25

SSD-1-5012
E 04/21/2009

December 11, 2025 - Regular School Board Meeting

Title

C18 - County-Wide Professional Civil Engineering Services Contract Award

Description

The selection was conducted in accordance with Florida Statute 287.055. The project was advertised for three consecutive weeks on the One Clay website. Six (6) firms submitted proposals. Selection Committee members were Paul Bement, Coordinator of Planning and Intergovernmental Relations, Rebecca Smith, Capital Programs Accountant, and Bertha Staefe, Supervisor of Purchasing. As a result of the applications and after due consideration, the Selection Committee recommends the following firms listed below in priority order be selected for a period of 1 year with the option for renewal:

- -CPH Consulting, Inc.
- -Matthews/DCCM
- -Waitz and Moye, Inc.
- -REI Engineers, Inc.
- -The Haskell Company
- -Baker Design Build

Gap Analysis

N/A

Previous Outcomes

Awarding a continuing contract for Professional Civil Engineering Services authorizes a firm or individual to proceed with School Board projects not exceeding a specified monetary value specified in Board Policy for a period of one year. The appointments may be extended for an additional period if agreeable to the School Board and the civil engineering firms. The appointed civil engineering firms shall be available to design, manage, and inspect any School Board projects under the authorized limit without having to bid against other firms.

Expected Outcomes

This contract allows for more efficient project schedules, which subsequently provides a timely project completion. The appointed civil engineering firms shall be available to design, manage, and inspect any projects under the authorized limit.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approval of continuing contracts for Professional Services with the following Civil Engineering firms: CPH Consulting, Inc., Matthews/DCCM, Waitz and Moye, Inc., REI Engineers, Inc., The Haskell Company, and Baker Design Build.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

All funding necessary for the civil engineering fees resulting from this contract are budgeted within the Educational Facilities Plan. Fiscal impact will be based on the budget of the individual projects.

Review Comments

Attachments

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- Civil Engineering Scoresheet
- AGREEMENT County-Wide Civil Engineering - Baker Design Build - signed
- AGREEMENT County-Wide Civil Engineering - CPH Consulting, LLC.pdf

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Clay County District Schools
Continuing Services Contract Civil Engineering Scoresheet (F.S. 287.055 Required Criteria)

Purpose: To rank professional engineering firms based on qualifications for a Continuing Services Contract, as required by the Consultants' Competitive Negotiation Act (CCNA). Price is not a factor in this evaluation. The final score listed is an average of the scores submitted by all evaluators.

Firm	Evaluation Date	Current and projected workload and availability to handle the rapid-response nature of a continuing contract. Max Points-25	Firm's overall capacity (physical strength) to support all required civil engineering services. Max Points-25	Qualifications and experience of key individuals assigned to the contract (e.g., Project Manager, Lead Engineers, Discipline Leads). Max Points-25	Depth and diversity of the proposed team's technical expertise in relevant civil engineering disciplines (e.g., stormwater, utilities, sitework, etc.). Max Points-15	Quality of performance on previous government contracts (including adherence to schedule, budget, and project quality). Max Points-5	Relevant experience on similar continuing services contracts and specific projects in the areas defined in the Request for Qualifications (RFQ). Max Points-5	Total/Rank
CPH Consulting, Inc.	10/27/2025	25	25	25	15	4.33	5	99.33 / 1
Matthews/DCCM	10/27/2025	24.83	24.83	24.83	15	4.33	5	98.82 / 2
Waitz and Moye	10/27/2025	23	22.67	24.33	15	4.67	4.33	94 / 3
REI	10/27/2025	23.33	24	22.33	12.67	3.33	4	89.66 / 4
Haskell	10/27/2025	21.67	23	23	14.33	3.33	4	89.33 / 5
Baker Design Build	10/27/2025	21	21.67	23	12.67	4	4.33	86.67 / 6

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Evaluator: Rebecca Smith Signature:

Evaluator: Paul Bement Signature:

Evaluator: Bertha Staefe Signature:

AGREEMENT
BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
AND
ARCHITECT/ENGINEER

THIS AGREEMENT made this 11th day of December in the year 2025 between the SCHOOL BOARD OF CLAY COUNTY, FLORIDA, hereinafter called the OWNER, and Baker Design Build, 219 N. Newnan Street, Jacksonville, FL 32202 hereinafter called the ARCHITECT/ ENGINEER,

That WHEREAS OWNER intends to develop plans and specifications, bid and provide construction administration/inspections for Civil Engineering Continuing Services in accordance with Florida State Statute (FSS) 287.055 per project for a period of one (1) year from December 11, 2025 to December 11, 2026. This contract is renewable for up to two (2) contract periods hereinafter called the PROJECT, and

WHEREAS the ARCHITECT/ENGINEER affirms he/she is properly qualified and licensed to render the professional services required by this Agreement in the State of Florida and the County of Clay.

NOW, THEREFORE, the OWNER and the ARCHITECT/ENGINEER for the consideration of provisions, mutual promises, covenants and conditions hereinafter set forth or recited, agree as follows:

I. The ARCHITECT/ENGINEER selected for each specific project based on the best interests of the Clay County School District agrees to perform, for the above named project, professional services as herein set forth and in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT.

II. THE OWNER agrees to compensate the ARCHITECT/ENGINEER for professional services rendered in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT as follows:

A. Fees for Basic Services as set forth in the GENERAL TERMS AND CONDITIONS OF THIS AGREEMENT shall be based on: a percentage of construction costs negotiated between the ARCHITECT/ENGINEER and via a detailed fee proposal written by the ARCHITECT/ENGINEER for each individual project. The Florida Department of Management Services fee Guide Calculator for ARCHITECT/ENGINEER services shall be used as a guide when negotiating the fee for each project.

B. Period of Service: The ARCHITECT/ENGINEER shall commence work on the date of this contract and shall complete the Schematic/Preliminary Design Phases on a To Be Determined date for each specific project and the Final Design Phase on a To Be Determined date for each specific

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project. The time schedules for each Phase will be mutually agreed to and attached to this contract.

C. For the ARCHITECT/ENGINEER'S Additional Services (as described in the GENERAL TERMS AND CONDITIONS), a fee computed as described below. Consideration for payment must include a time log documenting the hours per individual and indicate the task involved.

1. Principal's time for the Architect/Engineer and the Architect/Engineer's consultants shall be at a fixed rate not to exceed one hundred fifty dollars ($150.00) per hour. For the purpose of this Agreement, the Principals are limited to one (1) person from the Architect/Engineer and one (1) person from each of the Architect/Engineer's consultants. The principals are identified as follows: Tamara Baker.

2. Employees' time computed at a multiple of two and one-half (2-1/2) times the direct payroll cost for the particular employee. (Not to exceed $90.00 per hour.)

D. For Travel beyond the confines of Clay County, performed at the request of and for the sole benefit of the OWNER, and not otherwise required in performing the services contracted for, the OWNER shall reimburse the ARCHITECT/ENGINEER for travel and per diem in accordance with the allowance authorized for employees of THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, at the time travel is performed.

III. The ARCHITECT/ENGINEER certifies that his/her wage rates, unit costs and other factual data which may have been furnished to the OWNER to support the compensation are accurate, complete, and current at the time of entering into this Agreement. It is also mutually understood between the ARCHITECT/ENGINEER and the OWNER that the original fee and any additions thereto shall be adjusted within one year following the end of this Agreement to exclude any significant sums wherein the OWNER determines the fee was increased due to inaccurate, incomplete or non-current wage rates, unit costs and other factual data which may have been furnished by the ARCHITECT/ENGINEER.

IV. The ARCHITECT/ENGINEER warrants that he/she has not employed or retained any company or person, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, to solicit or secure this Agreement, and that he/she has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of this Agreement.

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V. The ARCHITECT/ENGINEER and OWNER agree that the GENERAL TERMS AND CONDITIONS of the AGREEMENT, pages four through eighteen, revised June 30, 2019, are hereby made a part of this Agreement as is included herein.

IN WITNESS WHEREOF the parties hereto have executed this AGREEMENT the day and year first above written.

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By: _____
BOARD CHAIRPERSON

WITNESSES (As to School Board)

_____

_____

By: _____
ARCHITECT/ENGINEER

WITNESSES (As to Architect/Engineer)

Kerrie R. Davis

Victoria Tenus

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GENERAL TERMS AND CONDITIONS OF AGREEMENT BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA AND ARCHITECT/ENGINEER

ARTICLE I

RESPONSIBILITIES OF THE ARCHITECT/ENGINEER

A. The Architect/Engineer shall apply the reasonable and proper skills, judgment and care which are customary and normal to professional practice. He/she shall adhere to approvals granted during the various stages of the work for all aspects of planning, exterior and interior design, structural systems, and proposed materials, and will not incorporate any significant deviation from such approvals without written approval by the Owner .

B. Approvals by the Owner, the State Department of Education or other governmental authority of any of the plans, drawings, specifications or other work performed under this Agreement shall be deemed to be an approval of the scheme as a whole and of the general features of such plans, drawings, specifications, documents or other work only. Such approvals shall not relieve the Architect/Engineer of responsibility for the sufficiency, practicability of details, except for such features therefore upon which the Owner has specifically instructed or overruled the Architect/Engineer in writing, and to which modification the Architect/Engineer has specifically objected in writing.

C. The Architect/Engineer shall comply with all directives and instructions issued by the Owner and shall incorporate them into the Project if within the terms of this Agreement. He/she shall further comply with the State Requirements for Educational Facilities (SREF) of the State Board of Education and building codes applicable to the construction of school plants in Clay County, Florida in effect at the time of entering into this Agreement.

D. The Architect/Engineer shall retain at his/her expense professional engineers and other qualified consultants acceptable to the Owner as advisors for the structural, air conditioning, mechanical, electrical, sanitation, and civil engineering portions of the Project as necessitated by its scope. Each such consultant shall be listed on the cover sheet of the final plans.

E. The Architect/Engineer shall advise the Owner of the necessity for conducting soil borings, tests and other necessary operations for determining subsoil, air and water conditions. Geotechnical, hydrological, consumptive use, and other necessary testing services may be separately contracted by the Owner to the Engineering firm of its choice.

F. The Architect/Engineer will be responsible for all permitting requirements from any governmental agency pertaining to storm water treatment and/or retention, potable water, except consumptive use, and sewage treatment systems. The above permitting requirements shall be included within the basic services rendered by the Architect/Engineer. All other permitting requirements shall not be included in the basic services and shall be separately compensated in a lump sum method mutually agreed to in writing between the Architect/Engineer and the Owner's designee.

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G. The Basic Services to be rendered by the Architect/Engineer consist of the following:

1. Phase I Documents, Schematics

   a. Based on the Owner's designee statement of the requirements of the Project, the Architect/Engineer shall prepare Schematic Design studies consisting of drawings and other documents illustrating the scale and relationship of Project components. He/she shall continue this process until one schematic is selected by the Owner or their designee.

   b. The Architect/Engineer shall, during this phase, analyze as necessary the major aspects of State Board of Education requirements, requisite building codes, methods of providing utilities service, types of mechanical systems, and other appropriate factors having major effect on the Project. The analyses shall be directed toward compliance with applicable standards and developing cost/benefit alternatives.

   c. The Schematic Design and analyses performed per Article I.G.1 a. & b. above shall be presented together with a Statement of Probable Construction Costs to the Owner's designee for decisions as necessary and approval.

   d. The Architect/Engineer shall be available for School Board presentation of Schematic Plans.

2. Phase II Documents, Preliminaries

   a. The Architect/Engineer shall prepare from the approved Schematic Design Document the Preliminary Documents to fix and describe the size and character of the entire Project as to structural, mechanical, and electrical systems, materials and such other essentials as may be appropriate.

   b. The Architect/Engineer shall submit completed Preliminary Documents to the Owner together with a further statement of Probable Construction Cost. The probable construction costs shall be subdivided into architectural, civil, mechanical, and electrical costs.

   c. The Architect/Engineer shall be available for School Board presentation of preliminary plans.

3. Phase III Documents, Finals

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a. The Architect/Engineer shall prepare from the approved Preliminary Documents the Final Documents (working drawings and specifications) setting forth in detail the requirements for the construction of the Project.

b. The Architect/Engineer shall exercise the standard of professional care generally required of Architects and Engineers in his/her efforts to comply with codes, regulations, ordinances, and laws in effect as of the date of this contract.

c. Documents shall be prepared with professional care. The various portions of the Work shall be checked, one against the other, to provide compatibility and, where conflicts may arise, drawings of adequate scale and detail to explain anticipated conditions shall be furnished. Professional attention to the detail necessary to achieve such coordination and accuracy shall be provided.

d. The Architect/Engineer shall not, except with the written permission of the Owner, knowingly specify for the Project, or use terms which imply the requirements of any article, product, material, fixtures, form or type of construction which limits or restricts competition to a specific brand, type, or style as to which monopoly exists, or which is the exclusive property of any firm or group of firms.

e. The Architect/Engineer shall furnish with Final Documents any adjustments to previous statements of Probable Construction Costs.

f. The Architect/Engineer shall ensure that all mandatory Plan Review comments are satisfied to the Code Enforcement Department in a timely manner.

g. The Architect/Engineer shall include in Final Documents the requirement that the Contractor maintain in current status during the course of construction, drawings showing the status of the construction as it is constructed. He shall further require that the Contractor forward the completed "as built" drawings with the final Application for Payment.

h. The Architect/Engineer shall be available for School Board presentation of Final Documents.

i. The Architect/Engineer shall not include in any documents a provision for arbitration of any claims or disputes arising out of the construction contract.

4. Bidding Phase

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a. The Architect/Engineer shall be responsible for the development of bid advertisements for all addendums, bid clarifications, development of bid tabulations, attendance at bid opening, and for attendance at the School Board meeting of contract award.

b. The Architect/Engineer shall prepare the bid documents for a base bid and alternate bids as may be necessary and/or appropriate. The base bid should constitute the original intent of the project and the project budget. Alternates are for those items which are not deemed absolutely necessary to the project at the time of award. The Architect/Engineer will be reimbursed through seventy percent (70%) of the design fees for all tasks completed through the Final Design stage. The Architect/Engineer will further receive five percent (5%) of their fees for bidding any component of the bid proposal be it base bid or alternates. Further, the Architect/Engineer will receive twenty-five percent (25%) of his/her fee for contract administration on all components of the bid awarded by the Owner.

Should the Owner, for whatever reason, not award a base bid and/or alternates and the base bid did not exceed the final budgeted amount by more than ten percent (10%), the Architect/Engineer will receive compensation based upon the amount known at the time of bid opening. This compensation will be equal to the phase completed; be it design, bidding or construction administration. If the Owner later rebids the same project, compensation will be based upon the amount awarded regardless of the previous bids known values except the first bidding phase will be maintained on the original bid amount.

If, during the time from the original bid to the rebid, additional permitting is required due entirely to the time span. Costs for additional permitting shall be agreed to in advance and covered under Article III "Mutual Responsibilities."

c. If the lowest bona fide Base bid taken exceeds the final budgeted amount by more than 10%, the Owner, may accept the proposal, or may require the Architect/Engineer to change the Documents, at the Architect/Engineer's expense, to reduce the cost to an amount within the budget plus 10%. It shall be understood that changes in scope or quality will be approved, in advance in writing, by the Owners. In the event it becomes necessary to reject all bids and change the Documents due to the design costing more than 10% of the final budgeted amount, the Architect/Engineer shall bear the cost of all prints necessitated by the change, including those for rebidding purposes.

5. Construction Phase

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a. The construction phase may only be commenced after all contract, bond, and insurance requirements have been met, and will be commenced thereafter with an "Official Notice to Proceed" from the Owner.

b. The Architect/Engineer shall provide Administration of the Construction Contract as set forth in the General, Supplemental, and Special Conditions of the Contract and the extent of his/her duties and responsibilities and the limitations of his/her authority as assigned thereunder shall not be modified without his/her written consent.

c. The Architect/Engineer, as the representative of the Owner during the Construction Phase, shall advise and consult with the Owner's designee, and act on behalf of Owner to the extent provided in the General Conditions unless otherwise modified in writing.

d. The Architect/Engineer shall at all times have access to the work wherever it is in preparation or progress.

e. The Architect/Engineer shall make routine visits to the site to familiarize his/her self generally with the progress and quality of the work and to determine in general if the Work is proceeding in accordance with the Contract Documents. On the basis of his/her on-site observations, he/she shall endeavor to guard against defects and deficiencies in the Work of the Contractor. The Architect/Engineer shall not be required to make exhaustive or continuous on-site inspections but shall be required to make visits at least once per week. It shall also be required of the Architect's/Engineer's consultants, retained per Article I, Paragraph D, to make regular site visits in order to observe the work in progress as often as necessary to guard against defects and deficiencies and to observe testing of all equipment and systems. The Architect/Engineer as well as the consultants shall be required to submit progress reports to the Owner's designee on a monthly basis stating any observed contract deficiencies, the percentage completion, construction procedures or other general information that might be necessary to keep an accurate and updated file. The Architect/Engineer shall not be responsible for construction means, methods, techniques, sequences, or procedures, or for safety precautions and programs in connection with the Work, and shall not be responsible for the Contractor's failure to carry out the Work in accordance with the Contract Documents, unless any such failure is due to negligence of the Architect/Engineer in the performance of his/her responsibilities.

f. Based on such observations at the site and on the Contractor's Application for Payment, the Architect/Engineer shall determine the amount owing to the Contractor and shall certify payment in such amounts. The issuance of a Certificate for Payment shall constitute a representation by the Architect/Engineer to the Owner, based on his/her observations at the site

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as provided in Article I.G.5.e. above, and on the data comprising the Application for Payment that the Work has progressed to the point indicated; that to the best of his/her knowledge, information and belief the quality of the Work is in accordance with the Contract Documents (subject to an evaluation of the Work as a whole upon Substantial Completion to the results of any subsequent tests required by the Contract Documents, to minor deviations from the Contract Documents correctable prior to completion, and to any specific qualifications stated in the Certificate for Payment); and that the Contractor is entitled to payment in the amount certified. By issuing a Certificate of Payment, the Architect/Engineer shall not be deemed to represent that he has made any examination to ascertain how and for what purpose the Contractor has used the monies previously paid on account of the Contract Sum.

g. The Architect/Engineer shall review the "as built" drawings as being correct to the best of his/her knowledge and belief, and shall forward them to the Owner with the Certificate for Final Payment.

h. The Architect/Engineer shall be, in the first instance, the interpreter of the requirements of the Contract Documents and the impartial judge of the performance thereunder by both the Owner and Contractor relating to the execution and progress of the Work and on all other matters or questions relating thereto.

i. The Architect/Engineer shall have authority to reject Work which does not conform to the Contract Documents. Whenever, in his/her reasonable opinion, he/she considers it necessary or advisable to ensure the proper implementation of the intent of the Contract Documents, he/she has authority to require special inspection or testing of any work in accordance with the provisions of the Contract Documents whether or not such work be then fabricated, installed or completed. He/she shall advise the Owner's designee to require the Contractor to stop the Work whenever in his/her reasonable opinion it may be necessary for the proper performance of the contract. The Architect/Engineer shall not be liable to the Owner for the consequences of any decision made by him/her in good faith either to exercise or not to exercise his/her authority to reject Work, unless such decision was made negligently.

j. The Architect/Engineer shall review and approve shop drawings, samples, and other submissions of the Contractor for conformance with the design concept of the Project and for compliance with the information given in the Contract Documents. All such submissions will be reviewed expeditiously to avoid delay of the Work. The Architect/Engineer shall maintain a transmittal log for shop drawings and other submissions requiring Architect/Engineer approval. This log is to have the description of the

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submittal, date it was received, date it was approved or disapproved, reason for disapproval and a date sent back to the Contractor.

k. During the Construction Phase the Architect/Engineer or his/her designee shall attend Construction Conferences with the Contractor as required by the Owner's designee for the purpose of coordinating details of the Project.

l. Changes in the Project affecting cost, time or substitution regardless of character or magnitude, shall be authorized by Change Order only, in consultation with the Owner or their designee.

m. The Architect/Engineer shall be compensated at the basic services rate as identified in Paragraph II. A. for all work occasioned by the preparation of change orders resulting from (1) the Owner's or their designee requests; (2) errors in the information furnished to the Architect/Engineer by the Owner or their designee; (3) revisions to other governmental agency rules after the project was bid; or (4) other circumstances not within the Architect/Engineer's control, including the Contractor's operations. Change orders shall always be considered on an additive basis for the Architect/Engineer. While deductive change orders are not common, the Architect/Engineer shall not have his/her basic service fees reduced as a result of a deductive change order, or deductive change order item within an additive change order.

n. The Architect/Engineer shall not be compensated for the work occasioned by preparation of Change Orders resulting from the Architect's/Engineer's negligence.

o. The Owner shall pay for material, equipment or work only if such material, equipment or work is approved by the Owner, in the form of a Change Order and such material, equipment, or work is not a direct result of negligence on behalf of the Architect/Engineer. In the case of negligence, extra costs to the Owner for corrections or modifications, or for demolition or removal of installed Work which must be replaced because of negligence of the Architect/Engineer shall be assessed to the Architect/Engineer.

p. The Architect/Engineer shall not be responsible for the acts or omission of the Contractor, or any Subcontractor's agents or employees, or any other persons performing any of the Work, unless negligent in failing to properly perform his/her duties and responsibilities as set forth in this Agreement.

6. Project Completion

a. The Architect/Engineer shall at the time of substantial completion of the project, conduct an inspection and prepare a list of tasks needed to

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complete the work (substantial punch list). Substantial completion shall be defined as: A Certificate of Occupancy has been issued and the Facility/Project can be occupied and utilized for its intended purpose. All safety items are fully operational including: intercom, fire alarm, emergency lighting, emergency generation systems, water plant and sewage treatment plant are approved by the appropriate permitting agencies and are operational.

b. The Architect/Engineer shall be responsible for identifying whether the contractor has attained substantial completion in accordance with project timelines as amended by change order. This shall be established in writing by the Architect/Engineer to the Owner's or their designee.

c. The Architect/Engineer shall at the time of final completion of the project, conduct an inspection and prepare a list of tasks needed to complete the Work (final punch list). The Architect/Engineer shall at the time of final completion, confirm that the items on the substantial punch list are complete and establish any items that would be classified as warranty. The Architect/Engineer shall confirm that all systems and sub-systems are fully operational. The date of final completion shall be established by the Architect/Engineer in writing to the Owner's or their designee.

d. The Architect/Engineer shall, upon final completion of the Project, including correction of the discrepancies on the substantial punch list and final punch list, prepare a Certificate of Final Inspection and submit to the Owner's designee. The Architect/Engineer shall furnish such other Certificates as may be required by State laws and regulations.

e. The Architect/Engineer shall require the contractor to develop operation and instructional manuals for the project. These manuals shall be thoroughly reviewed by the Architect/Engineer, and shall include all guarantees, bonds and related documents. The Architect/Engineer shall submit the as-built drawings (prepared by the Contractor and reviewed by Architect/Engineer), the operation and instruction manuals, the final application for payment, and other requirements to the Owner's designee. The Architect/Engineer shall require the contractor to certify to their correctness in writing.

f. The Architect/Engineer shall, at the completion of the Project, certify that, to the best of his/her knowledge, information and belief, the Project has been constructed in accordance with the Contract Documents, approved Change Orders, Chapter 1013 Florida Statutes and State Requirements for Educational Facilities (SREF) and appropriate codes in effect at the time.

g. The Architect/Engineer shall, if requested, accompany the representative of the Owner on an inspection of the Project at a date not less than 30 days

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prior to the date of expiration of the Contractor's guarantee, for the purpose of preparing a list of deficiencies that the Contractor is to correct under the conditions of the warranties and guarantees. The Owner shall schedule this inspection and require the contractor to be present.

7. Additional Responsibilities

a. In the event of malfunctioning of building systems or failure of building components (during the warranty one year period), the Architect/Engineer shall investigate to determine the cause(s) without delay using the resources of his/her office, the consultants originally retained and such other consultants as he/she may elect to retain. On completion of the investigation he/she will report his/her findings, conclusions and recommendations for corrective action to the Owner.

b. In the event of continued malfunctioning of building systems or failure of building components (during the warranty one year period), the cause(s) for which cannot be determined, an independent consultant may be retained to investigate the problem, determine causes and recommend corrective action. Consultant services shall be obtained as follows:

(1) The Owner shall notify the Architect/Engineer in writing of the conditions of malfunctioning and/or failure, the facts and circumstances of remedies attempted, and shall request that consultant services be provided.

(2) The Architect/Engineer may conduct additional investigations to determine the causes(s) of deficiency.

(3) Alternatively the Architect/Engineer may retain an independent consultant acceptable to the Owner to conduct the requisite investigation.

(4) In the event action is not taken by the Architect/Engineer per Article I G 7c (2) and (3) above within 15 days of his/her receipt of the Owners written notification, the Owner may retain an independent consultant to investigate the problem.

(5) The Owner shall compensate independent consultants directly, whether retained by the Board or by the Architect/Engineer. The Architect/Engineer and Owner may agree on the findings of the independent consultants or jointly agree to submit the question to arbitration under Florida Statutes.

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c. During the Contractor's one (1) year warranty period, the Architect/Engineer shall lend assistance to the Owner as needed to correct design deficiencies resulting from negligence of the Architect/Engineer. The corrective work shall include redesign, preparation of documents, and other work necessary for the award of a contract to correct deficiencies.

d. Should any claim or action be brought against the Owner, related directly to the professional services provided by the Architect/Engineer under this Agreement, the Architect/Engineer shall render reasonable assistance to the Owner.

e. The Architect/Engineer agrees to indemnify and hold harmless the Clay County School Board , Clay County, Florida from all loss, liability, claims, or expense including reasonable attorneys' fees, from bodily injury including death or property damage to any person or persons directly resulting from the negligence of the Architect/Engineer.

ARTICLE II

RESPONSIBILITIES OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

A. The Owner shall provide the requirements of educational planning specifications for the Project, to include the scope, functional standards and material criteria to be attained.

B. The Owner shall appoint an employee to function as its single designee in all dealings between the Owner and the Architect/Engineer. The Architect/Engineer shall be entitled to rely on all instructions and the information furnished by the designee of the Owner issued in writing.

C. The Owner shall, in consultation with the Architect/Engineer, make the necessary budgetary revisions to accommodate any significant changes in educational planning specifications, scope, functional standards and/or material criteria directed by the Owner during the design process.

D. The Owner shall have the ultimate responsibility for obtaining approval by the State Department of Education for the program, for any desired deviation from mandatory standards, for Documents and for any other matter not within the scope of Basic and Additional Services of the Architect/Engineer.

E. The Owner shall furnish a certified land survey of the site giving, as applicable, grades and lines of streets, alleys, pavements, and adjoining property; right-of-way, restrictions, easements encroachments, zoning deed restrictions, boundaries, elevations and contours of the site, limits of any wetlands, locations, dimensions and complete data

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pertaining to existing building, other improvements and trees, and full information concerning available service and utility lines both public and private, above and below grade, including inverts and depths.

F. The Owner shall furnish the services of a soils engineer or other consultant when such services are deemed necessary by the Architect/Engineer, including reports, test borings, test pits soil bearing values, percolation tests, air and water pollution tests, ground corrosion and resistively tests, and other necessary operations for determining subsoil, air and water conditions, with appropriate professional interpretations thereof.

G. The Owner shall furnish structural, mechanical, chemical and other laboratory tests, inspections and reports as required by law or the Contract Documents.

H. The Owner shall furnish such legal accounting and insurance counseling services as may be necessary for the Project, and such auditing services as it may require to ascertain how or for what purposes the Contractor has used the monies paid to him/her under the Construction Contract.

I. The services, information, surveys and reports required shall be furnished at the expense of the Owner and the Architect/Engineer shall be entitled to rely upon the accuracy and completeness thereof.

J. The Owner shall pay all fees for regulatory permitting.

K. For each new site, the Owner shall furnish a current environmental assessment which will address any environmental constraints on the site, such as wetlands, protected wildlife species, and/or other factors which may affect use of the site.

L. If the Owner observes or otherwise becomes aware of any fault or defect in the Project or nonconformance with the Contract Documents, it shall give prompt written notice thereof to the Architect/Engineer.

M. The Owner shall furnish information required of it as expeditiously as necessary for the orderly progress of the Work.

N. The Owner shall furnish the Architect Engineer all approvals, changes, modifications and other instructions affecting the Work in writing.

O. The Owner shall cooperate with and participate in the user orientation as appropriate on the request of the Architect/Engineer.

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ARTICLE III

MUTUAL RESPONSIBILITIES

A. If any of the following Additional Services shall be required of the Architect/Engineer and cause the Architect/Engineer extra expense, the Owner's designee and the Architect/Engineer shall agree in writing before the services are performed as to the amount and method of compensation. Additional services shall not be defined as any work provided for within approved change orders.

1. Providing design services relative to future facilities, systems, and equipment which are not intended to be constructed as part of the Project.

2. Providing services to verify the accuracy of drawings or other information furnished by the Owner.

3. Providing interior design and other services required for or in connection with the selection of furniture and furnishings.

4. Making major revisions in Drawings, Specifications or other Documents when such revisions are inconsistent with written approvals or instructions previously given and are due to cause beyond the control of the Architect/Engineer.

5. Providing consultation concerning replacement of any Work damaged by fire or other cause during construction, and furnishing professional services as may be required in connection with the replacement of such Work.

6. Providing professional services made necessary by the default of the Contractor in the performance of the Construction Contract.

7. Providing Contract Administration and observation of construction after the Construction Contract Time has been exceeded or extended by more than twenty-five percent (25%) beyond the original. Extensions through change order are considered as part of the original construction time except time extensions due to weather, pauses in the work and other causes beyond the control of the Architect/Engineer, including the contractor's failure to complete the project on time.

8. Preparing to service or serving as an expert witness in connection with any public hearing, arbitration proceedings or legal proceeding.

9. Providing any other services not otherwise included in this Agreement or not customarily furnished in accordance with generally accepted architectural or engineering practice.

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B. Payments for Basic Services shall be submitted on the School Board's Standard Payment Form and shall be made in proportion to services performed so that the compensation at the completion of each Phase shall equal the following percentages of the total basic fee:

Schematic Design Phase	10%
Preliminary Development Phase	30%
Final Documents Phase	70%
Bidding Phase	75%
Construction Phase	100%

C. Payments for change orders shall be included with basic service payments but identified separately. Change orders increase the project scope which in turn increases the basic services. Change orders shall not be considered as additional services.

D. Payments for Additional Services of the Architect/Engineer in accordance to Article III A (1)-(9) shall be made monthly upon presentation of a statement. Additional services shall be invoiced separately by the Architect/Engineer and a detailed summary of the additional services performed shall be submitted.

E. No deduction shall be withheld from the Architect/Engineer's fee on account of penalty or liquidated damages withheld from payments to Contractors.

F. Should the Owner find it necessary to abandon or suspend, in whole or in part, a project during the design phase which is under contract with an Architect/Engineer, the Architect/Engineer is to be paid for the services rendered at the time of suspension or abandonment. Such payment shall constitute final payment for that service.

G. Reinstatement of a Project abandoned or suspended shall be subject to the following conditions:

1. The Owner shall be given full credit for the Work completed.

2. The fee payable for completion of the Work shall be the unpaid amount of the lump sum fee originally agreed upon for the Project, and adjusted in accordance with current fee and any additional fee due to the changes in scope of the Project.

3. Compensation for Additional Services occasioned by changes in the scope of the Project or revisions in Work completed prior to abandonment or suspension shall be the subject of specific agreement between the Owner and Architect/Engineer at the time the Project is reinstated.

H. The numbers of documents required and their ownership are:

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1. Documents shall be reproduced for bidding and construction purposes in such form and number as the Owner's designee may direct. Documents furnished for the bidding process may be partially reimbursed by prospective bidder deposit. The Architect/Engineer shall provide at no cost to the successful Contractor, six (6) complete sets of documents.

2. The Owner will require two (2) copies each of the Schematic Design Phase, Preliminary Design Phase, and Final Design Phase. These documents shall be furnished to the Owner by the Architect/Engineer at his/her expense. All documents shall be signed and sealed.

3. The Owner shall reimburse the Architect/Engineer for the actual cost of prints and printing required over and above the number of copies provided for under the preceding paragraphs, except for those sets printed for the use of the Architect/Engineer and his/her consultants for the purpose of bidding and construction.

I. Records of Architect/Engineer's Direct Personnel, Consultant and Reimbursable Expenses pertaining to the Project, and records of accounts between the Owner and the Contractors, shall be available to the Owner's designee at mutually convenient times.

J. This Agreement may be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform in accordance with its terms through no fault of the other. In the event of termination due to the fault of others than the Architect/Engineer, the Architect/Engineer shall be paid his/her compensation for services performed to termination date, including travel then due, and all terminal expenses.

K. The Owner and the Architect/Engineer each binds his/her self, his/her partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement. Neither the Owner nor the Architect/Engineer shall assign, sublet or transfer his/her interest in this Agreement without the written consent of the other.

L. It is understood that this is a contract for professional services of the Architect/Engineer hereinbefore named or his/her qualified representative. If, for any reason, the Architect/Engineer is unable to perform the service under this Agreement, the Owner shall have the right either to name or approve the Architect/Engineer selected to complete the performance of this Agreement. The Architect/Engineer shall be liable for any reasonable additional costs occasioned to the Owner thereby.

M. This Agreement represents the entire and integrated agreement between the School Board of Clay County, Florida and the Architect/Engineer and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instruments signed by both The School Board of Clay County, Florida and Architect/Engineer.

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AGREEMENT
BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
AND
ARCHITECT/ENGINEER

THIS AGREEMENT made this 11th day of December in the year 2025 between the SCHOOL BOARD OF CLAY COUNTY, FLORIDA, hereinafter called the OWNER, and CPH Consulting, LLC, 580-1 Wells Road, Orange Park, FL 32073 hereinafter called the ARCHITECT/ ENGINEER,

That WHEREAS OWNER intends to develop plans and specifications, bid and provide construction administration/inspections for Civil Engineering Continuing Services in accordance with Florida State Statute (FSS) 287.055 per project for a period of one (1) year from December 11, 2025 to December 11, 2026. This contract is renewable for up to two (2) contract periods hereinafter called the PROJECT, and

WHEREAS the ARCHITECT/ENGINEER affirms he/she is properly qualified and licensed to render the professional services required by this Agreement in the State of Florida and the County of Clay.

NOW, THEREFORE, the OWNER and the ARCHITECT/ENGINEER for the consideration of provisions, mutual promises, covenants and conditions hereinafter set forth or recited, agree as follows:

I. The ARCHITECT/ENGINEER selected for each specific project based on the best interests of the Clay County School District agrees to perform, for the above named project, professional services as herein set forth and in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT.

II. THE OWNER agrees to compensate the ARCHITECT/ENGINEER for professional services rendered in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT as follows:

A. Fees for Basic Services as set forth in the GENERAL TERMS AND CONDITIONS OF THIS AGREEMENT shall be based on: a percentage of construction costs negotiated between the ARCHITECT/ENGINEER and via a detailed fee proposal written by the ARCHITECT/ENGINEER for each individual project. The Florida Department of Management Services fee Guide Calculator for ARCHITECT/ENGINEER services shall be used as a guide when negotiating the fee for each project.

B. Period of Service: The ARCHITECT/ENGINEER shall commence work on the date of this contract and shall complete the Schematic/Preliminary Design Phases on a To Be Determined date for each specific project and the Final Design Phase on a To Be Determined date for each specific

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project. The time schedules for each Phase will be mutually agreed to and attached to this contract.

C. For the ARCHITECT/ENGINEER'S Additional Services (as described in the GENERAL TERMS AND CONDITIONS), a fee computed as described below. Consideration for payment must include a time log documenting the hours per individual and indicate the task involved.

1. Principal's time for the Architect/Engineer and the Architect/Engineer's consultants shall be at a fixed rate not to exceed one hundred fifty dollars ($150.00) per hour. For the purpose of this Agreement, the Principals are limited to one (1) person from the Architect/Engineer and one (1) person from each of the Architect/Engineer's consultants. The principals are identified as follows: Michael P. Tibble.

2. Employees' time computed at a multiple of two and one-half (2-1/2) times the direct payroll cost for the particular employee. (Not to exceed $90.00 per hour.)

D. For Travel beyond the confines of Clay County, performed at the request of and for the sole benefit of the OWNER, and not otherwise required in performing the services contracted for, the OWNER shall reimburse the ARCHITECT/ENGINEER for travel and per diem in accordance with the allowance authorized for employees of THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, at the time travel is performed.

III. The ARCHITECT/ENGINEER certifies that his/her wage rates, unit costs and other factual data which may have been furnished to the OWNER to support the compensation are accurate, complete, and current at the time of entering into this Agreement. It is also mutually understood between the ARCHITECT/ENGINEER and the OWNER that the original fee and any additions thereto shall be adjusted within one year following the end of this Agreement to exclude any significant sums wherein the OWNER determines the fee was increased due to inaccurate, incomplete or non-current wage rates, unit costs and other factual data which may have been furnished by the ARCHITECT/ENGINEER.

IV. The ARCHITECT/ENGINEER warrants that he/she has not employed or retained any company or person, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, to solicit or secure this Agreement, and that he/she has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of this Agreement.

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V. The ARCHITECT/ENGINEER and OWNER agree that the GENERAL TERMS AND CONDITIONS of the AGREEMENT, pages four through eighteen, revised June 30, 2019, are hereby made a part of this Agreement as is included herein.

IN WITNESS WHEREOF the parties hereto have executed this AGREEMENT the day and year first above written.

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By: _____
BOARD CHAIRPERSON

WITNESSES (As to School Board)

_____

_____

By: _____
ARCHITECT/ENGINEER

WITNESSES (As to Architect/Engineer)

_____

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GENERAL TERMS AND CONDITIONS OF AGREEMENT BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA AND ARCHITECT/ENGINEER

ARTICLE I

RESPONSIBILITIES OF THE ARCHITECT/ENGINEER

A. The Architect/Engineer shall apply the reasonable and proper skills, judgment and care which are customary and normal to professional practice. He/she shall adhere to approvals granted during the various stages of the work for all aspects of planning, exterior and interior design, structural systems, and proposed materials, and will not incorporate any significant deviation from such approvals without written approval by the Owner .

B. Approvals by the Owner, the State Department of Education or other governmental authority of any of the plans, drawings, specifications or other work performed under this Agreement shall be deemed to be an approval of the scheme as a whole and of the general features of such plans, drawings, specifications, documents or other work only. Such approvals shall not relieve the Architect/Engineer of responsibility for the sufficiency, practicability of details, except for such features therefore upon which the Owner has specifically instructed or overruled the Architect/Engineer in writing, and to which modification the Architect/Engineer has specifically objected in writing.

C. The Architect/Engineer shall comply with all directives and instructions issued by the Owner and shall incorporate them into the Project if within the terms of this Agreement. He/she shall further comply with the State Requirements for Educational Facilities (SREF) of the State Board of Education and building codes applicable to the construction of school plants in Clay County, Florida in effect at the time of entering into this Agreement.

D. The Architect/Engineer shall retain at his/her expense professional engineers and other qualified consultants acceptable to the Owner as advisors for the structural, air conditioning, mechanical, electrical, sanitation, and civil engineering portions of the Project as necessitated by its scope. Each such consultant shall be listed on the cover sheet of the final plans.

E. The Architect/Engineer shall advise the Owner of the necessity for conducting soil borings, tests and other necessary operations for determining subsoil, air and water conditions. Geotechnical, hydrological, consumptive use, and other necessary testing services may be separately contracted by the Owner to the Engineering firm of its choice.

F. The Architect/Engineer will be responsible for all permitting requirements from any governmental agency pertaining to storm water treatment and/or retention, potable water, except consumptive use, and sewage treatment systems. The above permitting requirements shall be included within the basic services rendered by the Architect/Engineer. All other permitting requirements shall not be included in the basic services and shall be separately compensated in a lump sum method mutually agreed to in writing between the Architect/Engineer and the Owner's designee.

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G. The Basic Services to be rendered by the Architect/Engineer consist of the following:

1. Phase I Documents, Schematics

a. Based on the Owner's designee statement of the requirements of the Project, the Architect/Engineer shall prepare Schematic Design studies consisting of drawings and other documents illustrating the scale and relationship of Project components. He/she shall continue this process until one schematic is selected by the Owner or their designee.

b. The Architect/Engineer shall, during this phase, analyze as necessary the major aspects of State Board of Education requirements, requisite building codes, methods of providing utilities service, types of mechanical systems, and other appropriate factors having major effect on the Project. The analyses shall be directed toward compliance with applicable standards and developing cost/benefit alternatives.

c. The Schematic Design and analyses performed per Article I.G.1 a. & b. above shall be presented together with a Statement of Probable Construction Costs to the Owner's designee for decisions as necessary and approval.

d. The Architect/Engineer shall be available for School Board presentation of Schematic Plans.

2. Phase II Documents, Preliminaries

a. The Architect/Engineer shall prepare from the approved Schematic Design Document the Preliminary Documents to fix and describe the size and character of the entire Project as to structural, mechanical, and electrical systems, materials and such other essentials as may be appropriate.

b. The Architect/Engineer shall submit completed Preliminary Documents to the Owner together with a further statement of Probable Construction Cost. The probable construction costs shall be subdivided into architectural, civil, mechanical, and electrical costs.

c. The Architect/Engineer shall be available for School Board presentation of preliminary plans.

3. Phase III Documents, Finals

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a. The Architect/Engineer shall prepare from the approved Preliminary Documents the Final Documents (working drawings and specifications) setting forth in detail the requirements for the construction of the Project.

b. The Architect/Engineer shall exercise the standard of professional care generally required of Architects and Engineers in his/her efforts to comply with codes, regulations, ordinances, and laws in effect as of the date of this contract.

c. Documents shall be prepared with professional care. The various portions of the Work shall be checked, one against the other, to provide compatibility and, where conflicts may arise, drawings of adequate scale and detail to explain anticipated conditions shall be furnished. Professional attention to the detail necessary to achieve such coordination and accuracy shall be provided.

d. The Architect/Engineer shall not, except with the written permission of the Owner, knowingly specify for the Project, or use terms which imply the requirements of any article, product, material, fixtures, form or type of construction which limits or restricts competition to a specific brand, type, or style as to which monopoly exists, or which is the exclusive property of any firm or group of firms.

e. The Architect/Engineer shall furnish with Final Documents any adjustments to previous statements of Probable Construction Costs.

f. The Architect/Engineer shall ensure that all mandatory Plan Review comments are satisfied to the Code Enforcement Department in a timely manner.

g. The Architect/Engineer shall include in Final Documents the requirement that the Contractor maintain in current status during the course of construction, drawings showing the status of the construction as it is constructed. He shall further require that the Contractor forward the completed "as built" drawings with the final Application for Payment.

h. The Architect/Engineer shall be available for School Board presentation of Final Documents.

i. The Architect/Engineer shall not include in any documents a provision for arbitration of any claims or disputes arising out of the construction contract.

4. Bidding Phase

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a. The Architect/Engineer shall be responsible for the development of bid advertisements for all addendums, bid clarifications, development of bid tabulations, attendance at bid opening, and for attendance at the School Board meeting of contract award.

b. The Architect/Engineer shall prepare the bid documents for a base bid and alternate bids as may be necessary and/or appropriate. The base bid should constitute the original intent of the project and the project budget. Alternates are for those items which are not deemed absolutely necessary to the project at the time of award. The Architect/Engineer will be reimbursed through seventy percent (70%) of the design fees for all tasks completed through the Final Design stage. The Architect/Engineer will further receive five percent (5%) of their fees for bidding any component of the bid proposal be it base bid or alternates. Further, the Architect/Engineer will receive twenty-five percent (25%) of his/her fee for contract administration on all components of the bid awarded by the Owner.

Should the Owner, for whatever reason, not award a base bid and/or alternates and the base bid did not exceed the final budgeted amount by more than ten percent (10%), the Architect/Engineer will receive compensation based upon the amount known at the time of bid opening. This compensation will be equal to the phase completed; be it design, bidding or construction administration. If the Owner later rebids the same project, compensation will be based upon the amount awarded regardless of the previous bids known values except the first bidding phase will be maintained on the original bid amount.

If, during the time from the original bid to the rebid, additional permitting is required due entirely to the time span. Costs for additional permitting shall be agreed to in advance and covered under Article III "Mutual Responsibilities."

c. If the lowest bona fide Base bid taken exceeds the final budgeted amount by more than 10%, the Owner, may accept the proposal, or may require the Architect/Engineer to change the Documents, at the Architect/Engineer's expense, to reduce the cost to an amount within the budget plus 10%. It shall be understood that changes in scope or quality will be approved, in advance in writing, by the Owners. In the event it becomes necessary to reject all bids and change the Documents due to the design costing more than 10% of the final budgeted amount, the Architect/Engineer shall bear the cost of all prints necessitated by the change, including those for rebidding purposes.

5. Construction Phase

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a. The construction phase may only be commenced after all contract, bond, and insurance requirements have been met, and will be commenced thereafter with an "Official Notice to Proceed" from the Owner.

b. The Architect/Engineer shall provide Administration of the Construction Contract as set forth in the General, Supplemental, and Special Conditions of the Contract and the extent of his/her duties and responsibilities and the limitations of his/her authority as assigned thereunder shall not be modified without his/her written consent.

c. The Architect/Engineer, as the representative of the Owner during the Construction Phase, shall advise and consult with the Owner's designee, and act on behalf of Owner to the extent provided in the General Conditions unless otherwise modified in writing.

d. The Architect/Engineer shall at all times have access to the work wherever it is in preparation or progress.

e. The Architect/Engineer shall make routine visits to the site to familiarize his/her self generally with the progress and quality of the work and to determine in general if the Work is proceeding in accordance with the Contract Documents. On the basis of his/her on-site observations, he/she shall endeavor to guard against defects and deficiencies in the Work of the Contractor. The Architect/Engineer shall not be required to make exhaustive or continuous on-site inspections but shall be required to make visits at least once per week. It shall also be required of the Architect's/Engineer's consultants, retained per Article I, Paragraph D, to make regular site visits in order to observe the work in progress as often as necessary to guard against defects and deficiencies and to observe testing of all equipment and systems. The Architect/Engineer as well as the consultants shall be required to submit progress reports to the Owner's designee on a monthly basis stating any observed contract deficiencies, the percentage completion, construction procedures or other general information that might be necessary to keep an accurate and updated file. The Architect/Engineer shall not be responsible for construction means, methods, techniques, sequences, or procedures, or for safety precautions and programs in connection with the Work, and shall not be responsible for the Contractor's failure to carry out the Work in accordance with the Contract Documents, unless any such failure is due to negligence of the Architect/Engineer in the performance of his/her responsibilities.

f. Based on such observations at the site and on the Contractor's Application for Payment, the Architect/Engineer shall determine the amount owing to the Contractor and shall certify payment in such amounts. The issuance of a Certificate for Payment shall constitute a representation by the Architect/Engineer to the Owner, based on his/her observations at the site

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as provided in Article I.G.5.e. above, and on the data comprising the Application for Payment that the Work has progressed to the point indicated; that to the best of his/her knowledge, information and belief the quality of the Work is in accordance with the Contract Documents (subject to an evaluation of the Work as a whole upon Substantial Completion to the results of any subsequent tests required by the Contract Documents, to minor deviations from the Contract Documents correctable prior to completion, and to any specific qualifications stated in the Certificate for Payment); and that the Contractor is entitled to payment in the amount certified. By issuing a Certificate of Payment, the Architect/Engineer shall not be deemed to represent that he has made any examination to ascertain how and for what purpose the Contractor has used the monies previously paid on account of the Contract Sum.

g. The Architect/Engineer shall review the "as built" drawings as being correct to the best of his/her knowledge and belief, and shall forward them to the Owner with the Certificate for Final Payment.

h. The Architect/Engineer shall be, in the first instance, the interpreter of the requirements of the Contract Documents and the impartial judge of the performance thereunder by both the Owner and Contractor relating to the execution and progress of the Work and on all other matters or questions relating thereto.

i. The Architect/Engineer shall have authority to reject Work which does not conform to the Contract Documents. Whenever, in his/her reasonable opinion, he/she considers it necessary or advisable to ensure the proper implementation of the intent of the Contract Documents, he/she has authority to require special inspection or testing of any work in accordance with the provisions of the Contract Documents whether or not such work be then fabricated, installed or completed. He/she shall advise the Owner's designee to require the Contractor to stop the Work whenever in his/her reasonable opinion it may be necessary for the proper performance of the contract. The Architect/Engineer shall not be liable to the Owner for the consequences of any decision made by him/her in good faith either to exercise or not to exercise his/her authority to reject Work, unless such decision was made negligently.

j. The Architect/Engineer shall review and approve shop drawings, samples, and other submissions of the Contractor for conformance with the design concept of the Project and for compliance with the information given in the Contract Documents. All such submissions will be reviewed expeditiously to avoid delay of the Work. The Architect/Engineer shall maintain a transmittal log for shop drawings and other submissions requiring Architect/Engineer approval. This log is to have the description of the

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submittal, date it was received, date it was approved or disapproved, reason for disapproval and a date sent back to the Contractor.

k. During the Construction Phase the Architect/Engineer or his/her designee shall attend Construction Conferences with the Contractor as required by the Owner's designee for the purpose of coordinating details of the Project.

l. Changes in the Project affecting cost, time or substitution regardless of character or magnitude, shall be authorized by Change Order only, in consultation with the Owner or their designee.

m. The Architect/Engineer shall be compensated at the basic services rate as identified in Paragraph II. A. for all work occasioned by the preparation of change orders resulting from (1) the Owner's or their designee requests; (2) errors in the information furnished to the Architect/Engineer by the Owner or their designee; (3) revisions to other governmental agency rules after the project was bid; or (4) other circumstances not within the Architect/Engineer's control, including the Contractor's operations. Change orders shall always be considered on an additive basis for the Architect/Engineer. While deductive change orders are not common, the Architect/Engineer shall not have his/her basic service fees reduced as a result of a deductive change order, or deductive change order item within an additive change order.

n. The Architect/Engineer shall not be compensated for the work occasioned by preparation of Change Orders resulting from the Architect's/Engineer's negligence.

o. The Owner shall pay for material, equipment or work only if such material, equipment or work is approved by the Owner, in the form of a Change Order and such material, equipment, or work is not a direct result of negligence on behalf of the Architect/Engineer. In the case of negligence, extra costs to the Owner for corrections or modifications, or for demolition or removal of installed Work which must be replaced because of negligence of the Architect/Engineer shall be assessed to the Architect/Engineer.

p. The Architect/Engineer shall not be responsible for the acts or omission of the Contractor, or any Subcontractor's agents or employees, or any other persons performing any of the Work, unless negligent in failing to properly perform his/her duties and responsibilities as set forth in this Agreement.

6. Project Completion

a. The Architect/Engineer shall at the time of substantial completion of the project, conduct an inspection and prepare a list of tasks needed to

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complete the work (substantial punch list). Substantial completion shall be defined as: A Certificate of Occupancy has been issued and the Facility/Project can be occupied and utilized for its intended purpose. All safety items are fully operational including: intercom, fire alarm, emergency lighting, emergency generation systems, water plant and sewage treatment plant are approved by the appropriate permitting agencies and are operational.

b. The Architect/Engineer shall be responsible for identifying whether the contractor has attained substantial completion in accordance with project timelines as amended by change order. This shall be established in writing by the Architect/Engineer to the Owner's or their designee.

c. The Architect/Engineer shall at the time of final completion of the project, conduct an inspection and prepare a list of tasks needed to complete the Work (final punch list). The Architect/Engineer shall at the time of final completion, confirm that the items on the substantial punch list are complete and establish any items that would be classified as warranty. The Architect/Engineer shall confirm that all systems and sub-systems are fully operational. The date of final completion shall be established by the Architect/Engineer in writing to the Owner's or their designee.

d. The Architect/Engineer shall, upon final completion of the Project, including correction of the discrepancies on the substantial punch list and final punch list, prepare a Certificate of Final Inspection and submit to the Owner's designee. The Architect/Engineer shall furnish such other Certificates as may be required by State laws and regulations.

e. The Architect/Engineer shall require the contractor to develop operation and instructional manuals for the project. These manuals shall be thoroughly reviewed by the Architect/Engineer, and shall include all guarantees, bonds and related documents. The Architect/Engineer shall submit the as-built drawings (prepared by the Contractor and reviewed by Architect/Engineer), the operation and instruction manuals, the final application for payment, and other requirements to the Owner's designee. The Architect/Engineer shall require the contractor to certify to their correctness in writing.

f. The Architect/Engineer shall, at the completion of the Project, certify that, to the best of his/her knowledge, information and belief, the Project has been constructed in accordance with the Contract Documents, approved Change Orders, Chapter 1013 Florida Statutes and State Requirements for Educational Facilities (SREF) and appropriate codes in effect at the time.

g. The Architect/Engineer shall, if requested, accompany the representative of the Owner on an inspection of the Project at a date not less than 30 days

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prior to the date of expiration of the Contractor's guarantee, for the purpose of preparing a list of deficiencies that the Contractor is to correct under the conditions of the warranties and guarantees. The Owner shall schedule this inspection and require the contractor to be present.

7. Additional Responsibilities

a. In the event of malfunctioning of building systems or failure of building components (during the warranty one year period), the Architect/Engineer shall investigate to determine the cause(s) without delay using the resources of his/her office, the consultants originally retained and such other consultants as he/she may elect to retain. On completion of the investigation he/she will report his/her findings, conclusions and recommendations for corrective action to the Owner.

b. In the event of continued malfunctioning of building systems or failure of building components (during the warranty one year period), the cause(s) for which cannot be determined, an independent consultant may be retained to investigate the problem, determine causes and recommend corrective action. Consultant services shall be obtained as follows:

(1) The Owner shall notify the Architect/Engineer in writing of the conditions of malfunctioning and/or failure, the facts and circumstances of remedies attempted, and shall request that consultant services be provided.

(2) The Architect/Engineer may conduct additional investigations to determine the causes(s) of deficiency.

(3) Alternatively the Architect/Engineer may retain an independent consultant acceptable to the Owner to conduct the requisite investigation.

(4) In the event action is not taken by the Architect/Engineer per Article I G 7c (2) and (3) above within 15 days of his/her receipt of the Owners written notification, the Owner may retain an independent consultant to investigate the problem.

(5) The Owner shall compensate independent consultants directly, whether retained by the Board or by the Architect/Engineer. The Architect/Engineer and Owner may agree on the findings of the independent consultants or jointly agree to submit the question to arbitration under Florida Statutes.

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c. During the Contractor's one (1) year warranty period, the Architect/Engineer shall lend assistance to the Owner as needed to correct design deficiencies resulting from negligence of the Architect/Engineer. The corrective work shall include redesign, preparation of documents, and other work necessary for the award of a contract to correct deficiencies.

d. Should any claim or action be brought against the Owner, related directly to the professional services provided by the Architect/Engineer under this Agreement, the Architect/Engineer shall render reasonable assistance to the Owner.

e. The Architect/Engineer agrees to indemnify and hold harmless the Clay County School Board , Clay County, Florida from all loss, liability, claims, or expense including reasonable attorneys' fees, from bodily injury including death or property damage to any person or persons directly resulting from the negligence of the Architect/Engineer.

ARTICLE II

RESPONSIBILITIES OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

A. The Owner shall provide the requirements of educational planning specifications for the Project, to include the scope, functional standards and material criteria to be attained.

B. The Owner shall appoint an employee to function as its single designee in all dealings between the Owner and the Architect/Engineer. The Architect/Engineer shall be entitled to rely on all instructions and the information furnished by the designee of the Owner issued in writing.

C. The Owner shall, in consultation with the Architect/Engineer, make the necessary budgetary revisions to accommodate any significant changes in educational planning specifications, scope, functional standards and/or material criteria directed by the Owner during the design process.

D. The Owner shall have the ultimate responsibility for obtaining approval by the State Department of Education for the program, for any desired deviation from mandatory standards, for Documents and for any other matter not within the scope of Basic and Additional Services of the Architect/Engineer.

E. The Owner shall furnish a certified land survey of the site giving, as applicable, grades and lines of streets, alleys, pavements, and adjoining property; right-of-way, restrictions, easements encroachments, zoning deed restrictions, boundaries, elevations and contours of the site, limits of any wetlands, locations, dimensions and complete data

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pertaining to existing building, other improvements and trees, and full information concerning available service and utility lines both public and private, above and below grade, including inverts and depths.

F. The Owner shall furnish the services of a soils engineer or other consultant when such services are deemed necessary by the Architect/Engineer, including reports, test borings, test pits soil bearing values, percolation tests, air and water pollution tests, ground corrosion and resistively tests, and other necessary operations for determining subsoil, air and water conditions, with appropriate professional interpretations thereof.

G. The Owner shall furnish structural, mechanical, chemical and other laboratory tests, inspections and reports as required by law or the Contract Documents.

H. The Owner shall furnish such legal accounting and insurance counseling services as may be necessary for the Project, and such auditing services as it may require to ascertain how or for what purposes the Contractor has used the monies paid to him/her under the Construction Contract.

I. The services, information, surveys and reports required shall be furnished at the expense of the Owner and the Architect/Engineer shall be entitled to rely upon the accuracy and completeness thereof.

J. The Owner shall pay all fees for regulatory permitting.

K. For each new site, the Owner shall furnish a current environmental assessment which will address any environmental constraints on the site, such as wetlands, protected wildlife species, and/or other factors which may affect use of the site.

L. If the Owner observes or otherwise becomes aware of any fault or defect in the Project or nonconformance with the Contract Documents, it shall give prompt written notice thereof to the Architect/Engineer.

M. The Owner shall furnish information required of it as expeditiously as necessary for the orderly progress of the Work.

N. The Owner shall furnish the Architect Engineer all approvals, changes, modifications and other instructions affecting the Work in writing.

O. The Owner shall cooperate with and participate in the user orientation as appropriate on the request of the Architect/Engineer.

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ARTICLE III

MUTUAL RESPONSIBILITIES

A. If any of the following Additional Services shall be required of the Architect/Engineer and cause the Architect/Engineer extra expense, the Owner's designee and the Architect/Engineer shall agree in writing before the services are performed as to the amount and method of compensation. Additional services shall not be defined as any work provided for within approved change orders.

1. Providing design services relative to future facilities, systems, and equipment which are not intended to be constructed as part of the Project.

2. Providing services to verify the accuracy of drawings or other information furnished by the Owner.

3. Providing interior design and other services required for or in connection with the selection of furniture and furnishings.

4. Making major revisions in Drawings, Specifications or other Documents when such revisions are inconsistent with written approvals or instructions previously given and are due to cause beyond the control of the Architect/Engineer.

5. Providing consultation concerning replacement of any Work damaged by fire or other cause during construction, and furnishing professional services as may be required in connection with the replacement of such Work.

6. Providing professional services made necessary by the default of the Contractor in the performance of the Construction Contract.

7. Providing Contract Administration and observation of construction after the Construction Contract Time has been exceeded or extended by more than twenty-five percent (25%) beyond the original. Extensions through change order are considered as part of the original construction time except time extensions due to weather, pauses in the work and other causes beyond the control of the Architect/Engineer, including the contractor's failure to complete the project on time.

8. Preparing to service or serving as an expert witness in connection with any public hearing, arbitration proceedings or legal proceeding.

9. Providing any other services not otherwise included in this Agreement or not customarily furnished in accordance with generally accepted architectural or engineering practice.

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B. Payments for Basic Services shall be submitted on the School Board's Standard Payment Form and shall be made in proportion to services performed so that the compensation at the completion of each Phase shall equal the following percentages of the total basic fee:

Schematic Design Phase	10%
Preliminary Development Phase	30%
Final Documents Phase	70%
Bidding Phase	75%
Construction Phase	100%

C. Payments for change orders shall be included with basic service payments but identified separately. Change orders increase the project scope which in turn increases the basic services. Change orders shall not be considered as additional services.

D. Payments for Additional Services of the Architect/Engineer in accordance to Article III A (1)-(9) shall be made monthly upon presentation of a statement. Additional services shall be invoiced separately by the Architect/Engineer and a detailed summary of the additional services performed shall be submitted.

E. No deduction shall be withheld from the Architect/Engineer's fee on account of penalty or liquidated damages withheld from payments to Contractors.

F. Should the Owner find it necessary to abandon or suspend, in whole or in part, a project during the design phase which is under contract with an Architect/Engineer, the Architect/Engineer is to be paid for the services rendered at the time of suspension or abandonment. Such payment shall constitute final payment for that service.

G. Reinstatement of a Project abandoned or suspended shall be subject to the following conditions:

1. The Owner shall be given full credit for the Work completed.

2. The fee payable for completion of the Work shall be the unpaid amount of the lump sum fee originally agreed upon for the Project, and adjusted in accordance with current fee and any additional fee due to the changes in scope of the Project.

3. Compensation for Additional Services occasioned by changes in the scope of the Project or revisions in Work completed prior to abandonment or suspension shall be the subject of specific agreement between the Owner and Architect/Engineer at the time the Project is reinstated.

H. The numbers of documents required and their ownership are:

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1. Documents shall be reproduced for bidding and construction purposes in such form and number as the Owner's designee may direct. Documents furnished for the bidding process may be partially reimbursed by prospective bidder deposit. The Architect/Engineer shall provide at no cost to the successful Contractor, six (6) complete sets of documents.

2. The Owner will require two (2) copies each of the Schematic Design Phase, Preliminary Design Phase, and Final Design Phase. These documents shall be furnished to the Owner by the Architect/Engineer at his/her expense. All documents shall be signed and sealed.

3. The Owner shall reimburse the Architect/Engineer for the actual cost of prints and printing required over and above the number of copies provided for under the preceding paragraphs, except for those sets printed for the use of the Architect/Engineer and his/her consultants for the purpose of bidding and construction.

I. Records of Architect/Engineer's Direct Personnel, Consultant and Reimbursable Expenses pertaining to the Project, and records of accounts between the Owner and the Contractors, shall be available to the Owner's designee at mutually convenient times.

J. This Agreement may be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform in accordance with its terms through no fault of the other. In the event of termination due to the fault of others than the Architect/Engineer, the Architect/Engineer shall be paid his/her compensation for services performed to termination date, including travel then due, and all terminal expenses.

K. The Owner and the Architect/Engineer each binds his/her self, his/her partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement. Neither the Owner nor the Architect/Engineer shall assign, sublet or transfer his/her interest in this Agreement without the written consent of the other.

L. It is understood that this is a contract for professional services of the Architect/Engineer hereinbefore named or his/her qualified representative. If, for any reason, the Architect/Engineer is unable to perform the service under this Agreement, the Owner shall have the right either to name or approve the Architect/Engineer selected to complete the performance of this Agreement. The Architect/Engineer shall be liable for any reasonable additional costs occasioned to the Owner thereby.

M. This Agreement represents the entire and integrated agreement between the School Board of Clay County, Florida and the Architect/Engineer and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instruments signed by both The School Board of Clay County, Florida and Architect/Engineer.

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December 11, 2025 - Regular School Board Meeting

Title

C19 - Change Order #8 (Direct Purchasing) for Lakeside Elementary School Kitchen Renovation

Description

Direct purchasing change orders are almost always deductive and are the sole initiative of the owner. These change orders represent the purchase of materials and/or equipment directly by the School Board in order to save sales tax. This change order corrects purchase orders previously approved but requiring adjustment as a result of shipping fee changes, quantity of material changes, cancellation by the contractor, etc.

Gap Analysis

N/A

Previous Outcomes

Sales tax savings have been used in the past to fund capital projects that may otherwise have not been funded.

Expected Outcomes

Money saved with sales tax savings will be used for capital projects that may otherwise have not been funded.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #8.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This addition to the construction contract in the amount of $3,601.64 will not impact the budget. Architect fees will not increase as a result of this change order. The Owner Direct Purchase Order saved the District $62,145.39 on this project. This action reconciles direct purchasing and returns unused funds to the contractor.

Review Comments

Attachments

- Change Order #8 LSE Kitchen Renovation

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SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER NO. 8

SDCC PROJECT NAME: Lakeside Elementary Kitchen/Cafeteria Renovation

SDCC PROJECT NO: C-37-22/23

The Owner authorized the Contractor to make the following change(s) in the contract dated September 12, 2024.

ORIGINAL CONTRACT AMOUNT: $ 3,898,000.00
REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): $ 3,045,102.38

Change(s) and reason(s) for this Change Order: Direct Purchase of construction materials by the Clay County School Board.

Additional Time needed for this Change Order is Zero (0) calendar days. Contract Substantial Completion date is September 18, 2025. Final Completion date is November 30, 2025.

For these changes: ■ Add to □ Deduct from the Contract in accordance with the conditions of the Contract the sum of: Three thousand, six hundred one dollars and 64/100.

CURRENT CONTRACT AMOUNT:	$ 3,045,102.38
ADDITION TO CONTRACT:	$ 3,601.64
DEDUCTION TO CONTRACT:	$ 0.00
REVISED CONTRACT AMOUNT:	$ 3,048,704.02

ARCHITECT/ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Signature: _____ Date: 11-17-25
Architect

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED: Signature: Gary S. Bailey Date: 11-17-25
Contractor

Signature: _____ Date: 11/17/2025
SDCC Project Manager

APPROVED: Signature: _____ Date: _____
School Board Chairman

MIS15010
EFF 7/10/08

DRAFT

DIRECT PURCHASING

KITCHEN RENOVATIONS AT LAKESIDE ELEMENTARY

C-37-22/23

Gary S. Bailey
5201 CR 218
Middleburg, FL 32068

CORRECTIONS TO PURCHASE ORDERS PREVIOUSLY REDUCED BY CHANGE ORDER							
DATE	REQ. #	P.O.#	VENDOR	AMOUNT	SAVINGS (6%)	SAVINGS (1.5%)	RETURN
10/28/24	R092675	P2504890	Fortiline	$21,440.78	$1,286.45	$75.00	$22,802.23
10/28/24	R092675	P2504890	Fortiline	$21,313.09	$1,278.79	$75.00	$22,666.88
			FUNDS RETURNED TO CONTRACTOR	$127.69	$7.66	$0.00	$135.35
11/14/2024	R093424	P2505405	Jacksonville Winlectric	$72,692.71	$4,361.56	$75.00	$77,129.27
11/14/2024	R093424	P2505405	Jacksonville Winlectric	$72,617.57	$4,357.05	$75.00	$77,049.62
			FUNDS RETURNED TO CONTRACTOR	$75.14	$4.51	$0.00	$79.65
11/26/24	R093805	P2505672	Stan Weaver & Company	$21,626.00	$1,297.56	$75.00	$22,998.56
11/26/24	R093805	P2505672	Stan Weaver & Company	$21,544.00	$1,292.64	$75.00	$22,911.64
			FUNDS RETURNED TO CONTRACTOR	$82.00	$4.92	$0.00	$86.92
12/6/2024	R093860	P2505722	GCS Construction Supply	$38,645.65	$2,318.74	$75.00	$41,039.39
12/6/2024	R093860	P2505722	GCS Construction Supply	$37,000.05	$2,220.00	$75.00	$39,295.05
			FUNDS RETURNED TO CONTRACTOR	$1,645.60	$98.74	$0.00	$1,744.34
4/11/2025	R098723	P2509344	FKG Equipment	$624,627.02	$37,477.62	$75.00	$662,179.64
4/11/2025	R098723	P2509344	FKG Equipment	$623,159.68	$37,389.58	$75.00	$660,624.26
			FUNDS RETURNED TO CONTRACTOR	$1,467.34	$88.04	$0.00	$1,555.38
			TOTAL FUNDS RETURNED TO CONTRACTOR	$3,397.77	$203.87	$0.00	$3,601.64

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C20 - Prequalification of Contractors

Description

Section 1013.46 of Florida Statutes requires school boards to prequalify contractors prior to their being able to bid on construction projects for the district. The rules for prequalification are stipulated in the State Requirements for Educational Facilities (SREF). The attached list identifies the contractors to be approved this month. As this is an annual requirement, the attached list may contain both new contractors and contractors seeking to renew their prequalification status. Per Florida Statutes, only those contractors currently prequalified at the time of bidding may bid on a school board construction project.

Gap Analysis

Prequalification of Contractors is an annual requirement.

Previous Outcomes

CCDS complies with contractor prequalification as required by Florida Statutes and SREF (State Requirements for Educational Facilities).

Expected Outcomes

CCDS will remain in compliance by certifying the contractors recommended for prequalification meet the requirements of Section 1013.46 FS, the State Requirements for Educational Facilities (SREF) and School Board Policy.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the attached contractor prequalification list.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director for Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

Table for Board Backup Contractor Prequal, 12.11.25

DRAFT

SBCC PRE-QUALIFIED CONTRACTORS

The following contractors are being submitted to the School Board for Contractor Pre-Qualification approval having met all requirements of Chapter 1013.46 F. S., as determined by the Pre-Qualification Committee consisting of Lance Addison, Clayton Anderson, Bertie Staefe, Chris Deely-Isais and Beth Clark. The pre-qualification certification is valid for one year from the end of the month in which Board approval is obtained.

COMPANY	TRADE CATEGORY	BOND LIMIT	EXPIRATION DATE
CGC, Inc.	General and Underground Utility & Excavation Contractor	$25,000,000.00	December 31, 2026
Feagin Total Communications	Electrical Contractor	$300,000.00	December 31, 2026
Kims Electric, Inc.	Electrical Contractor	$3,000,000.00	December 31, 2026

DRAFT

December 11, 2025 - Regular School Board Meeting

Title

C21 - Change Order #3 (Direct Purchasing) for Oakleaf Junior High School Classroom Addition

Description

Direct purchasing change orders are almost always deductive and are the sole initiative of the owner. These change orders represent the purchase of materials and/or equipment directly by the School Board in order to save sales tax. This change order corrects purchase orders previously approved but requiring adjustment as a result of shipping fee changes, quantity of material changes, cancellation by the contractor, etc.

Gap Analysis

N/A

Previous Outcomes

Sales tax savings have been used in the past to fund capital projects that may otherwise have not been funded.

Expected Outcomes

Money saved with sales tax savings will be used for capital projects that may otherwise have not been funded.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #3.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This addition to the construction contract in the amount of $31,606.19 will not impact the budget. Architect fees will not increase as a result of this change order. The Owner Direct Purchase Order saved the District $183,522.16 on this project. This action reconciles direct purchasing and returns unused funds to the contractor.

Review Comments

Attachments

- Change order #3 OLJ Classroom Addition

DRAFT

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER NO. 3

SDCC PROJECT NAME: Oakleaf Junior High School Classroom Addition
SDCC PROJECT NO: C-4-23/24

The Owner authorized the Contractor to make the following change(s) in the contract dated September 12, 2024.

ORIGINAL CONTRACT AMOUNT: $ 19,612,248.00
REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): $ 16,399,066.01

Change(s) and reason(s) for this Change Order: Direct Purchase of construction materials by the Clay County School Board.

Additional Time needed for this Change Order is Zero (0) calendar days. Contract Substantial Completion date is July 25, 2025. Final Completion date is October 23, 2025.

For these changes: □ Add to ■ Deduct from the Contract in accordance with the conditions of the Contract the sum of: Thirty-one thousand, six hundred six dollars and 19/100.

CURRENT CONTRACT AMOUNT: $16,399,066.01
ADDITION TO CONTRACT: $ 0.00
DEDUCTION TO CONTRACT: $ 31,606.19
REVISED CONTRACT AMOUNT: $16,367,459.82

ARCHITECT/ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Signature: _____ Date: 11/17/2025
Architect

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED: Signature: _____ Date: _____
Contractor

Signature: _____ Date: _____
SDCC Project Manager

APPROVED: Signature: _____ Date: _____
School Board Chairman

MIS15010
EFF 7/10/08

DRAFT

DIRECT PURCHASING

CLASSROOM ADDTION AT OAKLEAF JUNIOR HIGH

C-4-23/24

D. E. Scorpio
4655 Salisbury Road
Jacksonville, FL 32256

DATE	REQ. #	P.O.#	VENDOR	AMOUNT	SAVINGS (6%)	SAVINGS (1.5%)	RETURN
8/15/2024	R089068	P2502167	Winco Window	$251,808.00	$15,108.48	$75.00	$266,991.48
8/15/2024	R089068	P2502167	Winco Window	$250,008.00	$15,000.48	$75.00	$265,083.48
			FUNDS RETURNED TO CONTRACTOR	$1,800.00	$108.00	$0.00	$1,908.00
8/15/24	R089094	P2502170	SRM Concrete	$53,260.00	$3,195.60	$75.00	$56,530.60
8/15/24	R089094	P2502170	SRM Concrete	$51,640.00	$3,098.40	$75.00	$54,813.40
			FUNDS RETURNED TO CONTRACTOR	$1,620.00	$97.20	$0.00	$1,717.20
8/21/24	R089520	P2502529	Oldcastle APG	$37,150.00	$1,755.00	$75.00	$38,980.00
8/21/24	R089520	P2502529	Oldcastle APG	$32,802.00	$1,544.40	$75.00	$34,421.40
			FUNDS RETURNED TO CONTRACTOR	$4,348.00	$210.60	$0.00	$4,558.60
8/29/24	R090031	P2503058	White Cap	$78,223.40	$4,693.40	$75.00	$82,991.80
8/29/24	R090031	P2503058	White Cap	$61,830.80	$3,709.85	$75.00	$65,615.65
			FUNDS RETURNED TO CONTRACTOR	$16,392.60	$983.55	$0.00	$17,376.15
10/22/2024	R092191	P2504302	Tom Barrow	$109,990.00	$6,599.40	$75.00	$116,739.40
10/22/2024	R092191	P2504302	Tom Barrow	$109,936.00	$6,596.16	$75.00	$116,607.16
			FUNDS RETURNED TO CONTRACTOR	$54.00	$3.24	$0.00	$132.24
10/22/2024	R092523	P2504714	World Electric Supply	$400,004.05	$24,000.24	$75.00	$424,079.29
10/22/2024	R092523	P2504714	World Electric Supply	$400,004.00	$24,000.24	$75.00	$424,079.24
			FUNDS RETURNED TO CONTRACTOR	$0.05	$0.00	$0.00	$0.05
11/26/2024	R093784	P2505668	Gorman Company	$197,630.31	$11,857.82	$75.00	$209,563.13
11/26/2024	R093784	P2505668	Gorman Company	$192,051.11	$11,523.07	$75.00	$203,649.18
			FUNDS RETURNED TO CONTRACTOR	$5,579.20	$334.75	$0.00	$5,913.95
			TOTAL FUNDS RETURNED TO CONTRACTOR	**$29,793.85**	**$1,737.34**	$0.00	**$31,606.19**

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December 11, 2025 - Regular School Board Meeting

Title

C22 - Clay County Utility Authority Developer Agreement for the Fire Main Connection at Ridgeview Elementary School

Description

To comply with fire code, two new fire hydrants must be installed at Ridgeview Elementary School. This installation requires the extension of a new fire water main. Consequently, a Development Agreement with Clay County Utility Authority (CCUA) is needed to authorize the connection of the new fire main.

Gap Analysis

No action will prevent the CCUA from providing the necessary fire main connection. This, in turn, will prevent the installation of the new fire hydrants and maintain the school's non-compliance with fire code.

Previous Outcomes

The School Board has approved similar Clay County Utility Authority Developer Agreements in the past.

Expected Outcomes

It is expected the School Board will approve this Clay County Utility Authority Developer Agreement for the fire main connection.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Clay County Utility Authority Developer Agreement for the fire main connection.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net,

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net

Financial Impact

There is a financial impact of $992.10 for plan review, inspection and recording fees.

Review Comments

Attachments

260044 Clay County Utilities .pdf

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FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract #_____
Number Assigned by Purchasing Dept.

CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED
☐ Must Have Board Approval over $100,000.00

Date Submitted:	
Name of Contract Initiator:	Telephone #:
School/Dept Submitting Contract:	Cost Center #
Vendor Name:	
Contract Title:	
Contract Type: New □ Renewal □ Amendment □ Extension □	Previous Year Contract #
Contract Term:	Renewal Option(s):
Contract Cost:	

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line #_____
Funding Source: Budget Line #_____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (*when applicable*):

_____ Completed Contract Review Form
_____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)
_____ SIGNED Addendum A (if not an SBAO Template Contract)*
This Statement MUST BE included in the body of the Contract:
"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."
_____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
General Liability = $1,000,000 Each Occurrence & $2,000,000 General Aggregate.
Auto Liability = $1,000,000 Combined Single Limit ($5,000,000 for Charter Buses).
Workers' Compensation = $100,000 Minimum
[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].
_____ State of Florida Workers Comp Exemption (https://apps.fldfs.com/bocexempt/) (If Applicable)
_____ COVID-19 Waiver (If Applicable)
_____ Release and Hold Harmless (If Applicable)

****AREA BELOW FOR DISTRICT PERSONNEL ONLY ****

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department Review Date	Intern-agency Agreement
School Board Attorney Review Date	
Other Dept. as Necessary Review Date	
PENDING STATUS: ☐YES ☐NO	**IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**
FINAL STATUS	DATE: Pending Signatures

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CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of $100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than $100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of $50,000 or more, but less than $100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of $25,000 or more, but less than $50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than $25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or $50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are strongly encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4

Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department.
Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.

If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the School Board Attorney's Office ("SBAO") webpage or call 904-336-6507
For assistance with insurance-related matters, please visit the Business Affairs - Risk Management webpage or call 904-336-6745
For assistance with District Purchasing, please visit the Business Affairs - Purchasing webpage or call 904-336-6736

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Return to:
Clay County Utility Authority
3176 Old Jennings Road
Middleburg, Florida 32068-3907

RIDGEVIEW ELEMENTARY SCHOOL FIRE MAIN CONNECTION FOR FIRE PROTECTION
(Clay Utility System)
Name of Project

Parcel No. 40-04-25-020877-001-00
Clay County

DEVELOPER AGREEMENT

THIS DEVELOPER AGREEMENT ("Agreement"), made and entered into this _____ day of _____, **2025**, by and between the **SCHOOL BOARD OF CLAY COUNTY**, a political subdivision of the State of Florida, hereinafter referred to as **"School Board"**, and **CLAY COUNTY UTILITY AUTHORITY**, an independent special district established under Chapter 94-491, Laws of Florida, Special Acts of 1994, hereinafter referred to as **"Utility"**.

WHEREAS, School Board owns or controls lands located in Clay County, Florida, and described in Exhibit "A", attached hereto and incorporated herein by reference (hereinafter "Property");

WHEREAS, School Board desires that the Utility provide central water, pumping, treatment and distribution service and/or central wastewater collection, treatment and disposal service for the Property;

WHEREAS, the Utility is willing to provide, in accordance with the provisions of this Agreement, central water and wastewater service to the Property and thereafter operate applicable facilities so that the occupants of the improvements on the Property will receive adequate water and wastewater service from the Utility; and

WHEREAS, the parties wish to enter into this Agreement setting forth their mutual understandings and undertakings regarding the furnishing of water and/or wastewater service by the Utility to the School Board's Property.

NOW, THEREFORE, for and in consideration of the premises, the mutual undertakings and agreements herein contained and assumed, School Board and Utility hereby covenant and agree as follows:

1. The foregoing statements are true and correct.

2. The following definitions and references are given for the purpose of interpreting the terms as used in this Agreement and apply unless the context indicates a different meaning:

(a) "Consumer Installation" - All facilities ordinarily on the consumer's side of the point of delivery.

(b) "Contribution-in-Aid-of-Construction (CIAC)" - The sum of money and/or the value of property represented by the cost of the wastewater collection system, potable water distribution system, and reclaimed water distribution system constructed or to be constructed which School Board or owner transfers, or agrees to transfer, to Utility, if so designated by the Utility, at no cost to Utility to provide utility service to specified Property.

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(c) "Equivalent Residential Connection (ERC)" - A factor expressed in gallons per day (GPD) which is used to convert a given average daily flow (ADF) to the equivalent number of residential connections. For this purpose the average daily flow of one potable water ERC is (450) GPD and one wastewater ERC is (311) GPD.

(d) "Point of Delivery" - The point where the pipes or meter of Utility are connected with the pipes of the consumer. Point of delivery for water service shall be at the consumer's side of the meter and for wastewater service at the lot or Property line. Utility shall, according to the terms and conditions hereof, own all pipes and appurtenances to the point of delivery unless otherwise agreed. The pipes and appurtenances inside the point of delivery shall belong to others.

(e) "Service" - The readiness and ability on the part of Utility to furnish and maintain water and wastewater service to the point of delivery for each lot or tract pursuant to rules and regulations of applicable regulatory agencies.

3. Assurance of Title - School Board represents and warrants that they are the owner of the Property and have the legal right to grant the exclusive rights of service contained in this Agreement. Upon request, School Board agrees to deliver to Utility evidence of such ownership including any outstanding mortgages, taxes, liens and covenants.

4. Connection Charges - In addition to the contribution of any wastewater collection systems and water distribution systems, where applicable, and further to induce Utility to provide water and wastewater service, School Board hereby agrees to pay to Utility the following fees and charges, as defined in the Rate Resolution (including Service Availability Policy), upon execution of this Agreement in order to reserve capacity in the System:

(a)	Water Capacity Charge:		
	($476.93 x **0.00** ERCs)	$ N/A	*
	Alternative Water Supply Surcharge:		
	($411.64 x **0.00** ERCs)	$ N/A	*
	Wastewater Capacity Charge:		
	($4,345.34 x **0.00** ERCs)	$ N/A	*
	Environmental Impact Charge:		
	($410.00 x **0.00** ERCs)	$ N/A	*
	Debt Service Charge:		
	($246.79 x **0.00** ERCs)	$ N/A	*
(b)	Fire Protection Charge (15.81 x 1,000 GPM)	$ N/A	**
(c)	Meter Installation Charge	$ N/A	
(d)	Plan Review Fee	$ 423.50	***
(e)	Inspection Fee	$ 440.72	***
(f)	Recording Fee	$ 127.88	
	Total	$ 992.10	

* - Capacity charges were paid in Developer Agreement CU95/96-1, dated September 21, 1995.
** - No connection charges due for the School Board per Florida Statutes.
***- This agreement is to cover the fire main inspection and review fees associated with fire protection to the building on the Property.

Note: Items (e) and (f) are estimates and are subject to adjustment based on actual cost incurred.

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Payment of the above charges does not and will not result in Utility waiving any of its rates or rules and regulations and their enforcement shall not be affected in any manner whatsoever by School Board making payment of same. Except as specifically stated, Utility shall not be obligated to refund to School Board any portion of the value of the above charges for any reason whatsoever nor shall Utility pay any interest upon the above charges paid.

Except as otherwise stated in this Agreement, neither School Board nor any person or other entity holding any of the Property by, through or under School Board, or otherwise, shall have any present or future right, title, claim or interest in and to the charges paid or to any of the water or wastewater facilities and properties of Utility, and all prohibitions applicable to School Board with respect to no refund of such charges, no interest payment on said charges and otherwise, are applicable to all persons or entities.

Paid capacity or connection charges may not be applied to offset any service bill or other claims of Utility.

5. On-Site Installations - On-site facilities are those located within the Property for which School Board is requesting service. School Board shall convey to Utility, if so designated by Utility, all on-site water and wastewater lines, laterals, mains, lift stations, pump stations and appurtenant facilities (collectively referred to as "Components" or "On-Site System") on the Property with all contractual guarantees relating thereto. Conveyance shall take place within a reasonable time after installation of the On-Site System but prior to Utility's obligation to provide service. Until such time as the On-Site System is conveyed, the same shall be operated and maintained by School Board. In its sole discretion, Utility may decline to accept the On-Site System, may lease the On-Site System from School Board, or agree to such other arrangement as it deems appropriate.

Utility shall have the right and obligation, at the School Board's expense, to construct and/or approve the construction of the on-site installations which shall be owned and maintained by Utility, if so designated by Utility. The Utility shall also have the right to review all plans and specifications, connections to its system and the School Board shall pay a fee equal to the Utility's actual cost to review such plans and specifications. The Utility shall have the right to inspect all phases of construction undertaken by outside contractors for facilities which are to be owned by the Utility, if so designated by Utility. The School Board will reimburse the Utility for its costs for such inspection, including all overhead associated with same. Where on-site temporary pump stations or backflow prevention devices are required, they shall be paid for one hundred percent (100%) by the School Board without any provision for refund. Utility reserves the right to require backflow prevention devices on all water service connections.

The On-Site System shall be constructed in compliance with all regulatory requirements and the specifications and requirements of Utility. No construction shall commence until Utility has reviewed and approved School Board's contractor and the plans and specifications for construction of the water and wastewater systems for the project. The proposed electrical transformer layout of the electric utility providing service must be provided to the Utility prior to commencement of construction.

School Board shall guarantee Utility against defects in material and workmanship for the portion of the On-Site System to be owned by the Utility or County, if so designated by Utility. School Board shall secure from its contractor a written and fully assignable warranty that the system installed will be and remain free from all defects, latent or otherwise, with respect to workmanship, materials and installation in accordance with Utility-approved plans and specifications, for a period of two (2) years from the date of the system acceptance by the Utility, and immediately assign the same and the right to enforce the same to the Utility on or before such date.

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School Board agrees to transfer to Utility, if so designated by Utility, title to all water distribution and wastewater collection systems installed by School Board or School Board's contractor, which the Utility has agreed shall be owned and maintained by it pursuant to the provisions of this Agreement and shall:

(a) Deliver a Bill of Sale and No Lien Affidavit in a form acceptable to Utility for such potable water distribution, reclaimed water distribution, and wastewater collection systems.

(b) Provide copies of invoices and Release of Liens from contractor for installation of the utility systems as well as for any repairs to the Systems which may have been caused by other subcontractors during construction.

(c) Assign any and all warranties and/or maintenance bonds as set forth herein.

(d) Provide all operations, maintenance and parts manuals, as-built plans complying with Utility's specifications, and other documents required for operation of the utility system.

(e) Convey to Utility, if so designated by Utility, easements and/or rights-of-way covering all areas in which potable water, reclaimed water, and wastewater systems are installed, with adequate legal access to same, by recordable document satisfactory to Utility.

(f) Convey to Utility, if so designated by Utility, by recordable document in form satisfactory to Utility, fee simple title to lift station and pump station sites, along with recordable ingress/egress easement documents.

(g) Provide a copy of the project Engineer's final certification of completion to the Florida Department of Environmental Protection certifying installation of all potable water and wastewater facilities in accordance with approved plans.

6. Off-Site Installations - School Board shall further construct all transmission mains, pump stations and appurtenant facilities necessary to connect the On-Site System to the nearest appropriate point in Utility's transmission system, as determined by Utility. Utility may require School Board to oversize off-site transmission mains and appurtenant facilities in a manner consistent with Utility's Wastewater System Master Plan. The costs associated with construction of over-sized facilities which provide Utility with excess capacity for the benefit of other properties may be subject to refundable advance treatment pursuant to Utility's Service Availability Policy. The same construction standards, warranty requirements, maintenance bond requirements, transfer of title by Bill of Sale, and indemnification requirements, as provided under paragraph 5. of this Agreement, shall also apply to the Off-Site installations.

7. Agreement to Serve - Upon the completion of construction of the On-Site and Off-Site Facilities by School Board, or an appropriate phase thereof, and compliance with the terms and conditions of this Agreement and Utility's Service Availability Policy, Utility will allow connection or oversee the connection of the water distribution facility and wastewater collection facility installed by School Board to the central facilities of Utility in accordance with all rules, regulations and orders of the applicable governmental authorities. Utility agrees that once it provides water and wastewater service to the customers within the Property that it will continuously provide such service, at its cost and expense, but in accordance with the other provisions of this Agreement, the then current Rate Resolution in effect for Utility, and the requirements of the governmental authorities having jurisdiction over the operations of Utility. Utility shall not be liable for any temporary interruptions in service as a result of equipment failure, emergencies or Act of God.

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The covenants and agreements of School Board contained in paragraphs 5, 6, and 7 hereof shall survive Utility's acceptance of any On-site and Off-site Facilities and Utility's commencement of service to the Property. Should any such covenant or agreement of School Board in fact be outstanding following either or both of such dates, then, notwithstanding any contrary provision contained herein, Utility may, upon thirty (30) days advance written notice and demand for cure mailed to School Board, temporarily interrupt service to the Property until such outstanding covenant or agreement of School Board is satisfied in full. Utility shall not be liable for any temporary interruptions in service as a result of any action authorized or permitted by this paragraph.

8. Application for Service - School Board, or any owner of any parcel of the Property, or any occupant of any residence, building or unit located thereon shall not have the right to and shall not connect any consumer installation to the facilities of Utility until formal written application has been made to Utility by the prospective user of service, or either of them, in accordance with the then effective rules and regulations of Utility and approval for such connection has been granted.

9. Easements - School Board hereby grants and gives to Utility, its successors and assigns, including a Dependent or Independent Special District of Clay County, but subject to the terms of this Agreement, the exclusive right or privilege to construct, own, maintain and operate the water and wastewater facilities to serve the Property in, under, upon, over and across the present and future streets, roads, alleys, utility easements, reserved utility strips and utility sites. Mortgagees, if any, holding prior liens on the Property shall be required to release such liens, subordinate their position or join in the grant or dedication of the easements or rights-of-way, or give to Utility assurance by way of a "non-disturbance agreement", that in the event of foreclosure, mortgagee would continue to recognize the easement rights of Utility. All water and wastewater collection facilities, save and except consumer installations, shall be covered by easements or rights-of-way if not located within platted or dedicated roads or rights-of-way for utility purposes and there shall be adequate legal access to same.

The use of easements granted by School Board to Utility shall not preclude the use by other utilities of these easements, such as for cable television, telephone, electric, or gas utilities. However, the use of such non-exclusive easements by third parties shall not interfere with Utility's utilization of same. Utility hereby agrees that all easement grants will be utilized in accordance with the established and generally accepted practices of the potable water, reclaimed water, and wastewater industry with respect to the installation of all its facilities in any of the easement areas.

10. Utility's Exclusive Right to Utility Facilities - School Board agrees with Utility that all potable water, reclaimed water, and wastewater facilities accepted by Utility in connection with providing potable water, reclaimed water and wastewater services to the Property, shall at all times remain in the sole, complete and exclusive ownership of Utility, and any person or entity owning any part of the Property or any residence, building or unit constructed or located thereon, shall not have any right, title, claim or interest in and to such facilities or any part of them, for any purpose, including the furnishing of potable water, reclaimed water, and wastewater services to other persons or entities located within or beyond the limits of the Property.

11. Exclusive Right to Provide Service - School Board shall not engage in the business of providing potable water services or sanitary wastewater services to the Property during the period of time Utility provides water and wastewater services to the Property. Utility shall have the sole and exclusive right and privilege to provide water and wastewater services to the Property and to the occupants of such residence, building or unit constructed thereon.

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12. Rates - Utility agrees that the rates to be charged to School Board and individual consumers of water and wastewater services shall be those set forth in the then current Rate Resolution most recently adopted by the Board of Supervisors of the Clay County Utility Authority as may be amended from time to time. However, notwithstanding any provision in this Agreement, Utility, its successors and assigns, may establish, amend or revise, from time to time in the future, and enforce in a reasonable manner, rates or rate schedules so established.

Notwithstanding any provision in this Agreement, Utility may establish, amend or revise, from time to time, in the future, and enforce rules and regulations covering water and wastewater services to the Property. However, all such rules and regulations so established by Utility shall at all times be reasonable and subject to such regulations as may be provided by law or contract.

13. Quality of Wastewater - All commercial facilities which discharge non-domestic type wastes into the Utility's collection system are required to meet the requirements of Resolution 21/22-05 (Pretreatment Resolution) with regard to waste quality. In addition, facilities with photographic development operations may be required to install and maintain a silver recovery unit in order to meet the requirements of this resolution. Discharge of floor finish stripper products and waste to the collection system requires an Industrial Pretreatment Permit issued by Utility. School Board, tenant or the Property/project owner or Lessor must inform Utility of its intent to discharge any floor finish stripper product and waste. Upon notification, a permit application will be sent to School Board, tenant or the Property/project owner or Lessor to be completed and submitted to Utility for processing. A permit fee is not required by Utility for an Industrial Pretreatment Permit. Failure to follow these procedures may result in termination of water and wastewater service.

14. Binding Effect of Agreement - This Agreement shall be binding upon and shall inure to the benefit of School Board, Utility and their respective assigns and successors by merger, consolidation, conveyance or otherwise. Any assignment or transfer by School Board shall be subject to Utility approval which shall not be unreasonably withheld provided the assignee or transferee shall acknowledge in writing that it assumes the duties and responsibilities of School Board as set forth in this Agreement.

15. Notice - Until further written notice by either party to the other, all notices provided for herein shall be in writing and transmitted by messenger, by mail or by electronic mail, and if to School Board, shall be mailed or delivered to School Board at:

School Board of Clay County
Re: Ridgeview Elementary School
900 Walnut Street
Green Cove Springs, Florida 32043

and if to the Utility at:

Clay County Utility Authority
3176 Old Jennings Road
Middleburg, Florida 32068-3907

or such other address as specified in writing by either party to the other.

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16. Laws of Florida - This Agreement shall be governed by the laws of the State of Florida and it shall be and become effective immediately upon execution by both parties hereto, subject to any approvals which must be obtained from governmental authority, if applicable.

17. Costs and Attorney's Fees - In the event the Utility or School Board is required to enforce this Agreement by court proceedings, by instituting suit or otherwise, then venue shall lie in Clay County, Florida, and each party shall be responsible for their own attorney's fees and costs.

18. Force Majeure - In the event that the performance of this Agreement by either party is prevented or interrupted in consequence of any cause beyond the control of either party, including, but not limited to Act of God or of the public enemy, war, national emergency, allocation or of other governmental restrictions upon the use or availability of labor or materials, civil disorder, strike, embargo, natural disaster or catastrophe, unforeseeable failure or breakdown of transmission, treatment or other facilities, governmental rule, act, order, restriction, regulation, statute, ordinance, or order, decree, judgment, restraining order or injunction of any court, said party shall not be liable for such non-performance.

19. Indemnification - The School Board shall indemnify the Utility up to the limits set forth in section 768.28 of the Florida Statutes, but only for the negligent acts or omissions of Board officers or employees while functioning within the scope of their official duties. The Board and its officers and employees shall not be responsible for the negligent or intentionally wrongful acts of the Utility, its employees, or agents. The Board expressly reserves all other protections and privileges related to its sovereign immunity. Nothing in their Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

MISCELLANEOUS PROVISIONS

20. The rights, privileges, obligations and covenants of School Board and Utility shall survive the completion of the work of School Board with respect to completing the facilities and services to any development phase and to the Property as a whole.

21. This Agreement supersedes all previous agreements or representations, either verbal or written, heretofore in effect between School Board and Utility, made with respect to the matters herein contained, and when duly executed, constitutes the agreement between School Board and Utility. No additions, alterations or variations of the terms of this Agreement shall be valid, nor can provisions of this Agreement be waived by either party, unless such additions, alterations, variations or waivers are expressed in writing and duly signed.

22. Whenever the singular number is used in this Agreement and when required by the context, the same shall include the plural, and the masculine, feminine and neuter genders shall each include the others.

23. Whenever approvals of any nature are required by either party to this Agreement, it is agreed that same shall not be unreasonably withheld or delayed.

24. The submission of this School Board Agreement for examination by School Board does not constitute an offer but becomes effective only upon execution thereof by Utility.

25. Failure to insist upon strict compliance of any of the terms, covenants, or conditions herein shall not be deemed a waiver of such terms, covenants, or conditions, nor shall any waiver or relinquishment of any right or power hereunder at any one time or times be deemed a waiver or relinquishment of such right or power at any other time or times.

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26. It is because of inducements offered by School Board to Utility that Utility has agreed to provide water service to School Board's project. Capacity reserved hereunder cannot and shall not be assigned by School Board to Third Parties without the written consent of Utility, except in the case of a bona-fide sale of School Board's Property.

27. Utility shall, as aforesaid, at all reasonable times and hours, have the right of inspection of School Board's internal lines and facilities. This provision shall be binding on the successors and assigns of the School Board.

28. The parties hereto recognize that prior to the time Utility may actually commence upon a program to carry out the terms and conditions of this Agreement, Utility may be required to obtain approval from various state and local governmental authorities having jurisdiction and regulatory power over the construction, maintenance, and operation of Utility. The Utility agrees that it will diligently and earnestly make the necessary proper applications to all governmental authorities and will pursue the same to the end that it will use its best efforts to obtain such approval. School Board agrees to provide necessary assistance to Utility in obtaining the approvals provided for herein. Upon execution of this Agreement, Utility may require the payment of a reasonable fee to defray Utility's legal, engineering, accounting and administrative and contingent expense.

29. It shall be School Board's responsibility to provide acceptable as-built drawings of the potable water and wastewater systems installed by School Board or Utility, in accordance with Utility's standard specifications, details and notes, which are to be accepted by Utility for ownership and maintenance, as set forth in paragraph 5 (d) herein; and the Utility's charges associated with the review and quality assurance of the CAD as-built survey drawings will be paid directly by School Board's licensed underground utility contractor and shall be provided in accordance with CCUA's "As-built Specifications Standards Manual", which can be obtained from the Utility's website (www.clayutility.org). It shall be School Board's responsibility to properly instruct his contractor to contact Utility for an estimate of such charges and clarification of the required as-built drawing procedures.

30. It shall be School Board's responsibility or School Board's customers' responsibility, who utilize the project's water and wastewater service within School Board's project, to apply to Utility for service after the installation of the water and wastewater utilities have been completed and accepted by Utility. Upon completion of application for water and wastewater service and payment of the appropriate charges set forth in Utility's then current applicable Rate Resolution, including any security deposits required, service will be initiated to customers within School Board's Property.

31. School Board shall not place any conservation easements over any of the easement lands that contain Utility's water and wastewater facilities for the project covered by this Agreement.

32. School Board shall grant an easement to Utility covering any portion of the potable water and wastewater facilities that Utility agrees to own and maintain and School Board shall be responsible for providing the legal description for such easement to Utility.

33. The landscaping for this project (new or existing) shall not include the planting of any trees within seven and one-half feet (7 ft. 6 in.) of any water, wastewater, and/or reclaimed water mains to be owned by Utility.

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34. Connection to Utility's existing 10-inch water main, and the water service from the main to the fire main stub shall be installed by School Board's State of Florida Licensed Underground Utility Contractor and shall meet all of the requirements of Utility prior to Utility's acceptance for ownership and maintenance. Utility shall own and maintain the tap through the fire main stub, and all facilities downstream of the fire main stub shall be owned and maintained by School Board. All water installations shall be in accordance with the plans prepared by Alex Acree, P.E. titled *Ridgeview ES Fire Hydrant Repair/Replacement,* dated 09/03/2025 as described in Exhibit "B." or as modified in a manner acceptable to Utility.

35. School Board shall install or have installed a double check backflow prevention device, which shall be located immediately downstream of the 3/4-inch bypass meter on the 8-inch double detector check valve for the fire suppression system. Such installation shall be in compliance with the requirements of the Florida Department of Health and Rehabilitative Services and Utility. Upon the completion of the installation of said device, School Board shall provide to Utility, for its permanent records, the **Make, Model, Size, and Serial Number** of said device. Furthermore, this device must be tested and recertified by a certified backflow prevention technician, annually or such other period as may be required by Utility. Proof of the annual testing and re-certification must be submitted to Utility for its records. This installation and annual re-certification shall be the responsibility of the School Board or its successors and assigns. Utility shall have access to the water meter, during normal business hours, for meter reading and maintenance purposes.

36. This Agreement is for **water and fire protection service only,** and all references to wastewater and reclaimed water service are standard language and shall not apply.

37. Utility agrees to provide minimum fire flows of 1,000 GPM to the point of connection to Utility's fire main stub, subject to acts of God and temporary emergency conditions.

38. This Agreement does not include any other developments (future additions) that are planned for this Property. A separate agreement will be prepared for the additional requirements of each future development on the Property when such development is initiated.

39. Except as expressly modified and amended herein by this Agreement, all of the conditions of the original Developer Agreement CU95/96-1, dated September 1, 1995, shall remain in full force and effect, except as modified herein.

40. The construction of this project will not commence until receipt by Utility of all permits and easements, if necessary, and this Agreement is executed and the charges stated herein are paid.

41. This Agreement will need to be executed by School Board, the charges paid (shown on page 2 of Agreement), prior to October 1, 2026, and the construction of the utilities shall be commenced prior to October 1, 2026, or this Agreement will be subject to any Service Availability charge increases currently approved, which may be applicable or which may be approved by Utility's Board of Supervisors for the next fiscal year beginning October 1, 2026; and this Agreement is subject to any material cost increases which Utility may experience after October 1, 2026.

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IN WITNESS WHEREOF, School Board and Utility have executed or have caused this Agreement, with the named Exhibits attached, to be duly executed in several counterparts, each of which counterpart shall be considered an original executed copy of this Agreement.

WITNESSES:

_____
Print Name_____

_____
Print Name_____

SCHOOL BOARD:
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, a political subdivision of the State of Florida

By:_____
Print Name:_____

Title:_____

STATE OF _____
COUNTY OF_____

The foregoing instrument was acknowledged before me by means of □ physical presence or □ online notarization this _____ day of _____, **2025** by _____ as _____ of **THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA**, a political subdivision of the State of Florida, who is personally known to me or who has _____as identification.

_____
Printed Name_____
Notary Public
State of Florida at Large
My Commission Expires:

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WITNESSES:

UTILITY:
CLAY COUNTY UTILITY AUTHORITY

Witness: _____
Print Name: _____

By: _____
Jeremy D. Johnston, P.E., M.B.A.
Executive Director

Witness: _____
Print Name: _____

(Corporate Seal)

STATE OF FLORIDA
COUNTY OF CLAY

The foregoing instrument was acknowledged before me by means of ☒ physical presence or ☐ online notarization, this _____ day of _____, **2025**, by **JEREMY JOHNSTON**, as **EXECUTIVE DIRECTOR** of **CLAY COUNTY UTILITY AUTHORITY**, who is personally known to me.

_____
Print Name: _____
Notary Public in and for the
County and State Aforesaid
My Commission Expires:

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RIDGEVIEW ELEMENTARY SCHOOL
FIRE MAIN CONNECTION FOR FIRE PROTECTION

Parcel No.: 40-04-25-020877-001-00
Official Records Book 642, Page 152, Clay County, Florida

EXHIBIT "A"

A PORTION OF PARCEL "A", BEING A PART OF HARRISON AVENUE (CLOSED AS PER CLAY COUNTY COMMISSIONERS MINUTE BOOK NO. 10, PAGES 138 AND 139), ALL OF LOTS 1 THROUGH 8, (INCLUSIVE) AND A PART OF LOTS 25 THROUGH 32, (INCLUSIVE) BLOCK 2, SECTION 23,, RIDGEWOOD, CLAY COUNTY, FLORIDA, ACCORDING TO MAP RECORDED IN DEED BOOK 'Q", PAGE 663, OF THE PUBLIC RECORDS OF SAID CLAY COUNTY, FLORIDA AND BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS: COMMENCE AT THE INTERSECTION OF THE CENTERLINE OF JEFFERSON AVENUE WITH THE CENTERLINE OF HARRISON AVENUE AS SHOWN ON SAID MAP OF RIDGEWOOD; THENCE SOUTH 45° 02' 07" WEST AND ALONG THE SAID CENTERLINE OF HARRISON AVENUE, 25.00 FEET TO THE SOUTHWESTERLY RIGHT OF WAY LINE OF SAID JEFFERSON AVENUE AND THE POINT OF BEGINNING; THENCE SOUTH 45° 00' 08" EAST AND ALONG THE SAID SOUTHWESTERLY RIGHT OF WAY LINE OF JEFFERSON AVENUE, 918.99 FEET; THENCE SOUTH 44° 59' 00" WEST, 660.47 FEET, THENCE SOUTH 55° 08' 00" WEST, 671.13 FEET TO A POINT ON THE NORTHEASTERLY BOUNDARY LINE OF LANGLEY SUBDIVISION UNIT ONE, AS RECORDED IN PLAT BOOK 8, PAGE 2 OF SAID PUBLIC RECORDS OF CLAY COUNTY; THENCE NORTH 44° 57' 08" WEST AND ALONG THE SAID NORTHEASTERLY BOUNDARY LINE OF LANGLEY SUBDIVISION UNIT ONE AND A NORTHWESTERLY PROJECTION THEREOF, 801.91 FEET TO A POINT ON THE SAID CENTERLINE OF HARRISON AVENUE (CLOSED); THENCE NORTH 45° 02' 07" EAST AND ON SAID CENTERLINE OF HARRISON AVENUE (CLOSED), 1320.48 FEET TO THE POINT OF BEGINNING. CONTAINING 26.988 ACRES OF LAND, MORE OR LESS, SAID PARCEL BEING SUBJECT TO AN EASEMENT FOR DRAINAGE OVER AND ACROSS THE SOUTHEASTERLY 20 FEET OF THE ABOVE DESCRIBED LANDS, ALSO BEING SUBJECT TO THAT CERTAIN STATE ROAD RIGHT OF WAY EASEMENT DITCH AS DESCRIBED AND RECORDED IN DEED BOOK 39, PAGE 280 AND DEED BOOK 39, PAGE 376, OF THE PUBLICRECORAS OF CLAY COUNTY, FLORIDA.

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EXHIBIT "B"

DESCRIPTION OF APPROVED CONSTRUCTION PLANS
(Less and except plans to be replaced due to minor changes required)

Project: Ridgeview ES Fire Hydrant Repair/Replace

Engineer: Mr. Alex Acree, P.E.
7 Waldo Street
St. Augustine, Florida 32084

Date: September 3, 2025

Engineer Drawing Number	Description	Latest Engineer Approved Plan Date
01	Cover Sheet	09/03/2025
02	General Notes Sheet	09/03/2025
03	Utility Notes	09/03/2025
04	Survey	09/03/2025
05	Demolition Plan	09/03/2025
06	Site and Utility Plan	09/03/2025
07	Construction Details Site	09/03/2025
WAT 04	Standard Fire Hydrant and D.D.C.V. Backflow Preventer Details	09/03/2025
WAT 02	Standard Water Casing, Crossing Type and Pipe Restraint Details	09/03/2025
WAT 03	Standard Water Casing, Crossing Type and Pipe Restraint Details	09/03/2025

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